

**Learning Continuity and Attendance Plan Template (2020–21)**

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

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**General Information**

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

The COVID-19 pandemic has proven to our community how close and strong we are. For the past four years, the Crete Academy staff have worked diligently to build lasting relationships with our parents, students and the community. As a result of these lasting relationships, when the pandemic arose and our school was closed, the following actions took place: the school had enough laptops to distribute to every student who needed one, donors provided thousands of dollars to use for grocery card gift cards for those families experiencing a food scarcity, the Johnson & Johnson company provided thousands of dollars in employee donations, in order to cover the purchasing and distribution of internet hotspots to families who were outside of the free internet areas, the Crete Academy staff pulled together and began providing online instruction on March 14th to all grades TK-6th. Distance Learning continued for the remainder of the school year for all students. In addition to pulling together as a community, the Crete Academy staff began planning for school closure on March 16th 2020 in anticipation of school closure. As a result, when the district closed all schools March 14th, the Crete staff, students and parents were prepared and equipped with the necessary supplies to implement Distance Learning.

With this said, the COVID-19 pandemic has impacted our school and community in many ways. First and foremost, education for our students was interrupted. School as they knew it completely changed. Many of our students and families look forward to coming to school everyday to join a community that they can connect to and find a sense of belonging. Not only were students and families negatively impacted by the loss of regular interaction, but several staff and teachers reported feeling disconnected from people and struggled to maintain human connection with the others. With school being closed, the daily human interaction and affection was completely stifled. The distance created barriers to interact, communicate and engage with students and families overall.

Secondly, the COVID-19 pandemic increased financial hardship on our students and their families. Within the first few weeks of the pandemic and consequential shut-down, several families reported losing jobs and homes. Families had to relocate to new homes and double up with family members and enroll in shelter programs. Additionally, several families expressed their need for food, as many stores were also impacted by the pandemic. Not only were families in need of groceries, but they also were in need of finances in order to obtain

such groceries. The school was able to provide several thousands of dollars in grocery gift cards, donated by private foundations and generous individuals to address this need.

Finally, learning was impacted. Students, although provided with laptops and hotspots, still struggled to get online everyday. Teachers and administrators communicated the importance of remaining on a regular schedule and participating in online learning, but with many single-parent homes and lack of adequate childcare and/or funds to cover childcare, many working parents were unable to assist their children with online learning. Thus, participation for some students was intermittent and irregular.

The Crete community is close, connected and strong and for these reasons, we have been able to withstand the pandemic. We have had several donations, both monetary and in-kind that have supported our students and families during this time. However, the COVID-19 pandemic has made a lasting effect in many ways on our community and one that we will continue to work through in the coming year.

## Stakeholder Engagement

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

As with all major school policies, soliciting stakeholder feedback from all interested parties on the LCP, was no different. On March 11th, Crete Academy's school leader met with Crete Academy staff and volunteers to devise the initial Distance Learning Plan. The initial plan was shared with the Crete Academy Board, staff and families. The initial Distance Learning Plan was implemented on March 16th. On March 26th, when the return to school date remained unknown, the Crete Academy School Leader met with members of the administrative team and teachers to develop a more robust plan that would last for the remainder of the school year. For two weeks, the group met, made adjustments to the plan and then finalized the Updated Distance Learning Plan. The second iteration of the plan was submitted to the Crete Board, staff and families. Both the initial Distance Learning Plan and the Updated Distance Learning Plan were posted on the school's website for all stakeholder review.

During the month of July, the Crete school leader again revisited the Distance Learning Plan. This time, the plan was reviewed in accordance with SB98. The Crete school leader reviewed SB98 requirements with a representative of the Crete Board and made noble adjustments to instruction, communication and attendance. Overall, updates were made to various portions of the Distance Learning Plan, but the overall structure, since it complied with SB98 reminded the same. Once the school leader made updates to the Distance Learning Plan, according to board member feedback and in compliance with SB98, the plan was distributed to the administrative team at Crete and teachers. Feedback was provided and updates to curriculum, instruction and scheduling were made.

Upon completion of internal edits, the 2020-21 Distance Learning Plan/LCP was emailed and a text message link was sent to parents on August 3rd. In the message to parents, a request for feedback was made. Five emails from Crete Academy parents, representing a variety of grades, were sent to the school leader and each email was read carefully, feedback considered and in some cases edits made to the 2020-21 Distance Learning Plan, based on parent feedback. Additionally, a text message with a Zoom link for parents to participate in the Public Hearing of Crete's LCP was sent to all families on August 10th.

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

Stakeholders were invited to two separate LCP meetings. The first was following a written request for feedback on Crete's 2020-21 Distance Learning Plan/LCP on August 3rd. The next option for stakeholders to participate in the LCP public hearing was provided during a scheduled Board Meeting on August 10th via Zoom. The Board Meeting was advertised on the Crete Academy's website 72 hours prior to the start and a text message reminder was sent out to the Crete families with the Zoom link for participation. Following the first public hearing on August 10th, was a Special Board Meeting on August 13th, in which the Crete Board voted on the 2020-21 Distance Learning Plan/LCP and made the document available to the public via the school's website.

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

Feedback varied by stakeholder group, but in general centered around instructional minutes and curriculum. Below is a list of specific feedback by stockholder groups:

1. Crete Board of Directors: wanted to ensure compliance with SB98, wanted to ensure adequate instructional minutes in the Core Subjects: ELA, Math, Science and Social Studies.
2. Crete Parents: concerns with the amount of time students were online, concerns with child-care and instructional supervision. Four of the five parents expressed gratitude for a full day of instruction and how well the Distance Learning Plan was constructed.
3. Crete Admin: concerns with the mental health of students and parents, wanted to ensure adequate access to resources and close relationships with students and families during this time.
4. Teachers: concerns with student engagement and participation, attendance, parental guidance and support.
5. Donors: concerned with technology and hotspot access, wanted to make sure families had access to food, concerned about child-care for working parents.

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

The following areas of the LCP were directly influenced by stakeholder feedback: communication plan, student schedule, instructional minutes, subjects taught via Zoom, mental health resources, attendance plan and curriculum and resources provided.

## 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.]

Crete Academy will offer in-person instruction once the Governor of California and LAUSD Superintendent, deem that it is both legal and safe and once Los Angeles County has been removed from the Watch List. Once we are able to safely return to school, the plan for reentry will be put into effect.

To ensure the safety of all during on-campus instruction, Crete staff are expected to adhere to all federal, state, local and Crete Academy safety guidelines. Staff experiencing a fever or cold-like symptoms will be asked to remain home for at least 24 hours, or until symptoms subside. Upon entering the school, staff will have their temperature checked by an administrator at the front gate. Any staff member with a temperature at or above 100.4 degrees Fahrenheit will be asked to return home. Staff with no temperature will put on their face mask and proceed to their morning routine.

To decrease the number of people on campus each day, Crete Administrators and other staff who have work-loads that can be completed virtually, will participate in remote work, when possible. This includes allowing remote work, enforcing a remote schedule so that no more than three administrators are in the front office at one time and hosting meetings on-campus, in separate rooms.

Students are expected to adhere to all federal, state, local and Crete Academy safety guidelines. Crete students will be expected to wear a face mask during the following times: entering the school, while in line, during recess, lunch, PE, enrichment, while walking through the halls, while using the restroom and upon exiting the school. Students who come to school without a face covering will be asked to wait in the front hallway until a mask is provided. If no mask is provided, the student's parent will be called to pick them up.

To ensure the health and safety of all on-campus students and staff, additional part-time janitorial services will be provided. Hourly sanitation of common areas will be provided by the janitorial service. In addition, daily cleaning of the building will adhere to the CDC cleaning requirements. Deep cleaning, which includes the sanitation of entire rooms and areas, will occur bi-weekly on Fridays, when staff are not in the building.

Newly developed sanitations requirements will be implemented and will remain in effect until further notice. Such sanitation requirements include the following:

- 1 Students will use hand sanitizer upon entering and exiting the classroom
- 2 Teachers and staff will use hand sanitizer upon entering and exiting the classroom
- 3 Sanitizing of restrooms regularly or at least every hour
- 4 Sanitizing of the playground after each class use
5. Office and shared materials in any common areas such as pencils, clipboards and pens will be provided in a cup marked "sanitized." All materials that have been used by any person will be placed in a cup marked, "not sanitized," and will be sanitized at the first available opportunity. Janitorial services will clean the "used" items once per hour.

Additionally, PPE and other cleaning supplies to ensure hourly, daily and monthly sanitation will be purchased and provided in all rooms. Such supplies include: face coverings, hand sanitizer, sanitation wipes, face shields, paper towels, sanitation spray and other supplies as needed.

All visitors are expected to wear face coverings and enter the office only if no other visitors are present. Visitors waiting to be seen shall wait on pre-marked, foot-shaped stickers that are present on the hallway floors. Visitors will present their ID to the Office Manager and will be checked in using the visitor iPad, but will not touch the iPad. Instead, the Office Manager will be the only person using the iPad. Visitors will not be invited or allowed beyond the office/main hallways. There will be no school tours, no classroom parties by parents, no visits or observations allowed.

To ensure safe classroom instruction, teachers are expected to do the following:

- 1 Require anyone entering or exiting the classroom uses the pre-marked “Enter” and “Exit” doors, as to avoid close contact with opposing foot traffic.
- 2 Require anyone entering or exiting the classroom uses hand sanitizer
- 3 Safely placing students six feet or more from one another at all times
- 4 Create individual student sets of supplies that are used by one student
- 5 Sanitize any shared use items after each use. This includes library books, staplers, markers, pens, pencils, pencil sharpener and other commonly used classroom items.
- 6 Require that students wear masks during class
- 7 Wear their own mask when walking around the classroom, sitting next to or near a student or during small group instruction.
- 8 Set up a camera in their rooms for all virtual learners to participate in the lessons.

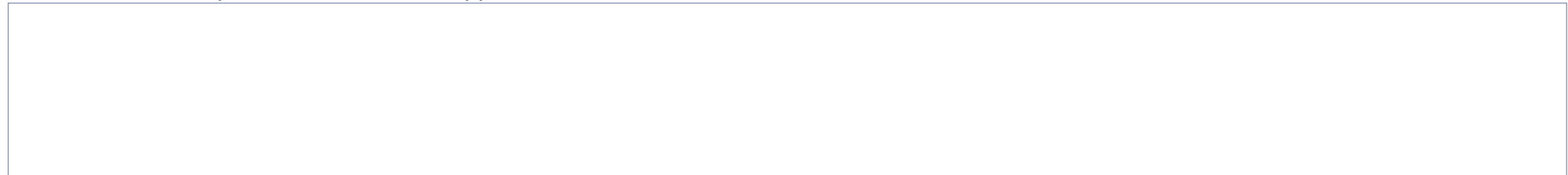
Parents were surveyed at the end of the 2019-2020 school year to gauge their interest in online or on campus learning for the 2020-2021 school year. The results revealed that approximately 50% of our students’ parents would like them to be on campus for instruction and the remaining half would like to remain online for instruction for the new school year. Therefore, when we return to in-person instruction during the 2020-2021 school year, we will have approximately half of our students attending school M-F online and the remaining 50% participating in on-campus instruction. Families may choose to have different options for different children, i.e. those who are vulnerable, have preexisting conditions or other health concerns. If a student has special needs and requires specific services, a plan for delivering such services will be determined by the family, LAUSD and a Crete representative in accordance with LAUSD Special Education policies.

The options for returning to in-person instruction are listed below:

Option 1: Student attends school on campus M-F 8:00 am to 3:00 pm and after school as applicable (limited to 50% of the student population or 100 students, whichever is less)

Option 2: Student attends school virtually and participates in Math, ELA and Science (only 5<sup>th</sup> grade) online at designated times (no limit to the number of participants in online instruction).

For students who have experienced any learning loss, due to participating in online instruction, tutoring and small group intervention will be provided by Teaching Fellows. Teaching Fellows will work one-on-one with students and in small groups with students to support reading and math intervention specifically. Recommendations of students needing tutoring and intervention will be provided by teachers to Teaching Fellows to ensure the most impacted students are supported.



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

Description	Total Funds	Contributing
PPE supplies and materials for on-campus days, including: thermometers, face masks, Clorox wipes, Cintas cleaning supplies, paper towels, gloves, disinfectant spray for all rooms. PPE training for all staff and teachers (CRF)	35,000	Y
Janitorial and deep cleaning services provided after school and throughout the school day, including deep cleaning twice per month according to the CDC COVID-19 guidelines. (Prop 98)	16,000	Y
School supplies including: backpacks, pencils, pencil sharpeners, crayons, markers, notebooks, colored pencils, glue, binders, headphones, calculators and folders, GATE materials, art kits and supplies to support distance learning. (S&C)	55,000	Y
Student engagement tools, incentives and resources. Attendance gifts and resources. All items will be purchased and provided to students during Friday Pick-ups. Gifts and incentives will be issued to students with perfect attendance and for meeting academic benchmarks on formative assessments. (S&C)	25,000	Y
Furniture and classroom supplies to support in-person instruction at a safe distance. Including desks, chairs, other seating arrangements, and additional individual student supplies to support student learning. (CRF)	69,000	Y

**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.]

As Crete prepares for the transition between online and on-campus instruction, several factors must be taken into consideration. First, communication will remain a central priority. The primary method of communication with students and families is Class Dojo and text message. Additionally, resources to support our school community are offered on our website. Families will be given at least one week’s notice when the school makes a change between online or on-campus instruction. Should the school return to in-person instruction, the Re-entry Plan will go into effect, where 50% of the students are on campus and the other students remain online.

For students remaining online, during on-campus instruction, they will continue with their daily instruction, along with those on campus via Zoom. The platforms used for online instruction, which include Zoom, ClassDojo, Seesaw, MobyMax and Spelling City. Students will engage in online instruction in Math and ELA and complete assignments in social studies, science and others as needed on SeeSaw and MobyMax. Teachers will continue to post weekly schedules on ClassDojo for students who are participating online and will have designated office hours to support with one-on-one intervention and other supports, as needed.

Students participating in-person for instruction will follow the Re-entry Plan for a safe return to school. To ensure continuity in their learning, these students will keep their borrowed technology and will bring their laptops and iPads with them to school. Students on-campus will continue to use the platforms used for online learning so that if the school transitions to completely online instruction, there is no lapse in their learning or access. In addition to participation in the online platforms, students engaging in on-campus instruction will also have worksheets and other materials that are provided to those students participating completely online. Thus, the workload and assignments for all students in any class, regardless of their decision to participate online or in-person will be the same. By ensuring that the work remains the same for all students in each class, students can transition between online or in-person instruction with ease. Furthermore, continuity in what all students are learning remains the same.

### **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.]

Students will be using Crete Academy laptops, ipads and hotspots in grades TK-6th for all online learning. Such devices and hotspots will be distributed to any family needing one to ensure continuity of learning. Parents are responsible for adhering to Crete Academy's Technology Policies and in accordance with the Crete Academy Technology Agreement that was signed, in order to receive a device. Parents are also responsible for monitoring their child(ren)'s activity online and filtering any content outside of schoolwork. Individuals experiencing issues with technology, will be provided with specific contacts for support.

On-campus and online tech support will be provided for all students and families by appointment and on specific days. For the first two weeks of the 2020-2021 school year, tech support, provided by an IT vendor will be provided three days per week. After the first two weeks, two Crete staff members will remain as designated tech support throughout the school year. Additionally, all administrators and teachers will support tech issues that arise on an as-needed basis throughout the school year.

### **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.]

Pupil participation will be monitored in several ways and on a daily basis. First, all administrators were assigned a classroom. The role of the administrator in being assigned a classroom is to make bi-weekly calls to parents to ensure that students are engaged in online learning and if any issues arise, they can help resolve them. Administrators will also participate once per week in the instruction in their assigned classroom by support the teacher and students. Finally, random checks of accountability for all classes will occur daily by the administrative team and specifically according to each individual's assigned class.

Daily attendance will be taken and a report of the attendance will be reviewed by the Director of Wellness. Students who did not participate in online instruction for any single day, will receive a call from the Office Manager, who will work to understand the reason behind the absence. The Office Manager will communicate any broader issues with accessing online instruction by the absent student to the administrative team and the student's teacher, as needed. Any absences beyond 3 will require a Wellness Check by the Director of Wellness, who will call students' homes to provide support and accountability for participation.

In addition to providing live instruction for students, teachers will be expected to respond to all parent and student communication within 24 hours, meet weekly 1:1 with each student, complete Parent/Teacher Conferences and small group differentiation and intervention provided online.

Individualized instruction will also be provided to students with Special needs, Gifted students and English Learners. Students with special needs will participate in online 1:1 instruction by an LAUSD Itinerant and other service providers as listed in their IEP. Students identified as Gifted and Talented will participate every other Friday in specialized projects with other gifted students with the Dean of Curriculum and Instruction. Lastly, the Director of Special Programs will provide weekly English Language development instruction using a specialized curriculum for English learners. The Director of Special Programs will also make weekly calls to each family with a student who has an IEP to ensure services, interventions and appropriate work is being provided and the student is making progress.

Teachers will continue to monitor student progress through daily instruction, checks for understanding and online assessments. Such assessments will be used to determine trimester grades for each student. Students will be provided a report card at the end of each trimester that will be discussed and reviewed with parents during Parent Teacher Conferences. Students who do not participate in online learning will receive an "incomplete" for any days, or work missed during the virtual learning period. In addition to regular formative assessments, summative school-wide assessments will be provided every other Friday. The assessments administered to students on Assessment days include: Fontes and Pinnell, DIBELS and NWEA. Assessment data will be used regularly to gauge which students need specialized and individualized supports and interventions.

## **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.]

Crete Professional Development will begin the week of August 5th and will last until the first day of school, August 17th. The topics that will be covered during summer professional development include: Crete mission and vision, student and staff expectations for instruction (online and on site), student discipline protocols, including attendance policies, curriculum training, lesson plan development, online student engagement, instructional strategies and one-on-one coaching.

Ongoing year-long professional development will take place in the form of scheduled pd sessions each week and weekly PLCs. Scheduled pd sessions will build on the foundational topics that were covered during summer pd and provide additional context and training. Weekly PLCs will cover curriculum and instruction, be grade-level and subject based for teachers. In addition to scheduled weekly pd sessions, once per month, all staff will participate in wellness training to ensure the safety and well-being of all staff members. Staff will also participate in weekly coaching sessions with their assigned coach.



## Staff Roles and Responsibilities

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

### Roles and Responsibilities of Teachers (Core Subjects, ELD, Intervention):

Report to assigned classroom at Crete Academy by 8:00 am and provide live instruction beginning at 8:30 am, for the duration of the minutes listed by grade below. In addition, teachers are to provide one-on-one student support in the form of appointments and one weekly, scheduled check-in per student, as well as parent support as needed.

To kick off the school year, teachers will schedule a Zoom or facetime meeting with each of their students and their families during the week of August 10th through 14th. 100% outreach, scheduling and contact is expected by teachers for their class. During the initial meeting with students and their families, teachers are expected to introduce themselves, welcome the student to their class and answer any questions that the student or their family may have. Each call should last approximately 5-10 minutes.

### Daily and Weekly Schedule

Teachers will create a daily schedule that will be posted on Class Dojo, and provided to Crete Administrators and families at least 24 hours prior to instruction. Schedules are to be emailed to each teacher's immediate supervisor (Principal) and to their coach either daily or weekly, depending on how the teacher plans out each week. In addition to providing the minimum required instructional minutes, teachers will also be responsible for:

- actively responding to messages, emails and calls from parents and staff on the same day as receipt
- Checking internal emails daily and respond same-day if before 5pm or within 24 hours of receipt of the correspondence if after 5pm
- Requiring students to upload their work, daily: TK-6th via SeeSaw
- Completing Parent/Teacher Conferences
- Providing assessments and grades for all students.
- Setting up assignments on MobyMax, Seesaw, Spelling City and other online curricular platforms specific to individual student needs and be available to support failed lessons through the chat feature
- Taking attendance daily, by 8:45 am
- Working with assigned administrator to resolve any issues or gain additional support

### Roles and Responsibilities of Students:

- Continue to apply all Crete Core Values to the daily routine: Character, Responsibility, Equality, Teachability and Excellence.
- Dress in school uniform during online instruction. On Fridays student may wear a college shirt, but if no college shirt is present, student must dress according to the school dress code.
- Meet 1:1 with teacher for weekly check-in at designated time
- Read and familiarize themselves with the class schedule, prior to the start of their day
- Participate in all online and videoed lessons with their teacher and classmates and ask questions and contribute to the discussion
- Submit and upload daily work to Seesaw

- Sign up for tutoring, if needed
- Read, sign and abide by the Technology expectations

#### Roles and Responsibilities of Administrators:

- Be available to teachers, other staff, students and parents, daily between 7:30 am and 4:00 pm
- Report to Crete Academy on assigned days
- Make bi-weekly calls to assigned classroom (see classroom assignments listed above) for family check-ins
- Devise systems to support and enhance online distance learning i.e. zoom, attendance protocols, weekly meetings and check-ins, surveys and communication
- Provide resources to teachers to enhance their instruction
- Review attendance notes from teachers daily, and provide support to families as needed
- Communicate updates, changes and necessary information on a regular basis to families, staff and other stakeholders
- Ensure all families have the proper equipment to support online distance learning i.e. laptops, hotspots and other school supplies
- Ensure appropriate and ongoing training is provided for teachers and staff, as needed
- Remain knowledgeable of Crete's plan, any new guidelines and policies.
- Office Manager will assist in the following during the hours of 7:30 am to 4pm: enrollment information, all family communication of upcoming important dates, technology needs, attendance, and student records.

#### 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.]

The mission of Crete is to serve students in poverty and those experiencing homelessness, which include English learners, foster youth and low-income students. To that end, English learners, foster youth and low-income students are a top priority. Our overall Academic Program was created to ensure we meet the needs of all students, especially our most at-risk students. When Crete transitioned to online learning, we ensured that EL students, foster youth and low-income students were included in the new learning guidelines.

Crete Academy is continuing to meet the needs of its English learners during online instruction, by providing ELA and math curriculum that are aligned to ELD standards. To support EL students, all teachers are using academic vocabulary throughout their lessons to ensure students are developing their listening and speaking skills. Additionally, teachers are using differentiation, small group instruction and partner/group work during their online lessons. Visual aids, such as anchor charts are also used to support the acquisition of concepts and language throughout the lesson further enhancing English learner development. As noted above, the Director of Special Programs will provide weekly English Language development instruction using a specialized curriculum for English learners.

To meet the needs of our foster youth, Crete staff are making intentional and concentrated efforts to maintain communication with these students and families. Crete administrators were each assigned a grade level in order to maintain close contact during the online transition. Special attention is given to foster youth to check their mental well-being, academic progress and attendance. In addition each administrator conducts bi-weekly calls to every parent at the school. Specific attention is given to foster youth and communication with the

foster-parent and social worker, when appropriate, is provided. Furthermore, any student, including foster youth, that were assigned a counselor during the school year, maintained their services in the transition to online learning.

Exceptional students, those identified as Gifted and those identified as having special needs, are supported individually according to their unique needs. Gifted students will experience differentiated work in their respective classrooms and special projects assigned by the Dean of Curriculum and Instruction. In addition, Gifted students will participate in bi-weekly specialized curriculum and instruction with other gifted students to support their unique learning needs. Students identified as having special needs will receive appropriate accommodations and modifications to their school work, on a daily basis and according to the student's IEP. Students with special needs will also receive 1:1 intervention from their teacher and their assigned LAUSD itinerate to ensure progress towards the goals as stated in their IEP. The Director of Special Programs will also make weekly calls to each family with a student who has an IEP to ensure services, interventions and appropriate work is being provided and the student is making progress.

Crete Academy serves a population of students that is over 85% low-income. Thus, the regular Academic Program and the online Distance Learning Program were designed with the needs of low-income students in mind. Consequently, all low-income families were provided several resources to ensure the continuous learning of students. These same families, and any others who needed them, were provided grocery gift cards, school supplies, chrome books, hotspots and food along with child care, employment, housing and financial resources.

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

Description	Total Funds	Contributing
Technology: Additional Chromebooks, additional iPads, iPad, doc cameras, ipdad holders and Apple laptops, charging devices, headphones, hotspots, including cellular phone and IT support for new and exiting technology (CRF).	46,000	Y
Instruction: Teaching Fellows, Tutors and English Learner teacher and instruction. Additional Teaching Fellow to provide tutoring and support for students as well as English Learner Instruction via Zoom for EL students (ESSR).	40,000	Y
Professional Development and Training for teachers for new online platforms an apps: Zoom, SeeSaw and ClassDojo. Training in online curricula: Mystery Science, GoMath, Scholastic News, Writer’s Workshop, Mobymax, Razkids, Studies Weekly, Science Spin, Spelling City, Dyna Math, Writing A-Z (CFR).	15,000	Y
Online accounts for new platforms and technology for teachers and administrators, including Zoom and SeeSaw, to deliver online instruction, as well as the corresponding training on new platforms, provided by Crete’s Instructional Coach and Dean of Curriculum and Instruction (S&C).	27,000	Y
Online professional development for teachers and administrators, specifically for engaging students in online instruction and supporting engagement for English Learners, foster youth and low-income students (GEER).	5,000	Y
Director of Student Programs to provide support to students with special needs and, English learners, including personalized ELD instruction, weekly. (S&C)	38,000	Y
Teachers to support the implementation of distance learning (LCFF Base).	250,000	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.]

## Additional Student Support, Tutoring, Intervention and Student Support and Progress Teams (SSPT)

In order to address any learning loss over the past six months, Crete Academy is offering tutoring to all students who sign up. Tutoring is offered by our Teaching Fellows, Monday through Friday, following the daily instruction by teachers. Any student may sign up for tutoring at any time throughout the school year and they will be provided with 30-45 minutes of additional instruction with a Crete Teaching Fellow.

In addition to self-referrals for tutoring, teachers and support staff may make recommendations for specific students to enroll in tutoring. Teachers will use initial assessment data to make tutoring recommendations at the beginning of the school year, for any student performing below grade level in ELA or math. Following each assessment period, or based upon anecdotal data and in-class assessments, teachers will continue to make recommendations for tutoring.

NWEA, F&P and in-class assessment data will be compiled monthly to assess individual student learning. Students will be grouped depending on their performance of each such assessment. During daily live instruction in ELA and math, teachers will group students based upon skill level, according to assessment data, and provide learning content and experiences designed to address the specific needs of each group.

Any student performing far below grade level after the initial assessment, performing below grade level and not making progress according to subsequent assessments and students who regress or show no growth on subsequent assessments will be provided intervention by the teacher and recommended for tutoring. If no significant growth is made following such interventions, an SSPT will be initiated by the teacher and developed in conjunction with school leadership and the student's family.

The administrative team will review student assessment data, SSPTs weekly for 4-6 weeks to gauge individual student progress. If no such progress is made or significant progress is not made and all parties (teacher, student and parents) have fulfilled their designated role and assignments according to the SSPT, then the SSPT group may request an assessment from LAUSD for an Individualized Education Program (IEP).

Additionally, NWEA data will be used to screen and identify students who may be eligible for gifted education. Teachers will make preliminary recommendations and such students will be recommended for gifted testing with the LAUSD Gifted office. Once identified, such students will join the community of intellectually gifted students and participate in Gifted Programming at Crete Academy. The Gifted Program Overview is provided below

## 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.]

Crete Academy will make use of the formal instructional strategies used across grades in classes to address learning loss which include strategies for English learners and struggling learners. The foundational instructional strategies used at Crete by all teachers are: UID, Dif-

ferentiation, Small Group and Kagan Strategies. In addition to instructional strategies, Crete students will use online platforms like Kahn Academy and Mobymax which deliver, selected lessons and skills to students, based upon teacher recommendation. Both platforms are individualized and move and assess at the pace of the student.

In addition to instructional and online strategies that are already available and will remain available to students throughout the year, students have access to weekly 1:1 tutoring by Crete staff members. Parents, students, teachers or other Crete staff can recommend and request that a student receive weekly tutoring.

### **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.]

Student observations and Summative Assessments, primarily NWEA, will be used to gauge the supports provided to students to address any learning loss. Summative assessments are reviewed three times per year. During each review period, students receiving such supports by Crete staff will have their data reviewed against those who have not received such supports to provide a comparison. Additionally, such student performance in math and ELA, mainly growth, will be closely reviewed to measure whether or not tutoring and other online supports were effective at impacting their learning loss.

To measure the effectiveness of our tutoring, intervention and support services, teachers will meet weekly with the Principal to discuss students who are behind according to formative and summative assessment data. The principal will develop goals and action steps for supporting such students, including tutoring and intervention and monitor progress. Any student needing additional support beyond tutoring and intervention will participate in an SSPT.

Students receiving tutoring and other support services will be tracked by school administration and follow progress reports will be requested by the student's teacher. The teachers will provide weekly data points and anecdotal evidence of the student's progress or lack thereof, to the principal.

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

Description	Total Funds	Contributing
Teaching Fellows and Tutors that will work with students in breakout rooms online and 1:1 after live instruction to support any learning loss for students with disabilities, English learners and foster youth. (S&C)	42,500	Y
Instructional Coaches will work with every staff member to specifically provide support for student engagement, professional development and personal growth during distance learning (S&C).	22,500	Y
Student Information System will be used to monitor student engagement and provide additional curricular and instructional resources for students who have missed class. The SIS system will also be used to determine which families are in need of outside resources to support the distance learning program for students (ESSR).	5,000	Y
NWEA, DIBELS and F & P Assessment Tools are used to gauge pupil learning loss, pupil growth, pupil performance and instructional performance during online instruction (S&C).	7,000	Y
Mobymax, Seesaw, training and student intervention and support training by Crete Teacher. Training is for new platforms added to Crete this year and provided by a current teacher who spent additional hours of online training in order to be able to provide staff and teacher training (S&C).	5,000	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.]

**Wellness Center Services**

Each family will participate in an initial wellness screening with the Director of Wellness Mr. B, in order to assess needs around physical, emotional, and social well-being. The Director of Wellness will schedule initial screenings with each family, by making phone calls in August. If you're in need of services before taking an initial screening please fill out the Wellness Referral form which will be provided to you at the family fair. Follow up meetings and/or resources will be provided as needed.

**Counseling and Support Services**

We recognize that this is a tough time for all of our families. Therefore, families have access to wellness services in the following areas: with housing, clothing, groceries, therapy/counseling, etc. If you would like counseling or any other services for any member of your family from an MFT or MSW, please reach out to Branden Bonner at: [bbonner@creteacademy.org](mailto:bbonner@creteacademy.org).

## **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.]

Crete Academy will continue to send out messages and information via Class Dojo and through text message. Additionally, the Director of Wellness will provide daily, Morning Announcements via Zoom for the entire school. During Morning Announcements, the Director of Wellness will share pertinent information with students and families about the school, provide historical and fun facts and provide an opportunity to engage in mindfulness practices to begin their day.

Teachers will post their weekly schedule on ClassDojo by Friday of the previous week, for all student and parent access. Teachers will also provide office hours M-F 2-4pm to meet with parents and students, as needed.

In addition to the daily and weekly communication, students and families are asked to pick up packets and school supplies bi-weekly, every other Friday so that we can maintain close communication with students and families. During Friday pick-ups families will be able to safely drive-thru a line to pick up school supplies, school work and communicate in-person with the staff and teachers at Crete.

To engage and encourage student attendance the Director of Wellness and Principal will provide monthly attendance incentives. Incentives, prizes and Perfect Attendance Certificates will be issued at monthly attendance assemblies where special guests will encourage student engagement and party-cation alongside the Director of Wellness and Principal. A culminating prize will be issued at the end of the school year for any student who participated every day of the school year and earned perfect attendance.

Daily attendance will be taken by each teacher and any absences will be reported to the Office Manger. The Office Manager will make daily calls to assess the reason for each absence and encourage attendance. To address any repeated attendance issues, the Director of Wellness will implement Tiered Reengagement Strategies.

Tiered Reengagement Strategies will be implemented for any students absent from distance learning for more than 3 school days or 60 percent of the instructional days in a week. Crete administration will send a letter to the parent/guardian of any student who is absent for more than 3 school days or 60 percent of the instructional days in a week informing them of the risks and consequences for excessive absences. As Part of TRS, Admin will review weekly attendance reports and contact families to offer support and bolster attendance for students (Housing, Technology, Scheduling, Troubleshooting, Counseling etc.). If after focused efforts attendance does not improve, parent/guardians will be notified of truancy consequences for not having their student in class.



## 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.]

Crete Academy will notify all parents via Call-em All, Dojo, and letter that their child(ren) who are enrolled are eligible for free breakfast and lunch meals as Crete Academy is a Community Eligibility Provision site. Parents will pick up breakfast and lunches by driving up to the cafeteria twice a week on Mondays and Wednesdays between the hours of 2:00 pm and 4:00 pm. Student meals are for multiple days and will be served cold with heating instructions.

The Crete food vendor will deliver meals to Crete and food services staff will distribute meals two times per week to cover breakfast and lunch for the entire week. For families needing additional support with food, grocery gift cards, donated by individuals will be provided on an as-needed basis.

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

Section	Description	Total Funds	Contributing
School Nutrition and meal distribution to students. Food Services equipment.	Equipment such as additional refrigerators and supplies to hold the food that will be distributed to students and families (ESSR).	4,000	Y
Wellness Center supports, resources, personnel including: Wellness Director, LCSW, MSW and MFT.	Counseling support services including group therapy, individual therapy and family therapy. Supervision services provided to Crete's MSW by an LCSW. (S&C	26,000	Y
Student and family resources including uniforms, shoes, jackets, socks and sanitation items.	Toiletries, clothing and other necessities such as school uniforms and sanitation materials for students enrolled at Crete (S&C).	9,500	Y
Food Services costs of operation.	Salary and benefits for food services provider, trainings and professional development. (S&C)	60,000	Y
Director of Wellness	Salary and benefits for Director of Wellness to support mental health, student attendance and engagement and parent resources. (S&C)	75,000	Y
Principal	Principal to support the academic program, teacher development and training for students in poverty, those experiencing homelessness and students with special needs. (SCF)	20,000	Y
External coaches and coaching services	Coaching platform, Whetstone and coaches for every staff member. (S&C)	75,000	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
32.78%	\$472,003

### 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.] Crete Academy’s mission is to serve students in poverty and those experiencing homelessness. Therefore, most of our students are low-income and/or experiencing homelessness. Furthermore, our student population meets multiple classification requirements meaning, many of our English learners are also low-income students and foster youth are also identified as low-income. Thus, the program offerings and resources provide to our students, were developed with specific sub-groups in mind. When designing the Distance Learning and Reentry plans, each was developed with the abovementioned subgroups in mind. Consequently, while all students benefit from our program offerings, foster youth, English learners and low-income students benefit the most.

Each school year, the Director of Wellness schedules 1:1 meeting with every family to complete a needs assessment. This year, due to COVID-19 the meetings will be held virtually within the first 30 days of school. Families will have an opportunity to share and request support with academic needs, social emotional needs, familial needs, basic needs like food and housing, professional needs, parenting needs, medical needs and any other resource that the school can provide. Crete has found that meeting 1:1 with families to assess their individual needs is the most effective method at understanding the overall family, school and community resources and supports that are most helpful at all times, but especially during COVID-19.

During these times, the Wellness Center is focused heavily on mental health and other family resources, such as clothing, food, housing and parent education. The Wellness Center already provides support to students and families with the above mentioned items. However, given that this year, the school has less regular interaction with students and families, we have taken steps to enhance the Wellness Center with particular focus on foster youth, English Learners and students in poverty.

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

To support the overall academic and wellness offerings at Crete, additional personnel is being provided. This year, each staff member is provided a professional coach to support their personal development and well-being. Some coaches are current staff, while others are outside providers. Coaches meet weekly with their assigned coachee to set goals and assess individual progress towards their goals. Coaches are provided throughout the school year to support the transition to online learning and on-campus instruction and augment the Crete program overall.

Tutors were employed this year, and several volunteer tutors were solicited to support student learning loss, students with special needs and those needing differentiated support and intervention. Tutors work 1:1 with students and in small groups in math and ELA instruction to help close learning gaps and challenge those who need specialized instruction. Tutoring is open to all students but prioritized for students who are English learners, low-income, foster youth and those experiencing homelessness.

In addition to employing additional personnel this year, enhanced services and programs that have been added to our Wellness Center and overall school program. Due to the effects of COVID-19 additional MSWs and other mental health providers have been engaged. The Wellness Center also has enhanced counseling offerings, including group therapy, grief counseling and programming, new school uniforms, attendance incentives, grocery-card gift cards, school supplies, stress balls and other mental health resources to all students and families.