

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Community Roots Academy	Jeremy Cavallaro, Executive Director of Education	jcavallaro@communityrootsacademy.org 949.831.4272	June 15, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 4, 2020, Governor Gavin Newsom declared a [State of Emergency](#) to help the state prepare for broader spread of COVID-19. This prompted the Administrative Team at Community Roots Academy to develop a **Distance Learning Plan**; identify Professional Development Needs for our teachers; Develop and Implement a Technology Needs Assessment; and resources for students and families.

On March 13th – the last day of instruction, teachers had prepared physical instructional materials (workbooks, textbooks) that were sent home with students. Our school’s Administration communicated with the entire teaching staff that CRA would be utilizing Google Classrooms as our platform for delivering Distance learning. On March 16th, teachers were on-site the first day of the school closure, working in their classrooms, to setup their Google Classrooms that would be launched to students and families.

Community Roots Academy’s [school website](#) was updated to provide COVID-19 school closure information and the Meals for Everyone food distribution locations, days, and times.

Families were asked to complete the Technology Device Loan Agreement, if the student needed a Chromebook for Distance learning. CRA staff held three separate pick-up dates the first week of the closure to distribute student materials and technology. With the transition to distance learning, any student that lacked access to a technology device and/or internet service, was provided with a Chromebook that was mailed directly to the student’s residence; and a list of [Internet Service Providers](#) was also provided to low-income families. Over 100 Chromebooks were distributed to students on a loan-basis. Our school’s administration has received positive parent feedback on the prompt implementation of Distance Learning and dissemination of Chromebooks.

In addition, resources for free-internet access were disseminated to families, and customized online schedules were created for all students in order to assist them with navigating online resources.

Teachers **communicated with families** via email to provide them with information on using Google Classroom including our school's transition to Distance learning. School email accounts were set up for all students in K-2. Students in grades 3-8 already had a school email account prior to the transition to Distance Learning. Our staff was provided with a subscription to Google Hangouts in order to make phone calls to families via computer or cell phone.

The IT Director provided "**how-to videos**" to assist families with how to navigate Google Classroom, submit work, utilize tools such as Google Meets and Zoom. IT Director is easily accessible via email and reaches out to any family needing additional technology support. Elementary and Middle school directors were notified of students who have not logged in consistently and/or submitted work and follow-up with families to offer support and problem-solve any things preventing students from successful Distance learning experience.

The Executive Directors communicate weekly via email and live Town Halls with parents. Town Hall includes answering questions from parents in Q&A format. These questions are submitted ahead of time via a Google Doc that is sent out via email to families. The Elementary and Middle School Directors send email communication out to respective families weekly communicating any new information, in addition to reminding them of food distribution, technology check-outs, weekly schedules, etc.

Community Roots Academy (CRA) provided extensive teacher training on setting up and utilizing Google Classrooms as part of Distance Learning. Our IT Director created a separate Google Classroom for teachers which was continuously monitored; and provided tech support for our teachers. Amplified CKLA and Great Minds (ELA and Math) curriculum provided on-going **professional development** opportunities, expanded live webinars, and individual help sessions to provide on-going support with the curriculum and virtual instructional practices. Our Directors were mindful not to overwhelm teachers with additional professional development at this time. Instead, we personalized it for individual teachers. For example, some have become highly effective instructors on using Breakout Rooms within Zoom for small group collaborative conversations, which was essential during Distance Learning. This expertise was shared with other teachers who sought to increase student engagement during their Zoom and methods on how to embed the Breakout Rooms into their meetings. The IT Director created how-to videos based on input and feedback from teachers to ensure a seamless, transparent and efficient transition to Distance Learning and participated in weekly grade-level PLC meetings to answer any questions. In addition, our teachers were regularly surveyed to assess and identify needs. On a weekly basis, our teachers met with school administrators for professional development and to address the unique challenges of distance learning.

Our IT Director, Elementary Director and Middle School Director served as additional teachers in every teacher's Google Classroom. This allowed us to **monitor the effectiveness of assignments**, and delivery of instruction, as well as provide feedback or problem-solve any issues that arose from a teacher, student, or parent. Our Directors also regularly attended live classrooms (synchronous

instruction) of whole-class and small group sessions via Zoom or Google Meets, to support teachers and provide feedback. This collaboration provided the opportunity to share best practices specific to distance learning during our weekly whole staff meetings.

On March 17th – CRA transitioned to **Distance Learning**, using Google Classroom, as the Learning Management Platform. CRA teachers provided asynchronous and synchronous instruction. All teachers hosted daily morning meetings with their entire classroom via Zoom. Assignments were uploaded to Google at the start of each week. Teachers posted a weekly assignment sheet that outlined each lesson and curricular assignment for students and parents. Parent resources were provided, such as a Google Drive Folder of Middle School Distance Learning Assignments with links to daily and weekly student tasks.

The following modifications were made to course offerings:

- Physical Education teachers provided pre-recorded videos for all grade levels
- Music, Orchestra, Art, and Library courses also developed pre-recorded weekly video lessons
- Clubs/organizations that include book clubs STEM Challenges, cooking, garden and environmental sustainability

All teachers provided **academic intervention** and support through small group instruction and/or individual meetings with students using Zoom or Google Meets. All students are required to participate in at least two live small groups, and one live individual teacher check-in weekly, in addition to daily morning meetings with their teachers.

For **Students with Disabilities**: Special Education services included small group and individual instruction as part of Distance Learning. The Special Education Coordinator and Education Specialists conducted phone meetings with parents to discuss how services would be delivered during the Governor’s Stay-at-home school closure orders. Amendments were issued to parents, reflecting any changes and signed by all responsible parties using DocuSign. All instructional services were provided virtually via Zoom sessions. For small group sessions, parents provided authorization for their child to participate, due to confidentiality. Instructional minutes, speech and language, OT, social skills and counseling services were provided. In addition, our Education Specialists and Independent Facilitators held weekly one-to-one check-ins with Students with Disabilities to support them with their general education coursework. Our 504 Coordinator continued to meet with families, teachers and Directors to update existing 504s and finalize the 504s that were in process at the time of the school closure.

Parents were given the option to hold their previously scheduled IEP via Zoom, or reschedule it for the fall of 2020/2021 school year. For our teleconference IEP meetings, drafts of the IEP and a meeting agenda were provided to all attendees in advance. Finalized IEPs were again sent to all parties and signed via DocuSign.

The **impact of Distance Learning** as a result of COVID-19, has varied among students, for some they experienced anxiety and/or isolation, others somewhat disengaging, especially for those who lack structured schedule at home. For others, they thrive in a Distance Learning environment because they lack distractions and the delivery of our school’s Distance Learning program was

structured, provided students with academic and social-emotional supports, and student engagement and participation were monitored for each student on a daily basis. Community Roots Academy modified the 5th grade and 8th grade promotion and individual grade level celebrations as drive-thru events. Each grade level was assigned a specific time, drive-thru route to maintain social-distancing and the ceremony was broadcasted over FM radio. Our staff was present for the celebration; and also distributed end of year materials, certificates, accomplishments and personal belongings.

Community Roots Academy's EXPO Night showcasing Project-based Learning was presented in a live-stream as a virtual digital exposition. Individual, customized student narratives highlighted each students academic progress and coursework during the Spring Semester.

Parents have identified they struggled somewhat with supporting their child with their coursework but were highly satisfied with CRA's seamless transition to Distance Learning and ongoing communication with families, and the academic and social-emotional support provided to students.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Approximately 8% of students at Community Roots Academy are **Unduplicated Pupils** (English Learners, Low Income, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For **English Learners**: Our rigorous, standards aligned ELA curriculum (CKLA and Amplify) has the ELD Standards embedded with online components that included scaffolded language supports to meet the needs of our ELs. Teachers hold one-to-one student meetings weekly. This time is utilized for addressing the specific needs of the child, which include language development, vocabulary, phonemic awareness, reading, writing, and math development. Additionally, the ELPAC coordinator has continued assessing student participation and learning during school closure/distance learning. All EL students received both designated and integrated English Language Development (ELD). Amplify curriculum (ELA) and Great Minds (Math) have designated ELL supports and accommodations, with a trajectory of instructional plans based on student performance (speaking, listening, and written response).

For **Low-Income/Foster Youth**: CRA has provided low-income families with numerous resources including Chromebooks to access instructional and curricular materials, information on how to access free WIFI; access to meal services from Capistrano Unified School District, academic support/intervention, Social-Emotional Learning curriculum; and Behavior resources from our BCBA and School Psychologist for family support. CRA support staff, in addition to the classroom teacher, have been assigned to individual students and their families for additional weekly face-to-face check-ins via Zoom. The purpose of the check-in is to assess student and/or family social-emotional well-being and find out if there are any additional resources the family needs help with providing.

Additionally, our partnership with Western Youth Services continues to provide individual students and families with tier 3 counseling and mental health support during COVID-19 school closure.

The IT Director provided *“how-to videos”* to assist families with how to navigate Google Classroom, submit work, utilize tools such as Google Meets and Zoom. IT Director is easily accessible via email and reaches out to any family needing additional technology support. In addition, videos on how to access curriculum and educational applications such as SeeSaw, Flipgrid, Google Meets were provided to families/students to ensure student engagement and participation.

Students in grades K-3 were provided access to digital programs such as CapIt, a scientific approach to phonics instruction and **intervention**. Data from CapIt, was collected and analyzed during the Covid-19 shut down through our MTSS process to monitor student academic progress to prevent learning loss.

Teachers monitored students **social-emotional** well-being during daily live Zoom Morning Meetings. Participation, engagement, and academics were measured in instructional small group sessions and one-to-one student check-ins. Teachers also discussed any student concerns in MTSS meetings. The MTSS team included the School Directors, Psychologist, BCBA, and Education Specialists.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Community Roots Academy implemented the following curriculum through synchronous/asynchronous models of instruction. As a school that has implemented a 1:1 student to device ratio, most of the web-based/online supplemental programs were already in use as part of our educational program. The following includes the delivery of high quality Distance Learning opportunities that was provided to our students:

- Google Classroom, as the Learning Management System
- Google Chats, and Zoom for meetings
- Core & supplemental programs: Core Knowledge ELA, CapIt Phonics, Raz Kids, NewsELA, Eureka Math, ST Math, Amplify ELA, SeeSaw, and Flipgrid
- Daily Live Morning Meetings with Teachers
- Academic Support/intervention – provided daily by teachers and TOSAs during Office Hours
- Project-based Learning instructional model – student presentations, student work
- Formative Assessments – to measure student academic progress
- Daily student attendance – to measure student participation in Distance Learning
- Communication with students/families via email, Zoom meetings, phone calls, etc. including weekly email updates

- Teachers held parent-teacher conferences via Zoom meeting to update parents on their child’s academic progress
- Teachers, Support staff, and Administrators monitored student participation and attendance (daily/weekly)
- School hotline & email: – checked daily to ensure student/family needs were met

Teachers continued to meet as a **PLC team weekly** to ensure consistency between grade-level classes

- To plan instruction and projects that are aligned to grade-level content standards. Assignments may introduce new concepts but mainly focused on securely held content standard mastery.
- Focus was on the major work of the grade level
- Collaborative time took place weekly for ES/MS Directors, Gen Ed teachers, Ed Specials, and support staff
- Check-in on student participation occurred regularly

Teachers were also tasked with taking **attendance** in daily gatherings, meetings, online chats, and assignment completion. Teachers documented any student that was not logging into Google Classrooms during the first two weeks of Distance Learning. All teachers provided reports to the School Directors identifying students that were not engaged. The Directors then contacted these families to identify the root cause for the **lack of participation** to ensure it was not due to a lack of access to a technology device; and also set up learning schedules based on parent and student availability, in order to increase student engagement and participation.

Our teachers provided small group and one-on-one meetings with students and parents enabled teachers to problem-solve technical glitches and/or gaps in understanding with distance learning. CRA also utilized Teachers on Special Assignment (TOSAs), PE teachers, and other support staff as additional resources that provided individual and small group student support/**academic intervention** on assignment completion, content understanding, and digital organization. Student engagement for the months of April and early May exceeded the 90th percentile, as evidenced by daily/weekly attendance documented by our teachers.

Teachers monitored students **social-emotional** well-being during daily live Zoom Morning Meetings. Participation, engagement, and academics were measured in instructional small group sessions and one-to-one student check-ins. Teachers also discussed any student concerns in MTSS meetings. The MTSS team included the School Directors, Psychologist, BCBA, and Education Specialists.

Our school’s website also provided an [Access & Crisis Helpline](#) that was open 24 hours per day, 7 days a week. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school’s website.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Community Roots Academy did not provide meals during school closure. However, our school provided all families with a list of school sites within Capistrano Unified that provided "[Meals for Everyone](#)," drive-through meal service in a non-congregate setting. The link to the Meal Program was also uploaded to our school's website.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hour.

Community Roots Academy notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the school's website under COVID-19 Resources as a result of the Governor's [Executive Order N-45-20](#). To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.

California Department of Education
May 2020