

# Roots LEA Plan

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

Roots Charter High School
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## USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

### 1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

*Math and English is where we are seeing the greatest impact. The impact is seen in lack of content knowledge as well as credit deficiencies in these core areas.*

### 2. DESIGN: LEA ARP ESSER Plan and Aligned Budget

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants

Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

- A. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  - Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
  - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
  - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department's What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the "demonstrates a rationale (tier 4)" level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

**i. Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.**

*We are increasing our capacities for Summer School offerings to make up the gap. We also are creating another computer lab to assist in online tutoring and testing to have a greater capacity to benchmark and track growth.*

**ii. Please complete the table below for each of the activities that you will be pursuing to address learning loss.**

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
<i>Roots Summer/ Credit Recovery Program</i>	<i>August 2021- June 2023</i>	<i>\$138,999</i>	<i>Total number of credits recovered; number of students served</i>		<i>85% on time graduation rate for 2022-2024 graduating cohorts.</i>
<i>Increased access to technology resources for at-risk students</i>	<i>January 2022</i>	<i>\$50,000</i>	<i>Continuous growth monitoring of all students and higher access to online tutoring and testing.</i>		<i>Measurable growth in core competencies in all academic tiers</i>



**iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?**

*We are using STAR as our growth measurement and will monitor growth with this test. We are tracking credit recovery and will make adjustments when needed.*

**iv. How will the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?**

USBE encourages LEAs to reference their needs assessment to support their narrative.

*Roots Charter High School is a AEC and all our activities target students who are at-risk of academic failure.*

**B. Plan for remainder of funds:**

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

We are using these funds to increase our staff in support of decreasing the gap in learning from COVID interruptions, including Summer School program. We will also be adding another computer lab to assist with our credit recovery and online testing and tutoring.

### 3. Implementation and Policy

**A. LEA Safe Return to In-Person Instruction Commitment**

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the “LEA Response” within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	<p><a href="https://coronavirus.utah.gov/mask/">https://coronavirus.utah.gov/mask/</a></p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</a></p> <p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 105-109</p>	<p><i>Roots Charter High School will continue to work with our local health department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.</i></p>
Physical distancing (e.g., including use of cohorts/podding)	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 101-102</p>	<p><i>Roots Charter High School will continue to use the guidelines reflected in the COVID-19 school manual.</i></p>
Handwashing and respiratory etiquette	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 109-111</p>	<p><i>Roots Charter High School follows guidelines and has created signage and provided automatic hand sanitizer machines at every door.</i></p>
Cleaning and maintaining healthy facilities, including improving ventilation	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 75-84</p>	<p><i>Roots Charter High School has increased all professional cleaning services and implemented a full cleaning plan between each class period.</i></p>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> - page 27-35</p>	<p><i>Our LEA representative is following all protocols and working with our local health department in contact tracing, isolation and quarantine practices.</i></p>
Diagnostic and screening testing	<p><a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a></p>	<p><i>Roots Charter High School is following all testing protocols and is using the</i></p>



	<a href="#">19 School Manual FINAL.pdf</a> -page 37-43; 46-51; 52-56	test to stay policy set forth by UTAH health department.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 57-59	Roots Charter High School has worked with USBE to vaccinate all staff and we are working with the health department to hold a free vaccination clinic for students and their families.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 106, 109, 114	Roots Charter High School is 32% SpEd and we are following all protocols to ensure accommodations are met.

- B.** Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule. This link will be made available on the USBE website and be provided to the U.S. Department of Education.

[www.rootshigh.org](http://www.rootshigh.org)

#### 4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

##### A. LEA Description of GEPA Compliance

Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

##### Description of GEPA Compliance:

We will comply with all federal and state regulation with regards to GEPA requirements.