

Learning Continuity and Attendance Plan (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 |
|-------------------------------------|------------------------|---|
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General Information

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

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 before COVID, 90% our Independent-study students attended our site classes on campus four days a week (Monday-Thursday) and 10% of our students were in our full-time Homeschool Program, where students complete all their work from home and do not attend site classes.

In response to the COVID-19 emergency in March 2020, we transitioned all of our students who were attending site classes four days a week to full-time distance learning/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.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Cottonwood Creek Charter School always has a large amount of stakeholder input and engagement due to the nature of the program. Due to the close relationship our teachers have with their individual families, our open-door policy, our surveys, and our regular communications, we solicit a lot of stakeholder input at all times. Before the end of the 2019-2020 school year, the Director updated the board monthly regarding the switch to distance learning during the last months of the school year as well as potential plans for the fall. In order to solicit specific feedback from all our stakeholders, students, families, educators, board members, and community members were contacted via a variety of methods, including personal conversations, emails, and Zoom.

Stakeholder feedback began immediately after the Cottonwood Creek Charter School program went to distance learning in March. This time was used to regularly communicate with relevant stakeholders about the school's options during distance learning and solicit feedback on what was working and what additional supports families needed in order to access the curriculum. The school shared important information to families via email and Aeries Communication and reached out directly to families who were not engaging regularly with the teachers during the spring.

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

Due to Shasta County being in the Moderate Range of the state's 4 level COVID levels, the Cottonwood Creek Charter School Board continued to have their board meetings in person. Social Distancing and Public Health recommendations were implemented for all meetings. Cottonwood Creek provides the option for any board member, parent, or community member to utilize Zoom or a smartphone in order to join any public meeting.

[A summary of the feedback provided by specific stakeholder groups.]

The overwhelming feedback from our families has been the desire to return to in-school learning. Early and frequent feedback with families during July and August helped us to develop 3 educational programs for families to choose from to start the year: (1) In-person learning; (2) Distance Learning; and (3) Homeschool. To begin the school year, 85% of families chose in-person learning, 5% chose Distance Learning and 10% chose Homeschool.

Additional feedback from parents also informed us of the desire to have our after-school elective program return as soon as possible.

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

Students and families have made it clear that they would like the choice to participate in either in-person instruction or full time Homeschool. As a result, our Learning Continuity and Attendance Plan will address the following: (1) Efforts to offer classroom-based instruction whenever possible; (2) Provision of adequate supplies and personal protective equipment for students and staff members that return to site classes; (3) Provision of a high quality Distance Learning/Homeschool program to families that are not ready to return to site classes; (4) Provision of training and staff development for effective Distance Learning; (5) Resources for supplemental academic support to address "Learning Loss."

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.]

Cottonwood Creek Charter is a non-classroom based program that provides classroom instruction 4 days a week. Our hybrid model allows us to minimize learning loss as our teachers work directly with their students and their families on a regular basis. As we are located in a county that allows in-person learning, our school opened for in-person instruction and enrichment on August 17th. In order for us to open for in-person learning, Cottonwood Creek Charter School adopted a county-required Reopening Plan in August 2020. This plan explained in detail how our school would open safely, adopting all required COVID safety precautions. Due to the nature of our program, families have a choice to choose in-person learning, distance learning or Homeschool.

Our hybrid model also allows our teachers to be readily able to adjust to the situation by using other online methods of communication such as phone calls, emails, Face Time, Google Hangouts, and Zoom to continue working alongside students and their parents. Our teachers also increased their amount of contact with their families in order to provide them with both instructional and socio-emotional support. Cottonwood Creek continued to offer academic and socio-emotional support to our students online. Such supports include ELA Lab, Math Lab, Math Tutoring, Speech Services and Special Education Services.

For the 2020-2021 academic year, Cottonwood Creek will begin the year by offering 3 educational choices (1) In-Person Site Classes; (2) Distance Learning for Site Class students not ready to back to class due to COVID concerns and (3) Traditional Homeschool.

For In–Person Site Classes to take place, Cottonwood Creek implemented county required COVID safety precautions and modifications to the school campus. Cottonwood Creek Charter (1) purchased new desks to replace tables in classrooms, (2) installed touchless facets, touchless towel dispensers, and touchless water bottle fillers; (3) Purchase additional cleaning supplies and safety glass barriers; and (4) Increased custodial cleaning personnel.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of Individual Desks to replace table in order to enact social distancing in the classrooms | \$8,100 | Yes |
| Replacement of current bathroom sink faucets with touchless faucets; replacement of drinking fountains with water bottle fillers | \$12,100 | Yes |
| Purchase of additional cleaning supplies and safety glass barriers | \$2,100 | Yes |
| Increase custodial cleaning and sanitizing of school campus | \$2,800 | Yes |

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.]

Cottonwood Creek is a personalized learning charter school. Our program already provides both in-person and distance learning as a regular model of instruction. It allows for teachers to work directly with their students and families on a regular basis, whether in person or remotely through Zoom, phone calls or Facetime. All of our staff have always been strong in collaboration and individualization as well as personalization for each student. Since we are not a classroom-based school, our students receive instructional continuity and have access to a full curriculum through a variety of delivery models. Our teachers and SPED team are readily able to adjust to any needs of the student by using an online platform to continue working alongside students and their parents. Our teachers also increased their amount of contact with their families in order to provide them with both instructional and social-emotional support.

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.]

Teachers assess the needs of each student/family and are able to supply technology such Chromebooks as needed. Additionally, there are many online options for students to engage in workshops and online curriculum. All of our students have access to technology and connectivity.

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.]

All Cottonwood Creek teachers maintain live, daily interactions with students via site classes, or via Zoom, phone, email and/or text messages. Through these interactions, teachers will monitor and assess student progress. Students will also complete daily work logs in addition to logging time on our on-line curriculum platforms. Teachers will continue to track academic subject area attendance in Aeries. Cottonwood Creek will also continue to implement Learning Records which track Learning Period progress for every student. Students also take the local assessments 3 times/year as well as all state mandated assessments. The local assessment helps us identify any learning loss or academic weaknesses and will then create instructional materials based on the diagnostic results that help address and work on those weaknesses. As an independent study program, we continue to evaluate the time value of the work rather than assign instructional minutes. Through regular contact, including student as well as parent participation in online meetings, teachers are also able to evaluate the physical and safety needs of their families.

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.]

The following professional development and resources will be provided to staff to support distance learning program : Special Education Support for Distance Learnings, Online assessment and data analysis of student growth, and Online curriculum training. Cottonwood Creek offers a myriad of professional development opportunities each year.

Staff Roles and Responsibilities

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

Teachers will meet with the students, or families, on their rosters at least once a week. Pertaining to distance learning, subject specialists will provide weekly lecture and lab instruction, when applicable, to students in grades 5-8. Pertaining to distance learning, teachers will hold virtual office hours to meet with students who need additional guidance.

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.]

Cottonwood Creek will continue to address and prioritize students who have been hit hardest by the pandemic. Cottonwood Creek will ensure that students needs are met, particularly students with disabilities. Due to the personalized program, Cottonwood Creek teachers create specific meaningful opportunities for students to engage. Additional supports offered by Cottonwood Creek to provide distance learning to pupils with unique needs is as follows: (1) Pupils with exceptional needs and low income families will be provided personal hot-spots (if needed), access to academic services, accommodations and therapies per their IEP; (2) Pupils in foster care will be provided with social emotional support (also available to all students who need the SEL support); and (3) Pupils who are experiencing homelessness will be connected with Child Protective Services; provided with a meal, and access to technology; as well as social emotional support

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of additional Chromebooks for Distance Learning | \$8,100 | Yes |
| Purchase of instructional software to enhance our curriculum offering in our distance learning program | \$0 | Yes |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Professional Development for staff to increase skills in on line learning setting | \$0 | Yes |
| Purchase of additional textbooks and school supplies for distance learning families | \$0 | Yes |

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 the fact that Cottonwood Creek is an independent study program, we continued to address students' needs and learning. Student and teacher meetings transitioned to online platforms but student work and assignments continued. Cottonwood Creek will use its local assessments to identify students learning needs in math and ELA and use periodic reassessments to track student growth throughout the school year. Teachers continue to communicate regularly with students and parents.

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.]

Due to the nature of our program, we were able to transition smoothly and our students were not as affected. We kept continuous communication and support for our families through the rest of the school year. To make sure that there was little to no learning loss, all of our students will partake in our local assessment at the start of the school year. This diagnostic assessment would allow us to address if there was a learning loss with specific instructional options.

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.]

We continued our regular turn-in meetings and our local math and ELA assessments. The scheduled weekly meetings allow for a soft assessment while the local assessment allows for an in-depth evaluation of skills that the student may need to get extra support. Our beginning of the year assessment data will further help identify any needs or learning loss that may have arisen throughout the summer. If any learning loss will be measured in either one of those assessments, additional tutoring, coaching and meetings are set up to add extra support for the student. Furthermore, the local assessment uses the diagnostic results to create instructional pages to support the students in areas of weaknesses.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Purchase of Curriculum with Digital Platform which assesses students and provides instruction at grade level (I-Ready; Renaissance Learning). | \$0 | Yes |
| Teacher Stipend of Literacy Camp for students who experienced Learning Loss | \$1,000 | No |

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.]

Cottonwood Creek Charter School has always emphasized the importance of the social and emotional wellbeing of all our stakeholders. During the pandemic, we realize this is even more important than usual as our teachers are sometimes the only people checking in with our students and laying eyes on them. We monitor our students' well-being by using texts, phone calls, Zoom meetings and physically meeting with physical distancing and safety precautions in place. Teachers at Cottonwood Creek have close relationships with our students and will have discussions about their academic progress, and more importantly, their emotional states at each check-in. The well being of our staff is continually being monitored by our director, co-teachers, and support staff. We are a close-knit community that checks in and supports one another. If a staff member needs special considerations at any time, including during the pandemic, our staff is very flexible and helps whenever needed. Cottonwood Creek has a school psychologist and nurse that are available to deal with any emotional, social, and/or medical needs. Our school works closely with the Shasta County Office of Education which provides a number of family resources for social and emotional well-being.

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.]

Cottonwood Creek Charter students continued to be engaged with their teachers throughout the 19-20 school year. Cottonwood Creek's teachers are experts in connectivity, reaching out and personalizing instruction for each of their assigned students. If a student is not responsive, the teacher immediately reaches out to the student's parent to ensure the student's welfare as well as academic progress. Pertaining to distance learning and homeschool, our parents are the "academic facilitator" and the teachers work closely with the parents at

all times to guide and support them individually. Teachers meet regularly with students and their families to review the work and assign grades and assignments. Teachers will evaluate students' work and determine if the students are meeting their benchmark goals and completing enough work per learning period. The teacher also addresses any questions and needs that arise and are presented by the parent. In addition, Cottonwood Creek offers ELA and Math labs, social and emotional support groups, and parent support groups and training. The school employs multitude of platforms, including online, and one on one or small group instruction to support students' progress. Staff evaluates the students' language acquisition by testing their proficiency. Students who need support will be offered a special curriculum that meets their academic level. Three times/year the school uses common core aligned assessments like I-Ready, Renaissance Learning, as well as CAASPP testing to monitor students' progress and offer support as needed. Furthermore, essays, chapter quizzes, unit tests and other assessment methods are used to make sure that student academic progress is monitored.

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 Creek Charter School contracts with the Cottonwood Union School District to provide meals to students during the school year. The Cottonwood Union School District serves 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 distance learning 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 at any of the county sites.
- * All meals follow the states strict healthy food guidelines through the SBP & NSLP meal pattern to ensure that students are getting a healthy meal.

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

| Section | Description | Total Funds | Contributing |
|--------------------|--|-------------|--------------|
| In-Person Learning | Purchase of additional playground supplies/equipment | \$0 | Yes |
| In-Person Learning | Purchase of additional cafeteria tables | \$0 | Yes |

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 |
|--|--|
| 0% | \$0 |

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.]

Due to the personalized learning approach of Cottonwood Creek Charter School, all actions that are provided across the entire school population are automatically provided to our subgroups. Our individual approach always considers the needs of each individual student and that includes EL, low income and foster youth. If any student has special needs, such as the need to access technology, or additional academic support requirements, the teacher who supports that student will immediately present that need to the administration, so actions can be taken to make sure that this student is taken care of in that area.

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

Cottonwood Creek Charter School meets the needs of each student. While we believe that due to our personalized approach, Cottonwood Creek meets all students needs equally, we always strive for more training and information in a variety of areas. This year, we will be scheduling PD for our staff in the areas of distance learning and low-income students with limited digital resources.