

Charter Community School Home Study Academy COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
El Dorado County Office of Education: Charter Community School Home Study Academy	Kevin Monsma, Deputy Superintendent	kmonsma@edcoe.org , (530) 295-2271	June 2, 2020

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.

Charter Community School Home Study Academy (CCSHSA) quickly adapted to the COVID-19 closure beginning on March 16, 2020 by tailoring distance learning options for each of its programs. These included a variety of strategies and tools, including providing or expanding and coordinating ongoing outreach and engagement with students and families. Options for families depended on a variety of factors. For example, since our independent study students and families were already used to using online learning management systems or portals, those programs were utilized to shift to fully online/distance learning, while direct outreach was increased through the use of new online tools - e.g., utilized some of these same tools, but provided all families with hard-copy materials through direct mail and/or pick-up/drop-off for students to

A significant challenge for all of the programs has been addressing the *Digital Divide*, in which some families face significant hurdles in accessing online/digital content. EDCOE and the Charter Programs have helped address this by providing a variety of ways for students to to various locations around the county, and utilizing good old fashioned direct mail and phone calls. EDCOE’s Special Education Services

Students have indicated that they miss seeing their friends and staff in person, and this is why we have made direct, regular outreach a priority

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

Approximately 29% of our students are Low Income, while we serve a relatively low number of English Learners (7) and Foster Youth (7). That said, because we provide alternative programs, many of our students are considered at-risk due to a variety of other factors - e.g., anxiety, school phobia, etc. Because of this, we have been continuing to provide extra support to these groups of students. This has included additional direct outreach from staff to these groups to support work completion and academic success, as well as providing connection with and access to community-based resources - e.g., resources for food, gift cards to restaurants, clothing, phone service gift cards, internet access, and free public transportation.

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

CCSHSA has used a variety of distance learning platforms to meet the needs of our students (see response to question #1). Staff collaborated together with feedback from their respective families to expand and/or implement new high-quality distance learning opportunities for each of our programs. As noted earlier, the solutions varied based on a variety of factors, including the type of program (independent study vs daily attendance), but have included the expanded or enhanced use of online learning platforms and tools - e.g., Pathways, D2L, Google Hangouts/Classroom, Zoom, teleconferencing, ScreenCastify, etc.

Additionally, program staff have been provided with professional development as needed to support the effective and successful use of distance learning strategies, and staff have provided cross-program support to enable each program to quickly come up to speed on accessing and utilizing distance learning tools.

Finally, each program has carefully crafted and implemented direct outreach to each student and family in a regular and ongoing manner. This has proved invaluable to our families, particularly in helping support students and families affected by 'digital divide' issues. Program Leads and our EDCOE Instructional Technology Department have worked together to facilitate the distribution of Chromebooks and access to reliable wireless/Wi-fi services.

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

Meals continue to be provided to all students through local districts' National School Meal Programs. Our students access these meals by going to school district distribution centers that are closest to where they live.

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

Our programs are maintaining supervision of students during school hours through the use of online learning platforms, email, and direct outreach. Teachers track work completion and reach out to students and/or families as necessary to check-in. Additionally, some staff schedule online group sessions - e.g., through Zoom or Google Hangouts to pull the class together - and Mental Wellness Coaches support students with social and emotional 'telehealth' individual and group sessions.

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