

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

The non-classroom-based independent study program of the charter school provides a variety of curriculum delivery options: online instruction courses led by credentialed teachers; offline courses; virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. 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 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 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 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

The site-based program of the charter school offers a traditional schedule where students are in class 5 days a week from 8AM to 2:30PM daily. Due to the COVID-19 closure the site-based program moved from in-seat learning to teaching students in a virtual classroom every day from 8:30AM to 1:20PM. The major impacts included: adequate technology resources at home; adjustment to teaching and learning remotely; teachers, students and families learning to support the needs of all students in a virtual environment.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth, and low-income students.

We realize the COVID19 crises adversely affects all students, particularly those who are considered most vulnerable. To mitigate these effects, we have:

- Proactively communicated the availability of community services and resources, including meals and childcare for students
- Added social-emotional learning (See next section) to our curriculum,
- Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy, and
- Administered surveys to help identify new needs

Approximately 37% of our students live in low-income households, and approximately 1% are homeless or are in foster care. Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access. From a technology access perspective, the transition to our shelter in place learning options was relatively smooth. However, as mentioned, we nonetheless administered surveys to help identify new needs.

The site-based program provided each student with a Chromebook to use at home without any delay to instruction. The teachers and staff at the site-based program communicated daily with families to support students' needs—academically and socio- emotionally.

We communicated our extended closure learning plan to families of our English learners (approximately 6%) in their home language to ensure meaningfully and equally participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, most of our ELs can maintain English language development (ELD) supports during our extended closure. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by a credentialed teacher.

Approximately 7% of our students qualify for an individualized education plan (IEP). We will continue to monitor IEP goals and related services and support families and students via telephone or virtual meetings.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Our COVID19 learning plan is composed of four components:

- 1) Identification of learning needs- Through surveys and discussions, we solicited shelter in place specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.
- 2) Establish a communication plan- We informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, and text messages. For families of our ELs, we communicated our plan in their home language.
- 3) Identification of curriculum and instruction changes-identified appropriate ways to assess students, re-sequenced courses as needed, adjusted grading policy, supported teachers with their instructional needs
- 4) Addressing social-emotional needs- We continued to support students social-emotional learning (SEL). We maintained communications to facilitate a sense of connection and support. An example, staff recently created a video conveying how much we missed students and sent it to each family. We also provided online training to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. We offer regular 10-15 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students. The site-based program continued the practices already had in place with students working with advisors. Advisors checked on student progress and supported students academically and social emotionally. Additionally, counselors are available to all students in the charter school.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

Provide a description of the steps that have been taken by the LEA to arrange for the supervision of students during ordinary school hours.

The non-classroom-based independent study program charter school wherein parents provide a majority of student supervision during ordinary school hours. We work closely with families in the education of their children/teens. 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.

The site-based program required students be present online from 8:30AM to 1:20PM daily. If students were not present phone calls were made phone. Teachers and staff worked with students and families during and beyond school hours to ensure students were supported academically and social emotionally.

Beginning on March 20, 2020, we stopped recording regular attendance on approved COVID-19 school closure days for apportionment purposes. However, we began proactively reaching out to families and students to support and track participation and engagement in distance learning. Our staff communicates with the parents and students via email, social media, phone, online meeting platforms, and texting. As

mentioned, we initiated a technology needs survey to ascertain what students and families are need of technological devices to participate in our office hours.

Additionally, we began offering COVID-19 specific check-in meetings and office hours to discuss and address COVID-19 related feelings and trauma with our students. For parents who are essential workers and need childcare, we provided a list of external resources, including the new California childcare website. Similarly, we communicated the availability of community resources, including food and childcare to families with children with particular disabilities or special health care needs, and to those who or are homeless or in foster care.

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