



The Cottonwood School

Special Board Meeting

Date and Time

Tuesday September 8, 2020 at 6:00 PM PDT

Location

7006 Rossmore Lane
El Dorado Hills, CA 95762

Zoom Link: <https://zoom.us/j/94947684518>

Meeting ID: 949 4768 4518

Dial by your location

+1 669 900 6833 US (San Jose)

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approval of the Agenda	Vote	Norman Lorenz	1 m
D. Public Comments			2 m
E. Executive Director's Report		Cindy Garcia	2 m
• Board on Track Platform Introduction			
II. Finance			6:06 PM
A. Unaudited Actuals for 2019-2020 ***	Vote	Darlington Ahaiwe	20 m
III. Academic Excellence			6:26 PM
A. Learning Continuity & Attendance Plan	Discuss	Cindy Garcia	15 m
Public Hearing			
IV. Governance			6:41 PM
A. Board Training Calendar	Vote	Kimmi Buzzard	15 m

V. Closing Items**6:56 PM****A. Announcement of the Next Regular Scheduled Board Meeting**
September 15, 2020

FYI

1 m

- Closed Session: 6:00 p.m.-7:00 p.m.
- Open Session: 7:00 p.m.

B. Adjourn Meeting

Vote

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Cover Sheet

Learning Continuity & Attendance Plan

Section: III. Academic Excellence
Item: A. Learning Continuity & Attendance Plan
Purpose: Discuss
Submitted by:
Related Material: LCP instructions (1).pdf
The Cottonwood School LCP (002).pdf

California Department of Education, August 2020

Learning Continuity and Attendance Plan Instructions (2020–21)

Senate Bill 98 (SB 98) established the Learning Continuity and Attendance Plan (Learning Continuity Plan), which is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while streamlining meaningful stakeholder engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/04/EO-N-56-20-text.pdf>), which required a written report and envisioned an off-cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for local educational agencies (LEAs) to formally plan for the 2020–21 school year in the midst of the uncertainty caused by the COVID-19 pandemic. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20. This plan is intended to memorialize the planning process that is already underway for the 2020–21 school year. All LEAs, which includes school districts, county offices of education, and charter schools are required to complete the Learning Continuity Plan.

Instructions

The following resources, among others, may be helpful to LEAs when answering prompts within the Learning Continuity Plan:

- California Department of Public Health Website (<https://www.cdph.ca.gov/>)
- California Department of Education (CDE) Coronavirus Response and School Reopening Guidance web page (<https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>)
- CDE Stronger Together, A Guidebook to the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)
- California Collaborative for Education Excellence (CCEE), *The Continuity of Learning Playbooks* (<https://k12playbook.ccee-ca.org/>) and Supporting Families and Communities in Distance Learning CCEE Supporting Families and Communities (<https://ccee-ca.org/wp-content/uploads/2020/05/CCEE-Webinar-Community-Engagement-Initiative-Supporting-Families-and-Communities-in-Distance-Learning.pdf>)
- CCEE COVID-19 Distance Learning Technical Assistance resources (<https://ccee-ca.org/distance-learning.asp#TechnicalAssistance>)
- Support for English learners in response to COVID-19 (<https://www.cde.ca.gov/sp/el/er/covid19resources.asp>)
- Special Education Guidance in response to COVID-19 (<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>)
- Support for Foster Youth in response to COVID-19 (<https://www.cde.ca.gov/ls/pf/fy/fyscpccovid19.asp>)
- Support for Students and Families Experiencing Homelessness in response to COVID-19 (<https://www.cde.ca.gov/sp/hs/cy/>)

Additional Guidance and Resources can be found at the CDE Learning Continuity and Attendance Plan web page**(<https://www.cde.ca.gov/re/lc/learningcontattendplan.asp>)**

Responses to the prompts below should be specific, concise and clear, with the overall goal of promoting stakeholder understanding.

In responding to the prompts throughout the Learning Continuity Plan, an LEA may include information from an existing plan to the degree that it addresses the prompt and related instructions.

General Information

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

Briefly provide information deemed relevant to enable a reader to more fully understand how the LEA's Learning Continuity Plan has been informed by the impacts the LEA and its community have experienced from the COVID-19 pandemic.

Stakeholder Engagement

Purpose

Stakeholder engagement has long been recognized as an important component of school planning and improvement. Meaningful stakeholder engagement has been linked to:

- An improved understanding of current needs and possible solutions
- More informed decision-making
- Greater trust between parties
- Stronger and longer lasting partnerships

An LEA must consult with parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units, in developing its Learning Continuity Plan.

During the consultation and stakeholder feedback process regarding the development of the Learning Continuity Plan, LEAs shall include efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or speak languages other than English.

Specifically, an LEA shall:

- Solicit recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan, using the most efficient method of notification possible.

- Provide the opportunity to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Present the Learning Continuity Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee separately for review and comment*
 - District and County Office of Education (COE) superintendents must respond in writing to comments received from these committees.
- Present the Learning Continuity Plan to the community at a public hearing of the governing board of the school district, the county office of education, or charter school for review and comment (the agenda must be posted at least 72 hours prior to the public hearing and include the location where the learning continuity and attendance plan will be available for public inspection).
- Adopt the Learning Continuity Plan in a public meeting of the governing board of the school district, the county office of education, or charter school that is held after, but not on the same day as, the public hearing held pursuant to California *Education Code (EC)* 43509.

*Applicable to School Districts and COEs only

Given the impacts of the COVID-19 pandemic on California's school communities, there has been an increased awareness of the importance and necessity for meaningful and timely stakeholder engagement. Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under *Resources* on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc>.

Senate Bill 98 (Statutes of 2020, Chapter 24) established the requirement for LEAs to develop a Learning Continuity Plan that is informed by stakeholder engagement. Furthermore, the bill codified provisions to promote remote participation and to address language accessibility.

Instructions

A description of the efforts made to solicit stakeholder feedback.

A sufficient response to this prompt will describe the overall stakeholder engagement process, including the efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English; and a description of how stakeholder engagement was considered before finalizing the Learning Continuity Plan.

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

A sufficient response to this prompt will describe how the LEA promoted stakeholder engagement, and the option(s) provided that allowed remote participation in the public hearings and local governing board meetings.

- A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or

state body consistent with the flexibility afforded by Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.

A summary of the feedback provided by specific stakeholder groups.

A sufficient response to this prompt will describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

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

A sufficient response to this prompt will provide stakeholders and the public with clear, specific information about how the stakeholder engagement process influenced the development of the Learning Continuity Plan. This response must describe aspects of the Learning Continuity Plan that were influenced by or developed in response to stakeholder feedback.

- For the purposes of this prompt, “aspects” may include sections or specific actions within a section of the Learning Continuity Plan that may have been influenced by stakeholder input.

Continuity of Learning

In-Person Instructional Offerings

Purpose

In-person instruction is defined in California *Education Code (EC)* Section 43500(b) to mean instruction under the immediate physical supervision and control of a certificated employee of the LEA.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders. However, LEAs must be prepared to offer in-person instruction when possible. A sufficient response will address the actions the LEA will take when health and safety allows a return to in-person instruction.

Instructions

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.

A sufficient response to this prompt will describe the LEA’s classroom-based instructional schedule model, including how the LEA will ensure student learning and competency development while also considering a student’s social–emotional well-being.

- The LEA's classroom-based instructional schedule model should include plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.
- To identify students who have experienced significant learning loss due to the school closures in 2019-20, LEAs should consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments. LEAs may use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Actions Related to In-Person Instructional Offerings

For each action related to in-person instructional offerings, please enter the following information in the table:

- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

Please add additional rows, as necessary.

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.

A sufficient response to this prompt will:

- Include specific information that explains how the LEA will provide continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery; and
- Provide a succinct description of the curriculum and instructional resources that will be developed or utilized that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

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.

A sufficient response to this prompt will describe how the LEA will ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- The process used to ascertain the needs of students. In doing so, the LEA may consider the needs of teachers and families in order to ensure that students have access to devices and connectivity.
- The plan for ensuring access to devices and connectivity for all pupils to support distance learning, whenever it occurs, and for providing technological support to ensure access to devices and connectivity.
- Descriptions of the efforts of the LEA to ensure students and families with unique circumstances have access to devices and connectivity.
- Description of methods used to reach students and families who were unable to access devices and connectivity following school closure in the 2019-20 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.

A sufficient response to this prompt will provide specific information about how the LEA will track and monitor student progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of student work.

- Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA.

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.

A sufficient response to this prompt will provide specific information about the professional development and resources the LEA will provide to staff to support the distance learning program, including technological support.

- When responding to this prompt, an LEA may find it helpful to refer to the “Professional Learning and Relationships” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>). This section includes essential questions for LEA planning, as well as models and best practices related to professional learning.

Staff Roles and Responsibilities

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

A sufficient response to this prompt will describe how the LEA has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:

- Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.
- Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

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.

A sufficient response to this prompt must describe the additional support that the LEA will provide during distance learning to assist pupils with unique needs, including additional supports provided to the following groups:

- English learners;
- Pupils with exceptional needs served across the full continuum of placements;
- Pupils in foster care; and
- Pupils who are experiencing homelessness.

Actions Related to Distance Learning Program

For each action related to the Distance Learning Program, please enter the following information in the table:

- A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

Please add additional rows, as necessary.

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.

A sufficient response to this prompt will describe how, with what tools, and at what frequency the LEA will assess pupils to measure learning status, within any instructional delivery model, particularly in the following areas:

- English language arts
- English language development (ELD)
- Mathematics

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 who are experiencing homelessness.

A sufficient response to this prompt will include specific actions and describe the strategies used to address learning loss and accelerate learning progress. In addition, the response must include a description as to how these strategies differ for:

- English Learners;
- Low-income pupils;
- Foster youth;
- Pupils with exceptional needs; and
- Pupils who are experiencing homelessness.

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.

A sufficient response to this prompt will describe how and by what methods the LEA will measure the effectiveness of services or supports provided to address learning loss.

- When responding to this prompt, an LEA may find it helpful to refer to the “Instructional Programs” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)

Actions to Address Pupil Learning Loss

For each action addressing Pupil Learning Loss, please enter the following information in the table below:

- A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Please add additional rows, as necessary.

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.

A sufficient response to this prompt will describe how the LEA will support mental health and social and emotional well-being of pupils during the school year which includes:

- What professional development will be provided to staff.
- What resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

When responding to this prompt, LEAs may find it helpful to consider the guidance provided on pages 34–36 in the “Mental Health and Well-Being of All” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

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.

A sufficient response to this prompt will provide a description of pupil engagement and outreach including:

- The procedures for tiered reengagement strategies for pupils who are absent from distance learning.
- How the LEA will provide outreach to all pupils and their parents and 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.

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.

A sufficient response to this prompt will describe 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.

- When responding to this prompt, LEAs may find it helpful to consider the changes in food service operations provided on pages 43–44 in the “School Services” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

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

This table should include additional actions related to the implementation of the Learning Continuity Plan that are not already included in the plan, including any actions related to the Mental Health and Social Emotional Well Being, Pupil and Family Engagement and Outreach, and School Nutrition Sections of the plan if needed. If applicable, please enter the following information in the table:

- The section of the Learning Continuity Plan related to the action described. If the actions and expenditures described in this table do not apply to one particular section the LEA may put “N/A.”
- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable.

- Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Please add additional rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

EC Section 43509 maintains the requirement for LEAs to describe how they are increasing or improving services for unduplicated pupils pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496. In developing the Learning Continuity Plan, LEAs are to consider the unique needs of foster youth, English learners, and low-income students.

The responses to the prompts in the Increased or Improved Services section of the Learning Continuity Plan provide stakeholders and the LEA community with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students.

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input.

Requirements and Instructions

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

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.

For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).

Principally Directed and Effective: For these actions, explain how:

- The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to meet the needs of the students in response to the COVID-19 pandemic.

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

Consistent with the requirements of 5 CCR Section 15496, describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 CCR Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement.

- To improve services means to grow services in quality and to increase services means to grow services in quantity.

A sufficient description to this prompt must address how the action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students.

California Department of Education, July 2020

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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Interim Executive Director	cindy.garcia@cottonwood.school

General Information

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

The Cottonwood School (Cottonwood) is a transitional kindergarten through twelfth (TK-12 grade) independent study/home school and site based charter school. On March 17, 2020, our Board approved to physically close Cottonwood School in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on March 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We worked to prepare for a safe and successful fall reopening that considers current challenges.

The school closure due to COVID-19 has affected students physically, socially, emotionally, and educationally. Additionally, families and staff have been adversely affected by these extraordinary times. The closure of school has challenged students and families in all aspects of their lives. From access to basic services such as technology and connectivity to expansive consequences like increased unemployment which affect food security and housing, families are having to take on multiple roles. Our site-based high school program is greatly impacted by the increased isolation from peers and the entire school community. Our home study program is also impacted by increased isolation due to lack of social educational opportunities. In addition to the increased stress of these extraordinary times, instruction including pacing, methods, and assessments has shifted forcing students, families, and staff to take on another stressor.

Typically, the non-classroom-based independent study program offers a variety of independent-study learning options, including online, distance, and in person. Given the number of our homeschooling families, we also emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. We ensure students are engaged in appropriate educational activities on instructional days and assess the time value of independent work as well as the quality of contemporaneous work samples. We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Our curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Although the majority of home school

online teaching and learning continued as it did before COVID-19 important aspects of the program have been affected primarily the Place Based Learning. The school continued during the school closure to engage in the use of virtual tools, which allowed for teachers and staff to engage on a regular basis with families and students as they had prior to the pandemic.

Typically, the site-based high school utilizes Project Based Learning, Experiential Learning, Field Trips and Field Studies to engage students in learning inside and outside of the classroom. COVID-19 forced the site-based high school program to transition to a virtual/distance learning model. The effect of this move has impacted how students, teachers and staff communicate, educate, and learn.

The Cottonwood School recognizes the additional challenges involved to meet the needs of students; physically, socially, emotionally, and educationally during this extraordinary time. The Cottonwood School understands the need to be mindful and consistent is even greater because of additional challenges distance learning brings to delivering instructional programs. All programs continue to provide access based on individual need including students with special needs, English Learners, Foster Youth, and Homeless students. Professional development for teachers will continue to promote distance learning, Multi-Tiered Systems of Support and prioritized content standards.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback

The Cottonwood School sent letters to staff and parents/guardians to inform of the COVID 19 closure. A survey, for staff and families to provide feedback on the closure of the school, gathered information on the additional needs staff, students and families have due to COVID-19—physically, socially, emotionally, and educationally. Seven percent of our population speak a language other than English thus the survey was available in English, Spanish and Russian.

The site-based program called all families to inform them of the school closure, the distance learning plan and to address concerns. In addition to initial direct communication, the site-based staff made themselves available to answer questions and listen to feedback and adjust accordingly.

Board members were actively involved in the decision when and the process of how the school closed due COVID-19. The LCP was introduced at a board meeting providing the requirements and timeline to all stakeholders. Following that board meeting a draft of the LCP along with the instructions was posted online. TCS's public hearing on the LCP provided an opportunity for stakeholders to provide feedback.

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

Beginning in March 2020, all Cottonwood's board meetings and public hearings have been conducted on a virtual webinar platform (Zoom). All links and phone numbers to access Board Meetings are provided on both the Board Agenda and Packet. Individuals in attendance can ask questions and make public comments for items both on and not on the meeting agenda. Chat comments are saved and reviewed by TCS leadership. Information and announcements for these meetings are placed prominently on the school's website, and public notice for these meetings is provided 72 hours in advance along with the agenda. Staff who are knowledgeable about the virtual webinar platform are present for the duration of the meeting to support staff and attendees should there be any access issues or technical difficulties that need to be resolved.

A summary of the feedback provided by specific stakeholder groups.

The Cottonwood School received feedback regarding our Learning Continuity and Attendance Plan from parents and staff. Staff prioritized providing support and resources to all students. Staff highlighted the need for additional intervention and support for struggling students.

Themes emerged around supporting English learners with a focus on English Language Development. Staff emphasized the need for support in the use of technology. Staff shared the need to ensure students have the resources to access online curriculum. Staff also shared their want of exposure to a variety of enrichment activities that will take the place of Place Based Learning families, students and staff have relied on prior to the closure of COVID 19.

Providing professional development on digital platforms such as Zoom, Schoology and Google Classroom to ensure internet safety, effective instruction and student engagement emerged as a high priority. Synchronous instruction was identified by staff as an area of growth to meet students where they are at and to move them forward.

Staff indicated challenges and strengths of providing services and assessments related to the needs of students with disabilities during the COVID 19 school closure.

Social and emotional wellbeing for all—students and staff—is an ongoing need. Exploring ways to meet the needs of our school community is of up-most importance, the stakeholder groups shared.

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

Our stakeholder feedback informed our Learning Continuity and Attendance Plan in the following manner: The Cottonwood School continues to explore and implement instructional materials and assessment tools to support instruction in Mathematics, English, English Language Development and other content areas. Additional supports are enhanced to support students with technology. Supporting students in their social emotional needs is a priority. Online curriculum including Everfi and web pages on growth mindset are a few options to support home study students. The site-based program works to support students through assigning an advisory to each student. The

advisor supports the student physically, academically, emotionally and socially through advisory and through day to day interactions on zoom.

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.

The Cottonwood School is a site-based and an independent/home study charter school. Prior to school closure in March 2020, the home school teachers met in-person with their students on a regular basis. In-person tutoring was also provided through our service vendors and staff. The site-based high school was on campus five days a week from 8am to 2:30pm. In response to the CDE health guidelines due the pandemic, all programs transitioned to a virtual model. The independent/home study program met with tutors providing live support online. The site-based program continued to meet daily from 8:30am to 1:00pm albeit virtually. With the transition to the virtual model we realize that learning loss did occur.

Cottonwood is following county, local health departments, and state guidelines related to school opening and when to offer safe in-person instructional services. Safety measures will be employed, such as sanitization of work areas and social distancing. Additionally, Cottonwood will utilize a “return-to-work” plan that consists of phasing staff back on-site in a controlled model based on CDC guidelines and the impact of Covid-19 in Cottonwood’s geographical areas to ensure the safety of staff and students.

Modes of instruction

When it is deemed safe to return to teacher in-person meetings for the independent/home study program and to classroom-based instruction for the site-based program the modes of instruction will be:

The independent/home study program will offer in person visits as well as virtual visits to provide options for students and families. The home study teacher will continue to use zoom, Schoology, Google classroom so that all students will have access to their home study teacher whether virtual or in-person.

The site-based school will offer three different learning models: fusion, synergy, distance learning.

Fusion is the tradition five day a week classroom-based instruction. This model will have the appropriate 6 feet apart spacing between students in all classrooms. This will allow for a percentage of the site-based population to have the continuity of daily in-person instruction and daily interaction with peers and teachers. Zoom break-out rooms will allow for students to continue project-based learning.

Synergy is two times a week on campus. 9th and 10th grade students will attend classes on opposite days of the 11th and 12th grade students. Deep cleaning between days will occur. Zoom break-out rooms will allow for students to continue project-based learning. The days students are not on campus they will be able to join instruction via zoom or access the recorded session on their own. Teachers will hold office hours daily.

Distance learning will continue for all students who choose to remain off-campus. Students will be able to join instruction via zoom or access the recorded session on their own. Teachers will hold office hours daily.

Staffing

The Cottonwood School will ensure counselors, special education staff, and other support staff are actively monitor our students when school resumes. This monitoring includes assessing the potential need of social, emotional and academic supports and then identifying and offering interventions to meet the needs of each student.

Staff can accommodate student needs in-person, during classroom-based instruction as well as in a virtual setting; many staff have been providing the virtual setting experience for our students already.

Plan to Mitigate Transmission

Physical distancing will be practiced. All will be expected to keep six-feet apart and the site-based program will ensure that the classroom setting keeps students six-feet apart.

Face shields will be required unless the developmental age of the student warrants otherwise. Also, if a medical condition triumphs wearing a face shield. The mandate of face shields applies to teachers and students alike.

In-person visit locations and site-based classrooms teachers will require and model good hygiene. All classrooms will be deep cleaned daily.

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

Description	Total Funds	Contributing
Cottonwood will monitor local and state guidelines related to in-person offerings. To increase and improve services, technology and professional development will be provided to staff and students.	\$5,000	Y

Cottonwood will provide instructional materials, ensure students have access to appropriate materials in a safe environment to work towards bettering student outcomes.

\$4,500

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.

The Cottonwood School continues to use the mission and vision of the programs to guide and drive the instruction providing continuity through this challenging time.

Virtual Learning Options/Distance Learning Options

The non classroom based independent study program will continue the delivery options parents and students are accustomed to pre-COVID. Our current distance learning format has not changed. In addition to the plethora of choices already in place prior to COVID 19 in the home study program, two new programs for our middle to high school students have been added: Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA). Both programs provide direct instruction via zoom two times a week. Independent study work is assigned with a credentialed teacher helping guide and assess students throughout the duration of the course. Schoology is the technology vehicle used to communicate with students and teachers between zoom meetings. JHVA offers courses in math, language arts, science, study skills, and growth mindset with a focus using The Big Life Journal, along with teaching basic digital literacy skills. The HSVA has live online courses where students login for one to two hours each for an instructional session. In both programs teachers monitor and assess each student's engagement and academic performance and achievement. Teachers regularly communicate with students through email, zoom meetings, phone calls to help, to encourage, to guide students. We have also infused trauma-informed practices as universal supports to help mitigate the negative effects of COVID-19 and social unrest. More details are in subsequent sections, including those specific learning loss and mental health and social and mental well being. When and If the county guidelines allow for in-person instruction/activities, we will add similar supports in person as needed.

The site-based program through daily zoom classes continues to provide the full curriculum that is based on CA standards. Teachers utilize Schoology to communicate with students, to provide access to all curriculums and to differentiate instruction. All students are required to attend zoom classes daily, and all teachers participate in a collaboration time on zoom daily where students can get additional help, ask questions and work collaboratively with other students. Teachers are in contact with parents immediately if a student is absent. We have also infused trauma-informed practices as universal supports to help mitigate the negative effects of COVID-19 and social unrest.

Technology and Instruction

All TCS students have access to devices and if connectivity issues for distance learning occur TCS provides hotspots for students and staff.

Staff assignments have remained consistent throughout and so, too, the delivery of instruction. Professional development is designed to ensure all staff is technology savvy; teacher leaders support staff with technology issues and distance learning instruction. All non-classroom based staff supports the teaching staff and students to ensure our programs are consistent and are meeting the requirements of distance learning.

Instructional Strategies

The Classroom based program uses a variety of instructional tools to support all students. Math tools to support the students included Achieve the Core, Standards Focus by Grade Level Guide and the Coherence Map. We also use tools from Student Achievement Partners, including the 2020-21 Priority Instructional Content in ELA/literacy and Mathematics. Along with focusing on essential learning priorities, we administer academic supports or scaffolds to help students access content, concepts, and skills. Examples of scaffolding for literacy include: use text sets and systemically order text from less to more complex to build students background knowledge; use varying strategies before reading a text, during the initial reading and subsequent readings, and after reading to support students in comprehending; building vocabulary with a focus on words that are key to text comprehension; differentiated support for individual or small groups of students depending on their needs. (This approach differs from isolated remediation focused on the previous year's curriculum.) In math, we use the Understand-Diagnose-Take Action cycle to provide appropriate scaffolding and or instructional supports. *Understand* is teachers understand the revised learning priorities for this year, including prerequisite skills students need to access grade-level content. *Diagnose* is having an accurate understanding of each students' level of comprehension. To do this, teachers engage in comprehensive formative assessments and review the results of diagnostic and interim assessments. *Take Action* is planning for and appropriately implementing needed supports/scaffolds during a lesson.

For our non-classroom-based independent study students, we provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified home school teacher (HST) is assigned to a family and schedules a meeting to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs work together with families to provide support and to review student performance and progress to date. HSTs schedule additional meetings, and support as needed.

We provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district-licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

We did not attempt to recreate long, traditional school days at home. Instead, we focus on implementing an online instructional delivery method that supports mastery of content that maximizes synchronous instructional time with teachers and other students, as well as on-demand or asynchronous approaches. In this way, time on task is viewed as a variable while learning is constant. Considering the effects of COVID-19 and societal unrest, our staff collaborated to prioritize learning goals, identify course sequence changes, increased scaffolding/instructional support, and to divide content and standards into manageable chunks through on-demand methods and shorter, targeted synchronous lessons that include trauma-informed practices. These foci are especially important to accelerate the learning of students who are most vulnerable to the adverse effects of COVID-19 and societal unrest. Further, our curriculum continues with the context of initial diagnostic, formative, interim, and summative assessments to inform our practices and need adjustments. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing.

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 have access to devices such as laptops and Chromebooks to access their curriculum. Students can receive a free portable wireless internet connection (MiFi) from the school to use for access to the internet if connectivity is an issue. The Cottonwood School purchased chromebooks to ensure all students have a device to access curriculum and instruction.

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.

Home study students at The Cottonwood School have options for instruction. Each option has specific ways to assess and address the time value of the work as well as capturing attendance for the work and time value that is completed. The teachers assess student participation weekly and then monthly. Site-based students have choice as well when showing what they know and what they have or are learning. Teachers are mindful that all aspects of assessment--formative and summative--are important when measuring participation and learning growth.

Upon enrollment in the home study program, we assign an appropriately certified homeschool teacher (HST) to a family to collaboratively create an individual education that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support, to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. The site-based program has advisors which function in much the same way: providing academic and social, emotional support throughout the school day, week and year.

Further, our academic intervention supports are part of our overall school support structure, commonly known as Multi-tiered systems of support (MTSS). We supplement, when appropriate, our curriculum with intervention materials to ensure each student receives appropriate support. For example, students with exceptional learning or emotional needs may not have their individual needs met through universal supports. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Additionally, some of our home study families/students choose conventional courses led by a credentialed teacher such as Edgenuity or choose to be in programs like JHVA, HSVA that offer similar courses. Some of our students choose to enroll in college courses--dual enrollment. We monitor the participation of students enrolled in college courses particularly during this time of distance learning-based curriculum even at the college level.

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.

Cottonwood will continue to provide professional development (PD) to ensure all staff are equipped to deliver appropriate instruction and support during the COVID-19 pandemic; with the understanding for the need to provide unique ways to instruct and support students academically and socially and emotionally during this extraordinary time. Our staff is utilizing Google Classroom for PD. A focus of PD is

teaching tips and tricks on connecting with students and parents, assessing and monitoring learning progress while in a virtual setting. Another PD focused on creating a work-life balance with optional ongoing small group focus groups for the staff. Ongoing teacher training and support with office hours hosted by Teacher Trainers and High School Success Coordinators are held regularly as is team support led by teacher leaders. Along with consistent PD and support groups, weekly team newsletters and daily communications keep staff abreast during this dynamic time.

Staff has been trained and has access to Google Classroom. Google Classroom is one method we use to meet with students and families. Training was provided through spring and summer and will be ongoing throughout the 2020/21 school year.

Virtual classroom space has been made available (Google Classroom) and is set up for all of our students enrolled in the home study program; this allows the students to interact with their teachers and to access content and instruction. The site-based program utilizes Google Classroom, Zoom rooms, and Schoology to teach and support students during this distant learning time.

Ongoing teacher training occurs monthly in a virtual environment where staff participate in learning related to virtual teaching strategies and supports, as well as learn how to provide instruction and curriculum through a variety of digital platforms. All training on strategies for the instruction are provided virtually; there will be no in-person training until it is safe to do so.

Staff Roles and Responsibilities

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

Due to the move to virtual platforms for instruction and enrichment activities, numerous staff created alternatives for enrichment, to comply with the new requirement as a result of COVID-19. Staff who previously engaged in activities such as in-person testing, community events, and other in-person activities have been redeployed. These staff are assisting with other schoolwide activities that support students, families, and staff, which allow students to have complete access to educational opportunities. This year our staff has added contribution teams to focus on Parent Education, Academic Engagement, Communication, Professional Learning, and Teacher Training. A new family resource site has been developed with current news and information, along with community, academic and other resources to support families. Regional Coordinators will support the mental health of staff and students. Surveys of teacher teams will occur throughout the year with an anonymous survey on needs for teachers. Leadership team will connect with staff such as with one on one calls, “check ins”, email, mail, and virtual meetings. Work life balance sessions, tools and focus are in the Professional Development and throughout monthly teacher meetings. Focus on clear and timely communication of duties and responsibilities as to now overwhelm staff.

Staff have also worked on the provision and facilitation of online and on-demand support for curriculum and virtual enrichment activities with a variety of community partners, allowing for further continuity of support. Cottonwood has access to a School Psychologist who dedicates a larger percentage of work to support students' mental health and social/emotional needs. Our High School counselor has dedicated significant time to support students' personalized learning plans tailored to students' specific needs and goals in academic and social/emotional domains.

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.

Students who are English learners

For students learning English, we take care to continue facilitating structured opportunities to practice English with classmates and teachers through daily online instruction. Additionally, our learning supports/scaffolding focuses on the increasing use of a range of information systems, such as graphic organizers, diagrams, videos, or other media to provide comprehensible input and contextualize content. Similarly, we will focus on delivering improved language models-such as sentence frames and starters. EL students will be encouraged to attend the CC Events by their EL designee. CC's are working in grade level spans to make sure offerings are plentiful for all ages. CC's will have a predictable schedule of workshops so parents/students can plan ahead to attend. EL Students are offered recommended Curriculum with build in ELD instruction and offered access to technology to ensure access.

Pupils with exceptional needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. In this model, Tier 1 supports are universal and available to all and is intended to meet the needs of approximately 80 to 90% of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 or additional supports individually and in small groups. These supports are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. However, there approximately 1-5% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how best to administer occupational, speech, or physical therapy virtually. Our attempted solution varies according to the need of each student and family. We are also attempting to find a way to administer assessments virtually as needed optimally.

For students with exceptional needs, we collaborate with families to determine how best to administer services and to monitor IEP goals. Cottonwood has 8.5% of its population identified as students with exceptional needs. For 2020/21, Cottonwood has a complement of fully certificated staff to support these students.

Cottonwood is part of the El Dorado County Office of Education (EDCOE) Special Education Local Plan Area (SELPA). Our school continues to have a strong relationship with our SELPA partners and our students' access to support and services provided along the continuum of service delivery options from our SELPA partners as determined by students' Individualized Education Plans.

Students in Foster Care

For students in foster care, we maximize instructional flexibility and support. Students in foster care may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and collaborate with students and families to avoid any

unnecessary academic penalty related to matters beyond their control. We also increase outreach and coordination with community resources. Community Connections will offer virtual events and workshops that are accessible and offer social language development. Cottonwood has a full-time Student Support Program Specialist who specifically supports a variety of students with unique needs, including foster youth. The student services team, in conjunction with our program specialist, work to ensure students have access to a variety of services and supports. The student services team provides resources for a variety of needs, which include housing resources, school supplies, bus passes, gift cards for emergency needs, as well as referral services to outside agencies that can provide additional support for students and families. Our student services team is making strategic outreach calls to ensure that students and families are aware of the availability of resources for basic needs, such as food and shelter, in their unique communities. These provide and assist with academics and access to online coursework.

Students Experiencing Homelessness

For students living in an impoverished environment, we maximize instructional flexibility and support. Students experiencing homelessness, or struggling with poverty may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and collaborate with students and families to avoid any unnecessary academic penalty related to matters beyond their control. We also increase outreach and coordination with community resources. Community Connections will offer virtual events and workshops that are accessible and offer social language development. The Student Support Program Specialist/ student services team will provide continued resources related to food, shelter, and other basic necessities for our students and families in this demographic. The Student Support Program Specialist/ student services team provides resources to support a variety of needs, which include housing resources, school supplies, bus passes, gift cards for emergency needs, as well as referral services to outside agencies to provide assistance for students and families. Additionally, there will be school training in the area of trauma-informed practices for impacted staff, students, and families. These services specifically address the needs of these students to increase their academic outcomes.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format, including new Professional Development Coordinator	5,500	Y
Internal Common assessments to measure student progress and identify areas our students are struggling in.	35,556	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress.	31,350	Y
Cottonwood will provide MiFi (mobile internet connection) to English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs at no cost. This will provide access to the internet and online curriculum, online community partners and other resources to support students in academic progress.	20,160	Y
Cottonwood has purchased online curriculum resources both academic for all students in all grades to provide immediate access to standards based curriculum. Including Brainpop and Brainpop ELL	23,733	Y

Costs to implement CC program include hot spots for connectivity, web cameras/tripods for the Community Coordinators	1,800	N
Costs associated with staff		
Costs associated with staff using internet	33,250	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.

Due to school closures, waiver of ESSA requirements, and the effects of the pandemic, some of our students were unable to complete their ELPACs, and some did not complete our STAR360 interim assessment cycle. The validity of spring 2020 common assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Although there are no standardized test results for the 19-20 school year, we use to measure individual pupil proficiency growth, we cannot wait for 2021 Dashboard results (assuming there is one) to measure the effectiveness of our strategies. We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our common assessment to formulate a general understanding of how students are progressing toward understanding State content standards.

The results of these assessments may influence our grade and course scope and sequences. However, for a balanced assessment, we rely heavily on formative assessments to formulate details of student learning proficiencies. Ideally, formative assessments occur during each lesson. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher evaluation of student proficiency during a lesson. This type of assessment takes on a variety of methods whereby the teacher observes and processes evidence of learning, including asking guiding and probing questions, student to student discussions when possible, etc. In this manner, a teacher may also consider English language proficiency and make immediate adjustments.

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.

The Cottonwood school provides standards based curriculum and offers instruction in all key content areas to address student learning loss and provide academic growth. Student academic plans are created with their teachers and counselors that allows them to personalize standard achievement plans and provide interventions for students as they are progressing throughout the school year. This allows staff to support in-progress monitoring of students and to provide supports for the whole child as appropriate.

The Cottonwood school has over 150 vendors that provide enrichment activities in a virtual manner. The cottonwood school also provides community connections with their own teachers which includes fun activities, learning activities, community bonding activities and growth mindset. The service vendors support and enhance student learning in a variety of academic and social/emotional areas. These supports are tailored to provide extra support for our students who are English Learners, Low Income, and Foster Youth as our plans determine specific needs and other areas of growth.

The Cottonwood school launched a growth mindset and Social emotional language website for parents and teachers. It includes a curriculum that is free and useful for identifying stressors and how to cope in a productive way.

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.

Regular progress monitoring will occur by teaching staff in utilizing both formal and informal measures to monitor progress. Counselors will be available to support students' social/emotional and mental health needs, areas of pupil learning loss, and opportunities for accelerated growth. Cottonwood will utilize their student information system to collect data, contacts with students and families, and to house data surrounding academic progress as well as progress toward their personalized learning plans. This will allow practitioners to intervene if students are not demonstrating success.

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

Description	Total Funds	Contributing
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	3,500	Y
Staff and parent training related to understanding our English Language Development strategies	4,000	Y
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences	5,000	Y
Junior High Virtual Academy Program Coordinator	10,000	Y
Junior High Virtual High Academy Lead Teacher	8,752	Y
High School virtual Academy Program Coordinator	12,400	Y
Cost of math support intervention coordinator	30,000	Y
cost of reading/literacy intervention coordinator	30,000	Y
expenditure with the translation of communication and learning Continuity Plan	3,000	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 wellbeing 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

The Cottonwood school has access to a School Psychologist to focus on mental health and social-emotional well-being for students and staff. Cottonwood will Implement Tier 1 interventions (resources and activities) that follow CASEL's Five Core SEL Competencies: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-Making. Tier 2 includes targeted intervention using the Everfi Virtual Social-Emotional Curriculum Everfi Course Outline. Our SEL Resources website offers for teachers and students, Covid-19 emotional support activities and resources. Our school is providing Trauma-Informed Practices information and resources and Crisis Hotlines and websites. Students' progress is monitored through the SST process. Students in Crisis offers support to students and families as they navigate crisis situations. The Students in Crisis Coordinator monitors students monthly throughout the school year. Teachers will receive the students in Crisis Presentation along with students in crisis referral form. A new program called Mindset Mondays has been created to help and support the Social Emotional Learning Components. On the first monday of each month, Students are invited to join us for a 30-45 minute webinar with practical tools on various SEL topics. Each topic aligns with a CASEL SEL competency area. on the 3rd Monday of Each Month, Students may come and share how they've used the tools in their daily life and/or ask questions about how to use them more effectively. A Growth Mindset website has also been created to offer teachers and families a deeper understanding of Growth Mindset and provides a content hub for teachers and parents as they implement Growth Mindset practices in their student's learning environment.

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 is not engaging in instruction and is at risk of learning loss.

The Cottonwood school has established processes to provide students with support. The Homeschool Teacher continues to nurture and build close relationships with their students and are trained on how to best support their students as a whole child. The school has a student in crisis program that provides immediate mental and academic support when a family or student is in crisis. These and other supports ensure they are proactively addressing issues for students who are struggling with attendance and work completion. teachers and their supporting administrators make continual contact with families and students, not engaging in school work.

Continued support of a multitiered system of supports for our students struggling in academics and social emotional needs was launched this school year. Community Coordinators will provide student learning support by hosting workshops that include but are not limited to virtual tours of historic sites, parks and museums. Community Coordinators will offer workshops that address specific science and math standards to engage students and provide outreach during the pandemic including: Salmon Migration, Force & Motion, Measurement, Number Challenge.

Cottonwood continues to reach out to our families in their home language with messaging and surveys to obtain stakeholder input and to share all resources or agencies to help promote school engagement. We are focusing on our English Learners and their progress by monitoring all areas of their school engagement.

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.

Cottonwood's non classroom based charter school is not required to offer meals to students unless students are required to attend a site-based activity for more than two hours (*Assembly Bill 1871*).

Through the Students in Crisis program, Cottonwood will contact families and students experiencing homelessness to provide detailed information on how to access online content regarding resources for food, nutrition, and other services in their community.

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

Section	Description	Total Funds	Contributing
School Nutrition		[\$ 0.00]	[Y/N]
School Psychologist	Cottonwood has a school Psychologist to offer aid to students in crisis and virtual mentoring for students to support their academic and growth mindset which will support them in improving their overall wellbeing and access to curriculum.	44,000	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
7.79	\$1,590,460 after percent calculation = \$123,897

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.

The service delivery model and resources we provide for students and uniquely tailored to the individual needs. We ensure that academic resources and technology are provided so students are able to engage in curriculum. intentionally offering staff positions to meet the specific needs of English Learners and support teachers as well as parents and students. Parents/guardians receive individualized contact to ensure that all needs are addressed and referrals can be made for various services and support.

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

The Cottonwood school supports students who are low income, English Learners and Foster Youth in many ways that exceed costs of providing basic educational services. Students who are identified as low income may receive free MiFi's to access the internet to access standardized curriculum. They also have access to free Laptops. The Cottonwood school has designated an English Learner Coordinator to facilitate identifying and supporting students. Free online curriculum supports English Language Development for all English Learners. Teachers have been Professionally Developed on recommended curriculum for English learners. The implementation of personalized learning plans for all students address the unique needs of each of these groups. In addition to the above we provide:

- staff and parent training related trauma-informed practices
- access to community resources
- diagnostic assessments
- Intervention coordinators to analyze assessments and monitor student success, help maximize MTSS and provide resources for community resources.
- Staff and parent training related to our MTSS
- Staff and parent training related to our English Development program.
- Staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences as explained in the learning loss section, these strategies are critical to acceleration learning.

Cover Sheet

Board Training Calendar

Section:	IV. Governance
Item:	A. Board Training Calendar
Purpose:	Vote
Submitted by:	
Related Material:	Board Training Plan_TCS.pdf



Board Training Plan Options

School	Date(s)	In-Person or Virtual	Brown Act (Option 1-4)	Planned Topics in Addition to the Brown Act
The Cottonwood School				

TRAINING

I. Required Training

Brown Act

Option 1 - Charter School Development Center (Asynchronous)

A series of short instructional videos that discuss in-depth the Ralph M. Brown Act. This online training opportunity is a self-paced instructional tutorial that can be done individually at home or viewed as part of a collective board training.

Option 2 - HANSBERGER & KLEIN School Law (Asynchronous)

[Online Course](#)

This course covers the following topics:

1. Purpose and Scope of the Act
2. Definition of Meetings
3. Notice and Agenda Requirements for Meetings
4. Rights of the Public
5. Permissible Closed Sessions
6. Penalties and Remedies for Violations of the Act

Cost: \$24.99 (must be completed in 30 days)



Board Training Plan Options

Option 3 - Private Legal Counsel/Consultant (Live Training)

Hire a legal expert like lawyer, Jennifer McQuarrie, to lead a Brown Act Training Session.

Cost: Hourly Rate

II. Optional + Recommended

1. Financial Training - Charter Impact
2. Legislative - Authorizer, Legal, Lobbyist, or School Team Member

III. All Inclusive Option

ANNUAL UPDATE FOR CHARTER SCHOOL BOARD MEMBERS AND LEADERS ON BROWN ACT, CONFLICT OF INTEREST, PUBLIC RECORDS ACT, AND BEST GOVERNANCE PRACTICES

- Brown Act and virtual meetings during the pandemic
- Financial issues including the limits on use of public funds
- Compliance with SB 126 (now Education Code Section 47604.1)
- Explaining conflict of interest rules for Board members and school staff
- What you need to know in filling out the Form 700
- Public Records Act requests: rules, exemptions, and tips for compliance
- How to become a more effective and efficient Governing Board Member

Session 1

Date: Tuesday, September 15, 2020

Time: 10:00 AM - 11:30 AM PST

Session 2

Date: Wednesday, September 16, 2020

Time: 7:00 PM - 8:30 PM PST

Cost: \$30



Board Training Plan Options

IV. Other Optional Topics

CSDC Asynchronous Trainings

Online, self-paced videos and quizzes that allow charter school board members to learn at their own pace

MODULE 1

On Being a Board Member

This module covers all the basics, from the best practices in board member on-boarding to a basic understanding of the “power” a governing board has in charter school leadership.

MODULE 2

Speaking the Language

The education community speaks its own language and often talks in acronyms. This module provides a basic translation for the most commonly used education vernacular.

MODULE 3

Laws, Lobbying, and the Legislature

Charter schools were created by the California Legislature and are subject to new laws and changes every year. In this module, board members will gain an understanding of the role of the Legislature in governing charter schools and of how charter leaders play a part in impacting the Legislature.

MODULE 4

Governing Board Roles and Responsibilities

A difficult part of governing a charter school can be understanding the difference between governance and management. This module walks board members through traditional divisions of duties and clarifies some best practices.

MODULE 5

Human Resources

The majority of a charter school’s budget is spent on personnel costs – both salary and benefits. Governing board members need to have a basic understanding of issues like PERS, STRS, and labor negotiations in order



Board Training Plan Options

to make educated decisions. This module provides a framework for those discussions.

MODULE 6

California Charter Basic

Have you ever wondered how California charter schools came to be? This module gives a basic understanding of the past 25 years of charter school history and asks some important questions about the future of chartered schools in California.

California Special Districts Association

What Every Board Member Should Know [On-Demand Webinar](#)

Being a Board member and representing the public is an obligation that most individuals never hold. It is clearly necessary that the multi-faceted responsibilities and expectations of a Board member be well understood. This class outlines the basic responsibilities of a Board member for the candidate, the newly elected, or the experienced sitting Board members.