

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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 **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 student's 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.

Stakeholder Engagement

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

Community Roots Academy (CRA) has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, attention to social-emotional needs and tiered intervention support for students who need additional academic support.

Extensive outreach has been conducted to inform and elicit feedback from stakeholders through public communication methods including surveys, website, social media, advisory groups, Town Halls, Board Committees, and public meetings. They include:

- March – August: Townhall Meetings with Community Stakeholders via YouTube. Our Administrative team has continuously provided up-to-date information regarding reopening, distance learning, campus safety, and enhancements made to the school site to ensure safety for students and staff.
- March: administered School Climate Survey
- April: Feedback on distance learning provided (Spring check-in)
- May – August: Surveys were administered to solicit parent feedback and discuss preferences with regards to bell schedules during distance learning; and drop-off issues. We also shared with parents the results from the March survey
- May – June: Zoom webinars took place for large group meetings; which were recorded for families who were unable to participate

- August: Administrators issued “welcome back” emails to families with information about distance learning schedules, Zoom expectations, invitation for Chromebook check-out, instructional materials pick-up
- August: Zoom parent and student orientations took place for all grade levels
- March – current: emails sent to families re: school closure (late March; planning and input for 2020-21 school year, distance learning 2020-21 school year, student/parent/teacher expectations for distance learning
- June – August: Multiple Live Townhalls were held prior to the start of the school year to discuss distance learning and reopening; this was also an opportunity to answer questions regarding registration and the upcoming school year.
- Governing Board meetings were held on-campus (with masks and social distancing requirements). Members of the public were able to attend and/or email comments.

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

Community Roots Academy (CRA) provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform is used for all meetings and hearings with stakeholders, who are provided options for remote participation via a link to the Zoom meeting or calling in by phone. However, governing board meetings are conducted in-person. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

- Governor’s Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school’s website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the **Board adoption of the Learning Continuity and Attendance Plan** as a non-consent item with the school’s Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Class Dojo and/email.

BOARD MEETING DATES:

Date of Public Hearing: September 14, 2020

Date of (Adoption) Public Meeting: September 21, 2020

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

The following is a summary of the feedback provided by parents via survey:

- 98% of families stated they were ok with the family's access to food during COVID-19
- 80.4% stated they were not concerned for their family's housing situation at the end of May 2020
- 22.9% were not at all concerned for their child's social or emotional well-being during DL, 32.6% were slightly concerned, 29% were somewhat concerned
- 60.2% were not at all concerned about their childcare at present, 18.3% were slightly concerned, 10.4% were somewhat concerned
- 14.2% described their child's overall experience with DL as very positive, 36.3% were somewhat positive, 23.1% were neutral, 21.1% were somewhat negative, 5.3% were very negative
- 3.6% stated their child was participating in learning activities from school almost all of the day, 16.2% stated most of the day, 50.8% stated some of the day, 28.9% stated a little bit of the day, .5% stated none of the day (2 students)
- 64.5% of parents felt that their child had an appropriate amount of regular interaction with his/her teacher, 35.5% stated they did not have an appropriate amount
- 92.3% of families felt that they could communicate effectively with their child's teachers, 7.7% stated no
- 67.9% of families felt that the amount of schoolwork daily was appropriate for their child's age, 32.1% stated no
- 95.9% stated they had access to all required technologies including computer, Wi-Fi, Google classroom program, and curricular materials, 4.1% stated no
- 83.8% of families would not prefer DL when they return in the Fall, 16.2% did prefer DL when we return
- 78.3% of the families would be able to continue DL online in the fall if needed, 21.7% did not be able to continue DL
- 77.1% of families would be able to alternate school days when returning in the fall, 22.9% would not be able to do alternative school days
- 70.9% of families would be able to do partial days, 29.1% would not
- 65.1% of the families would pick morning attendance, 34.9% would pick afternoon

- 31.1% of the families were extremely flexible with a staggered drop off, 56.6% were somewhat flexible, 12.2% were not flexible
- 47.5% felt their children could follow social distancing guidelines, 42.5% somewhat felt they could, 10.2% felt they could not follow guidelines.
- 53.5% would prefer their student(s) to interact with groups of 1-30 grade level students, 14.3% prefer 30-100 grade level students, 4.1% prefer 100-300 students, 28.1% do not have a preference
- 80.3% feel frequent hand washing or sanitizing is extremely important, 14.7% feel it is quite important, 3.5% somewhat important, 1% slight importance, .5% not at all important
- 23.9% feel staggered arrival/departure to allow for social distancing is extremely important, 20.6% feel it is quite important, 23.2% feel it is somewhat important, 11.2% feel it is slightly important, 21.1% feel it is not at all important
- 31.4% feel it is extremely important for daily temperature checks, 21% quite important, 19.5% somewhat important, 14.7% slightly important, 13.4% not at all important
- 42.2% feel fewer students in a classroom is extremely important, 21.6% quite important, 15.8% somewhat important, 9.2% slightly important, 11.2% not at all important.
- 33.3% feel social distancing in common areas is extremely important, 23.2% quite important, 19.8% somewhat important, 10.2% slightly important, 13.5% not at all important.
- 28.9% feel limiting the number of students each child interacts with at recess and lunch is extremely important, 20.5% quite important, 23% somewhat important, 9.7% slightly important, 17.9% not at all important
- 93.6% of families said that email was the best way to communicate information

Parents were asked to rank the following 5 items on level of importance: (1-most important; 5- least)

Results: 1. Hand sanitation, 2. Frequent common space cleanings, 3. In-classroom social distancing for student desks, 4. Limited student interaction, 5. Wearing masks

Aspects of transitioning to DL that worked best for families:

Results: 1. Teacher communication, 2. Administration communication, 3. Google Classroom ease of navigation, and 4. SPED small group and one-on-one.

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

As a result of the feedback and input from stakeholders the following were implemented in the development of the Learning Continuity and Attendance Plan:

- Grade level zones have been created to limit the number of students who come in contact with each other during the school day.
- Routines have been designed to balance social distancing with social interactions.
- Lunch area will allow for students to eat lunch with peers, with social distancing of 6 feet or more
- Virtual clubs were created for the Elementary and Middle school grades to allow for across grade level socialization.
- 2 touchless hand sanitizers have been installed in each classroom and 5 additional handwashing stations outdoors.
- Increase in “live” synchronous instruction for the 2020-21 school year
- Incorporated Clever – which allows for single sign-on app which links all of the web-based programs students will utilize during the 2020-21 school year. Clever includes a QR codes for easy sign-on for students in grade K-2.
- Hapara was installed in all K-8 devices for increased student security while on the web.

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.]

Community Roots Academy prioritizes the health of all school stakeholders in its reopening plan. California schools have been closed for in-person instruction since mid- March 2020, as a result of the Covid-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-3, the virus that causes Covid-19. As a result of the state of COVID-19 cases in Orange County, CRA began school on August 24th with a Distance Learning Model. Reopening is contingent on Orange County’s local health jurisdiction placement on the California Department of Public Health Coronavirus watchlist.

CRA follows the safe reopening guidelines of the following organizations:

- California Department of Education

- California Department of Public Health
- Orange County Department of Health
- OSHA
- Local pediatricians

Community Roots Academy is following industry guidance for reopening and is committed to:

- Proactive and effective health and safety measures for all CRA community members including students and staff
- Regular communications regarding student and staff welfare through weekly emails, newsletters, and Town Hall meetings
- Highly effective, rigorous, and engaging distance learning opportunities that provide reliable, consistent educational instruction for students online
- Academic, social and emotional support by CRA instructors and support staff for all students online and in person
- Options for families upon reopening that include both in-person and digital online platforms for learning

A parent/student orientation will take place on reopening, safety requirements including student drop-off and pick-up rules. Based on our most recent parent survey; approximately 85-90% of parents stated their preference to be in-person instruction. For students/families that choose to participate in full distance learning, specific login times will be provided so they can participate in daily instruction.

Barring the receipt of any contradictory information or counter directive from the Governor's office, CRA's plan is to reopen campus on a staged return basis for in-person learning beginning on Thursday, October 1, with an option for families wishing to continue distance learning. Students will return in three phases: This includes class size reduction, newly revised campus traffic patterns, revised drop-off/pick-up areas/routines, and enhanced cleaning protocols. Families will have the option to select full-time on-campus or full-time distance learning when reopening occurs.

- October 1: Elementary Grades K-2 will return to campus
- October 5: Elementary Grades 3-5 will also return to campus
- October 8: Middle School (Grades 6-8) will also return to campus

CRA families will have two learning program options when school reopens:

- 100% in person learning (7:50am-3:00pm daily)
- 100% online learning (7:50am - 3:00pm daily)
- While there may be opportunities for families to reevaluate their initial choice, we are asking all CRA families to choose the best learning option for their students at this time.

Community Roots Academy will implement the following systematic ***Cycle of Assessments*** to identify learning loss, address student needs, identify student's at risk, identify learning gaps, and measure student progress throughout the academic school year:

- iReady Reading and Math assessment: 3 times per year (universal screener – diagnostic, middle and end of year)
- CapIt diagnostic assessment: Grades K-2
- Amplify CKLA Unit Assessments English Language Arts
- Eureka Math Unit Assessments
- Writing assessments beginning, middle and end of year; in addition to at the end of each writing unit

To support the ***academic needs*** of our students and mitigate further learning loss, two credentialed teachers (TOSA) will be assigned to provide additional academic support and intervention via small group instruction for grades 1-5.

In order to ensure students are ready to learn; teachers will implement daily Morning Meetings and Advisory that focus on age appropriate ***social-emotional*** curriculum.

Community Roots Academy Administrative Team will evaluate reopening and implement the following safety measures:

- All families and staff will be provided with a Kinsa thermometer and app. Daily temperature checks and health screenings will take place for all staff and students prior to coming onto the campus.
- Masks will be required for all staff and students to wear when inside or when social distancing cannot be enforced. PPE including N95 masks, disposable masks, face shields, will be provided to all staff and students who do not have access to PPE.

Options for Higher Risk Individuals

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing

Social distancing is an effective way to prevent potential infection. CRA employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Designated foot traffic zones with appropriate signage will be implemented (one-way)
- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff
- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.
- Administration will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is CRA's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas.

Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day. Outdoor spaces will be utilized for instructional programs whenever possible. Five outdoor classroom structures have been installed along with

large shaded areas along the outside of all permanent buildings. Increased air circulation and ventilation of indoor spaces will be encouraged by opening windows and doors, and the use of fans. Sharing of high touch surfaces, common spaces, classrooms, or equipment will be ongoing and staggered throughout the day. Spaces and equipment will be cleaned and disinfected between use. Smaller cohorts of students and staff. Smaller class sizes to ensure physical distancing within the classroom.

Lunch Area Protocols: Students may receive a “grab and go” breakfast and lunch in a central location daily. Breakfast and lunch may be eaten in classrooms due to social distance guidelines. If breakfast and/or lunch is permitted to be eaten outdoors every effort to social distance and stagger lunch times will be used to the greatest extent possible.

All of CRA’s school policies are guided by the health and welfare of students, families, and our school community, as well as to create a safe working environment for educators and school staff. School personnel have been trained in Covid-19 protocols. Students are required to maintain a regular immunization schedule, and Flu shots are encouraged for all students and staff according to the American Academy of Pediatrics (AAP) guidelines. In all situations, CRA will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by Family Educational Rights and Privacy Act (FERPA) and state law related to privacy of educational records (California Department of Public Health (CDPH)). Families will be encouraged to screen for Covid-19 symptoms as outlined by the Centers for Disease Control (CDC).

In accordance with CRA’s Illness policy, all children and program staff will undergo a daily health assessment upon arrival to assess any symptoms of communicable illness. Assessments will be performed safely, and respectfully, and with measures in place to ensure confidentiality as well as in accordance with any applicable privacy laws or regulations. Any persons that are exhibiting signs of communicable illness will not be allowed to participate in the academic program until they have been symptom free for 48-72 hours or as otherwise specified in the inclusion/exclusion criteria listed in our illness policy. Exclusion is mandatory for any students or staff who have been exposed to a person with a confirmed or suspected case of COVID-19 (until 14 days after the exposure) or who have a confirmed or suspected case of Covid-19 (in accordance with local health department guidelines). Employees, students, and visitors should stay home if:

- They are exhibiting signs of COVID-19 symptoms
- They have had close contact with a person who has a suspected or confirmed case of COVID-19
- They have tested positive for COVID-19

In the case of a suspected case of Coronavirus on campus or in our school community, CRA will:

- Notify and follow the guidance of local health authorities
- Remove/isolate individual and family members from campus for a period of 14 days
- Identify and remove/isolate contacts on campus for a period of 14 days

- Recommend testing for Coronavirus by exposed parties
- Disinfect and clean all campus areas where exposed cases were
- CRA will implement the necessary processes and protocols in the case of an outbreak, in accordance with CDPH guidelines
- CRA will follow all CDC criteria to maintain healthy operations

In the case of multiple suspected cases of Coronavirus, the school will:

- Consult with Orange County Health Care Agency (OCHCA) to determine the criteria for number of cases
- Full school shutdown may occur if more than one classroom is affected by COVID
- The school may reopen in 14 days
- Refer to the CRA Illness Policy for more information

Please note: Under conditions of increased severity, the CDC may recommend additional measures to help protect students and staff if global and national assessments indicate that COVID-19 is causing more severe disease. In addition, local health and education officials may elect to implement some of these additional measures, up to and including school site closure and move all students to distance learning.

Actions Related to In-Person Instructional Offerings

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Executive Directors, Principals & Teachers to provide instruction for all students: in-person/distance learning platform. Our school’s daily instructional minutes far exceed the state’s SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-8. | \$2,717,433 | N |
| Procurement of PPE equipment, additional supplies, materials, partitions, hygiene, health & safety and disinfecting classrooms, school equipment, Tents for outdoor instruction, tables, stools for outdoor instruction. | \$280,000 | 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.]

Community Roots Academy started the 2020-21 school year on August 24th at 100% distance learning that includes a full-day of instruction.

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher from Community Roots Academy.

Google Classroom is the Learning Platform utilized by all students in conjunction with Zoom meetings for synchronous instruction. All students will participate in daily synchronous and asynchronous instruction in adherence to SB98.

CRA students will engage in daily synchronous instruction and asynchronous learning. Elementary classes will be divided into two cohorts, to maintain small class sizes. Morning meetings designed to establish safe and supportive spaces that increase school connectedness and support students' social-emotional well-being. Students will receive asynchronous Physical Education. Embedded in the schedule are stretch breaks, mini-lessons for English Language Arts and Math and reviewing class objectives and goal setting which is essential for all students.

Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments.

Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's Google Classroom.

Distance Learning: English Learners

Community Roots Academy teachers will provide both designated and integrated ELD instruction for ***English Learners***. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction. English Learners will receive designated ELD for 30

minutes 2-4 times per week, based on the student's ELPAC designation level. Designated EL student assessments and work completion will be monitored by the SST Team regularly.

Distance Learning: Special Education

All students with ***special needs*** will receive the services outlined in their IEP to the greatest extent possible during distance learning. The overarching principle of Community Roots Academy's Special Education Department is ensuring equal access for students with disabilities to the same learning experiences and opportunities as their general education peers. In a typical school day, our resource teams accomplish this using push-in, co-teaching, pull-out, and resource lab settings. In Distance Learning, this means being flexible and understanding that service delivery and specialized teaching will look slightly different. Education Specialists and Intervention Specialists will consistently be available to support all scholars with IEPs, aiming to provide the required hours to the greatest extent possible in a virtual learning environment. Push-in services will occur during small group instruction. Pull-out services will be provided during non-scheduled live sessions. (RSP, OT and Speech) Service providers will work with families to create standing schedules for service delivery that meet the needs of families and adhere to the minutes outlined in students IEPs.

Our Students with Disabilities (SWD) require accommodations (and sometimes modifications) to access their curriculum. It is the responsibility of the Special Education and General Education teachers to ensure that our students receive as many of their accommodations as possible during Distance Learning to ensure full participation and access.

School administrators and support staff regularly attend distance (online) courses and provide feedback to teachers based on classroom observations, delivery of lesson, engagement, and parent/student feedback. They also attend grade level PLC meetings and oversee and support distance learning. Administrators will regularly provide feedback to teachers based on observed distance learning practices, lessons, and parent/student feedback. Our school administrators communicate with families regularly.

On a weekly basis Elementary and Middle School Directors meet with grade level teachers including Educational Specialist (SPED) on a weekly basis to review student attendance, participation, and student academic progress. Tiered interventions will be designated when necessary. Elementary and Middle school directors, Special Education Coordinator, School Psychologist and Speech pathologist will meet weekly to review students on the watch list (Student Concern Tracker).

Additional staff are assigned to grade level bands to provide additional support with distance learning. TOSAs and Instructional Facilitators have daily office hours to provide additional support with asynchronous assignments and/or provide 1:1 tutoring or intervention.

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.]

In accordance with CA Ed Code 43503, CRA will assign one device (Chromebook) per student for grades 1-8; and iPads for Kindergarteners, so they can access lessons, resources, curriculum, and communication tools to stay connected. Our school is committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning.

Our staff conducted a technology and connectivity needs assessment via a family questionnaire.

60% of our students were issued a device and headsets. Our school purchased 200 Chromebooks with touch feature for grades 1-2; and 100 Chromebooks for grades 6-7; and MacBook's for teachers. Wi-Fi Hotspots will be issued upon request and based on family questionnaire. To date all families have responded to the questionnaire and have reported they have internet service at home. Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

Devices must be checked out, and returned at the end of the school year. CRA hosted 4 drive-thru Technology device pick-up dates which was communicated to all families led by the IT Director and Office Support Staff.

To ensure proper use of technology and appropriate norms and expectations, all families will be provided with training throughout the year.

To facilitate student access to online curriculum during distance learning all applications are synced and accessible via Clever. This allows for a single log-in for all students. Clever also tracks the frequency and total amount of time students participate in asynchronous instruction.

Every CRA student has been provided a Google school email account. Our students have participated in a digital citizenship and online safety training.

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.]

For Community Roots Academy students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have "daily live interaction" with a "certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness." (Ed Code 43503(b). Also, each LEA must "document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided."

Each CRA school must document daily engagement for each scholar. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above methods. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a CRA employee who possesses a valid certification document. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous. CRA will train all teachers on assessing, designating and certifying for time value.

Each CRA teacher will take attendance daily in PowerSchool. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Weekly Student Engagement Record Procedures

CRA will collect their Weekly Student Engagement Records for each teacher, each week. The teacher records will contain their class list. Teachers will record student attendance in live class sessions, including Advisory and the completion of assigned asynchronous assignments. Teachers must sign and certify their Weekly Student Engagement Records at the end of each week.

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.]

Community Roots Academy is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program to students. To enhance teachers' skills, all teachers participated in an intensive 1-month summer professional development in-depth training; and will continue weekly during the academic year. Areas of focus include:

- Best practices for online instruction
- Social-emotional Learning: Engaging Schools
- Online curriculum: Amplify ELA, Amplify Science, Illustrative Math, Eureka Math, iReady Math, Caplt
- COVID-19 Safety Training & CPR Training
- Web-based Tech tools: Clever, Google Classroom and Zoom

All Math teachers will participate in additional professional development led by Orange County Department of Education mentors.

Staff Roles and Responsibilities

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

As a result of COVID-19, and in an effort to accelerate student learning, and mitigate learning loss, CRA has assigned Teachers on Special Assignment (TOSA) to provide additional academic support for Unduplicated Pupils. For the middle school, co-teachers were assigned in Math classes (3 teachers for 2 classes) to strengthen delivery of instruction; and provide targeted academic support for struggling students.

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.]

Currently, Community Roots Academy has one foster youth and no students have been identified as homeless. The School Director serves as the Student Services Liaison (Foster youth/homeless) and regularly communicates with the Foster Youth Coordinator at Orange County Department of Education for updates, annual training and to ensure student needs are being met including housing, meals, access to instructional and curricular materials, technology device and access to internet services. The School Director/Student Services Liaison will review resources and materials to support Unduplicated Pupils including Family Access Points and Agencies; and the "Family Solutions" community resources provided by the CA Department of Education.

Our Special Education Department will identify the needs of our Students with Disabilities and ensure ongoing school-to-home communication on a regular basis.

Actions Related to the Distance Learning Program

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Technology devices: Chromebooks, iPads MacBook's, wi-fi hotspots, internet, headsets, IT Director | \$212,130 | N |
| SPED services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-8. | \$982,000 | N |
| Technology-based supplemental instructional materials including but not limited to Google Classroom, Zoom, Learning A-Z, Mystery Science, NewsELA, ST Math | \$23,272 | N |
| PowerSchool Student Information System (attendance reporting/parent portal) | \$12,114 | N |
| Professional Development and Instructional Coach | \$25,600 | N |
| Cycle of Assessments: iReady, CapIt, and DIBELS | \$28,150 | N |

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.]

Since the transition to distance learning in March 2020, CRA has been implementing actions to mitigate learning loss. Teachers reviewed standards covered and securely held content data with teachers from last school year to discuss pupil learning loss, specifically in English Language Arts and English Language Development. This fall, teachers will revisit those standards and incorporate literacy into all content areas as appropriate.

Community Roots Academy will implement the following systematic ***Cycle of Assessments*** to identify learning loss, address student needs, identify student's at risk, identify learning gaps, and measure student progress throughout the academic school year:

- iReady Reading and Math assessment: 3 times per year (universal screener – diagnostic, middle and end of year)
- DIBELS Reading Comprehension: 3 times/year
- CapIt diagnostic assessment: Grades K-2
- Amplify CKLA Unit Assessments English Language Arts
- Eureka Math Unit Assessments
- Writing assessments beginning, middle and end of year; in addition to at the end of each writing unit

iReady will be administered in Reading and Math for all grade levels as a diagnostic/universal screener to assess for learning gaps, learning loss and establish baseline results.

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.]

Community Roots Academy has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by

teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-8. Embedded within our distance learning model are the following supports:

- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- Survey families to assess program implementation and identify further family needs.
- To support the **academic needs** of our students and mitigate further learning loss, two credentialed teachers (TOSA) will be assigned to provide additional academic support and intervention via small group instruction for grades 1-5.
- In order to ensure students are ready to learn; teachers will implement daily Morning Meetings and Advisory that focus on age appropriate **social-emotional** curriculum.

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.]

The Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at Community Roots Academy. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Data that will be collected includes diagnostic assessments, formative, trimester assessment (iReady, DIBELS, CapIt) that will be used for the PDSA process via the Data Team Protocols to assess the effectiveness of our services and supports. These assessments outlined under “Pupil Learning Loss” will allow our educators to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning. CRA will implement frequent Student Study Team (SST) meetings with the Special Education Coordinator, Psychologist, Speech pathologist, Elementary and Middle School Directors and the Educational Specialist to review student progress and assess for learning loss in addition to effectiveness of the delivery of instruction and services.

Actions to Address Pupil Learning Loss

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Instructional Assistants provides students with academic support via push-in during the instructional day in Zoom meetings; also provide tutoring for students that needs additional support | \$100,084 | N |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Reading Specialist to provide reading and phonics support for K-1 | \$25,194 | N |
| Teacher on Special Assignment (TOSA): will support the <i>academic needs</i> of our students and mitigate further learning loss, two credentialed teachers (TOSA) will be assigned to provide additional academic support and intervention via small group instruction for grades 1-5. | \$194,103 | 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.]

To address the mental health, social and emotional well-being of **students** the School Psychologist and Advisory teachers will implement the Engaging Schools Program. The approach is organized within 5 Learning Domains:

1. Positive Personal Relationships.
2. Organizing the Learning Environment
3. Content Design, Learning Tasks and Protocols.
4. Academic Support; and
5. Restorative and Accountable Discipline and Behavioral Support.

Teachers will also incorporate elements of the Second Step, SEL curriculum and Zones of Regulation in combination with Engaging Schools to support the mental health, social and emotional well-being of all students that will take place during Homeroom/Advisory classes.

The School Psychologist and Behavior Analyst Therapist will provide social-emotional support accessible to all students. They will participate in virtual classrooms to assess and observe students, provide counseling, and review behavior plans. In addition, the School Psychologist will support the Advisory program and facilitate morning meetings using the SEL Curriculum and will provide families with resources via schoolwide communication.

The Administrative Team at Community Roots Academy will implement, monitor and support the mental health, social and emotional well-being of **staff** during the school year through scheduled individual check-ins. New teachers to CRA will be assigned mentor teachers who will conduct regular check-ins. During staff development articles on wellness including strategies will be discussed. Our school will implement non-instructional days for teacher planning and data analysis to allow for more time management and workload balance.

Community Roots Academy has provided COVID-19 training for the entire staff prior to the start of the school year which included information on health and safety, employee support and guidance.

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.]

At the start of the 2020-21 school year, our school hosted a Townhall meeting to communicate with families about the upcoming school year to orient them on the Online Platform that our students would be utilizing during distance learning for Fall 2020; and to discuss expectations and norms with distance/virtual learning. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student's daily instructional schedule and how to access the learning platforms and instructional applications. Translator services were provided for families whose primary language was not English.

Community Roots Academy communicates with families on a regular basis through various venues including YouTube videos of Townhalls available to parents with closed captioning.

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the [CDE's Combined Daily Participation and Weekly Engagement Template](#) (Education Code (EC) Section 43504)

Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments by 8am the following day.

Community Roots Academy has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

| | |
|---------------|--|
| Tier 1 | If a student is absent from DL for 1 day (missed all live login times) and the parent/guardian has NOT recorded student absent in PowerSchool: <ul style="list-style-type: none">• The homeroom teacher on assignment will record an unexcused absence in PowerSchool• Parents will receive an email notification of the unexcused absence from the office. |
| Tier 2 | If a student is absent from 2 days within a week (missed all live login times) and the parent/guardian has NOT recorded student absent in PowerSchool: <ul style="list-style-type: none">• The homeroom teacher on assignment will send an email with notification of the unexcused absence to both the parent's/guardian's personal email and the student's school email.<ul style="list-style-type: none">◦ The teacher will include a scheduled 1:1 meeting time with the student for the following day to get them caught up with new instruction/assignments. |

| | |
|---------------|--|
| Tier 3 | <p>If a student is absent from DL for 3 school days or 60 percent of the days within a school week (missed all live login times) and the parent/guardian has NOT recorded student absent in PowerSchool:</p> <ul style="list-style-type: none"> • Administration will contact parents/guardians via phone <ul style="list-style-type: none"> ○ Confirm that current contact information (email, phone, home address) is correct in PowerSchool. ○ Confirm that student has access to all curricular materials, supplies, and technology needed for distance learning ○ Confirm the technology is working and the student is able to access Google Classroom and Zoom sessions. ○ Confirm the reason for the absences, determine if pupil needs include physical/mental health needs ○ Create a plan with parents to ensure student attends and participates regularly in DL, which includes 1:1 meeting time with teacher to get caught up on missed instruction and assignments ○ Assign additional support if physical/mental health needs are a concern (consult with nurse or school psychologist) |
| Tier 4 | <p>If students is absent from DL for 4 or more school days and /or has not submitting the week's coursework:</p> <ul style="list-style-type: none"> • Administration and teacher(s) on record will meet to discuss an action plan for the student and complete MTSS Student Concern Tracker. • Plan will include: <ul style="list-style-type: none"> ○ Additional instructional support staff assigned to student ○ Scheduled times for students to work w/instructional support staff for tutoring and independent assignment support. • Phone call or Zoom meetings will take place with parents to notify parents of the plan. <ul style="list-style-type: none"> ○ Create a plan with parents to ensure student is able to make-up any missed instruction (via video, teacher office hours, or 1:1 support) |
| Tier 5 | <p>If a student is consistently absent or falling behind in completed assignments or meeting grade level benchmarks, meet with administration will meet with parents and consider a plan to transition the student to in person learning for the remainder of the year</p> |

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.]

Community Roots Academy will provide meals to all pupils including those who are eligible for free or reduced-price meals during distance learning and also when in-person instruction resumes. During distance learning, pupils may order a grab and go bag of meals for pick-up twice per week:

- On Mondays from 1:30-2:30pm meals for Monday and Tuesday will be available for curbside pickup in a non-congregate setting;
- On Wednesdays from 1:30 – 2:30pm families can pick-up meals to cover Wednesday - Friday.

Meals will include cold and microwavable entrees with instructions for reheating.

During in-person instruction, students will have the option to order a hot and/or cold meal daily which will be consumed in a designated lunch area (via grade level cohorts) to ensure physical distancing.

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

| Section | Description | Total Funds | Contributing |
|--------------------------------------|---|-------------|--------------|
| School Nutrition | Food services staff and meal costs | \$28,500 | N |
| Pupil & Family Engagement & Outreach | Front office support staff to assist with tiered reengagement; attendance and student outreach; provide translation services, and communicate with students/families to ensure all students participate in daily instruction especially with distance learning; trouble-shooting issues families/students may have including but not limited to: issues with logging in to platform, tech support, implementing tiered reengagement strategies; and/or conducting home visits | \$289,398 | N |

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 |
|--|--|
| 2.02% | \$118,428 |

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.]

Community Roots Academy has a student enrollment of unduplicated pupils of approximately 10%. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Community Roots Academy has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-8. Embedded within our distance learning model

To support the **academic needs** of our students and mitigate further learning loss, two credentialed teachers (TOSA) will be assigned to provide increased and improved academic support and intervention via small group instruction for grades 1-5. For middle school

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

The Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at Community Roots Academy. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Data that will be collected includes diagnostic assessments, formative, trimester assessment (iReady, DIBELS, CapIt) that will be used for the PDSA process via the Data Team Protocols to assess the effectiveness of our services and supports. These assessments outlined under “Pupil Learning Loss” will allow our educators to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning. CRA will implement frequent Student Study Team (SST) meetings with the Special Education Coordinator, Psychologist, Speech pathologist, Elementary and Middle School Directors and the Educational Specialist to review student progress and assess for learning loss in addition to effectiveness of the delivery of instruction and services.

As a result of COVID-19, and in an effort to accelerate student learning, and mitigate learning loss, CRA has assigned Teachers on Special Assignment (TOSA) to provide additional academic support for Unduplicated Pupils. For the middle school, co-teachers were assigned in Math classes (3 teachers for 2 classes) to strengthen delivery of instruction; and provide targeted academic support for struggling students with a focus on Unduplicated Pupils.