

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The 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 utmost 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

Expenditures associated with researching and access to virtual access to community resources.

\$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. Staff attempts to hand-delivered computers and hard copies of the curriculum to students (and their caregivers) living domestic violence shelters as needed. In addition, families are provided with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology

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 is 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 a School Psychologist who works to support students' mental health and social/emotional needs. Our High School counselor works with students and teachers to develop and support students' personalized learning plans tailored to students' specific needs academically and socially/emotionally.

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 English learners we continue to facilitate 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 work in grade level spans to make sure offerings are plentiful for all ages. CC's will offer a predictable schedule of workshops so parents/students can plan ahead to attend. EL students are offered recommended Curriculum with builds in ELD instruction and offers access to technology. Cottonwood will continue to gather input from stakeholders through teacher relationships, surveys and ELAC and DLAC meetings.

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 are 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, 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 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. Our students' access 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 homeless youth, 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 with the 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
Additional devices to provide for general education students in need of a device to access their curriculum, online classes or virtual direct instruction.	\$50,000	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	\$20,160	Y

cost. This will provide access to the internet and online curriculum, online community partners and other resources to support students in academic progress.		
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 Costs associated with staff	\$1,800	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 which is used 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 ways 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
Cottonwood will provide standards based curriculum for students to access content and instruction in order for students to progress toward standards and make academic growth	\$1,212,500	Y
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
Cost associated with teacher devices	\$50,000	Y
Costs associated with staff using internet	\$33,250	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 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. Teachers continue 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 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*).

The site-based school offers shelf stable breakfast for the school population which is currently under 50 students.

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	Shelf Safe Breakfast	\$1,000	Y
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

Social-Emotional Learning/ Growth Mindset	Purchasing Big Life Journals for all students/ teacher materials and training for teachers	\$60,000	Y
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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

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 are uniquely tailored to their individual needs. We ensure that academic resources and technology are provided so students are able to engage in curriculum. 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 are trained on recommending the best 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.