



COVID-19 Operations Written Report for Cottonwood Creek Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Cottonwood Creek Charter School	Mark Boyle	mboyle@cwusd.com 347-7200	6/8/2020

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.

In response to the COVID-19 emergency, Cottonwood Creek Charter School transitioned to distance learning immediately and without the need to close the school for any length of time. As an Independent-Study charter school, the transition to distance learning for all students was fairly smooth for staff, students, and parents. As part of our regular educational program, 90% our Independent-study students attend our site classes on campus four days a week (Monday-Thursday). 10% of our students are in our full-time Home school Program, where students complete all their work from home and do not attend site classes. In response to the COVID-19 emergency, we transitioned all of our students who were attending site classes four days a week to full-time Home school. As we kept our school open, we set aside every Monday as our Packet Drop-off and Pick-up day. On these days, a student or their parent could enter our school cafeteria and drop off their previous week's educational packet and then pick up the next week's packet. The student or parent would enter the cafeteria from an outside door as the remaining part of the school campus was closed. On these Mondays, parents could also check out Chromebooks and pick up new library reading books for their student.

In addition to weekly educational packets, every teacher implemented a number of different distance-learning tools that included Zoom, Google Classroom, Voice Thread, I-Ready, Renaissance Learning, and Lexia Core 5

The major impacts to students and families has been the postponement of our after-school elective program, the lack of socialization for students, and the demands of at-home support and supervision that must be provided by parents.

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

Cottonwood Creek currently has zero English language learners enrolled. Our staff remains trained to serve these students should any enroll.

All our foster youth transitioned to a homeschool-like setting and were supported with weekly Zoom meetings by their teacher, as-needed phone conference meetings, free Chromebook check-out for home use, and free school meals provided by the school district.

Low income students benefit from paraprofessional support, one-one on Teacher support, weekly Zoom meetings with their teacher, free Chromebooks for home use, and free school meals.

Finally, we have implemented a “safety net” program, as an adaptation of our attendance tracking and support, to prevent students that are not turning in work from falling through the cracks. Teachers identify these students weekly and make phone calls to the home in order to reach out and help the family problem-solve any issues that might be getting in the way of their student’s participation in distance learning.

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

Teachers have delivered high-quality distance learning opportunities to each of their students by maintaining personal and individualized contact with each child and providing a comprehensive learning experience. Teachers have quickly adapted to the use of technology for imparting instruction, have blended the educational activities, and have continuously assessed and provided feedback to each student. In addition to paper packets prepared and delivered weekly, teachers are also using Zoom video-conferencing, Google Classroom, Voice Thread, iReady, Reniassance Learning, and many other digital programs to impart instruction. We anticipate issuing progress reports at the end of the school year with only slight modifications to the format.

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

Cottonwood Creek Charter School contracts with the Cottonwood Union School District to provide meals to students during the school year. Since March 16, 2020, all Shasta County districts have been providing emergency Grab and Go Meals throughout Shasta County. The Cottonwood Union School District served as Grab and Go Meal Site for southern Shasta County.

The Cottonwood Union School District has taken the following steps to ensure that students are being provided meals while following California's current social distancing mandates:

- * Sites and delivery times are updated weekly and posted on numerous news outlets such as Record Searchlight.

- * The district does not require parents to show proof of income or financial need.

- * Any child regardless of school, district or background 18 and younger can get a free lunch and a next day breakfast Monday-Friday at any of the county sites.
- * All sites are drive thru- children and parents are asked to stay in the car and an employee walks it to the car so that we can maintain social distance.
- * All meals follow the states strict healthy food guidelines through the SBP & NSLP meal pattern to ensure that students are getting a healthy meal.

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

During the Monday Drop-off and Pick-up hours, many safety precautions have been put into place to protect student and staff safety including, but not limited to, keeping students/parents 6 feet apart to the greatest extent possible, sanitizing all materials the students touch at the end of each day, encouraging mask use, requiring regular hand washing, and preventing families from entering the main campus that is separate from the cafeteria.

Students, during this remote period, are at home during regular school hours and thus are supervised by family members. During this time, the students are actively in online instructional sessions and in completing their weekly educational packets.