

COVID-19 Operations Written Report for Children's Community Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Children's Community Charter School	Michelle Farrer Principal/Superintendent	mfarrer@paradisecchs.org 5308772227	June 11, 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.

CCCS quickly pivoted from in person education to distance learning education in a matter of days. In person school closed on March 16, 2020 in Butte County. Our staff had one and a half days to prepare for distance learning. At first we thought it would be for a couple of weeks. By April 1, 2020 we knew we were going to continue distance learning for the remainder of the year. By the end of week three, we had a solid Distance Learning Plan (DLP) that explicitly stated the expectations of families, students, and teachers. In our DLP we outlined how much time each grade-level would be in virtual lessons with teacher, independent online learning, and independent packet learning. All students in grades TK-8th grade had regular virtual meetings with teachers on a daily basis.

Our office staff moved to remote work from home. For the first month, we checked the phone messages and faxes with little to no contact with the school building. By the end of the second month, we were using social distancing, face masks, and intensive cleaning measures when entering the school building. All school personnel were trained on Integrated Germ Management in order to understand how to use products and stay safe.

The major impacts for families and students begins and ends with students being isolated at home. Not every student had parent support and some were left to fend for themselves which affected their academics. Students have been eager to connect with friends and meeting daily for learning helped to support the social emotional aspects of learning. Our teachers went above and beyond the call of duty by creating daily schedules to meet with students every day. It has been reported that the students really enjoy the meetings and love seeing their friends.

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

We have a strong foundational system in place to address the needs of our English Learners, foster youth, and socioeconomically disadvantaged. Please see highlights of our program below:

1. Provided 1:1 Chromebooks to every student
2. Provided hotspots to students with internet difficulties
3. Daily virtual instruction with general Ed teacher
4. 1:1 virtual intervention aide support
5. Small group intervention aide support
6. PBIS Hawk Buck incentives
7. Students could shop our student virtual store
8. We Love You signs for every student
9. Staff car parade for students
10. Virtual spirit week
11. Virtual dance party
12. Drive by Bridge Crossing Ceremony on last day of school
13. Updated website with SEL resources, meal schedules and locations, our Distance Learning Plan, and frequent communication with families
14. Survey families and staff about re-entry plan to gauge what stakeholders would like

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

TK/Kindergarten

Approximate Time Frames for Learning 2.0 hours a day

1 hour a week/20 minutes per day (3 Virtual Online Instruction times in a week)

80 minutes per week Online Learning: iReady (40 min.), MyOn: (40 min.),

Starfall TK: (15 min. per day)

45 minutes per day Independent practice (packet work)

Possibly 1 hour a week of support staff

Support lessons include: Art, Music, Science

Virtual Help 1:1 virtual meetings with our support staff as needed (please request)

1st Grade

Approximate Time Frames for Learning 3.0 hours a day

2.5 hours a week/half hour a day

Virtual Online Instruction with teacher

2.5 hours per week/30 minutes a day
Online Learning (iReady and MyOn) 5 hours a week/1 hour a day
Independent practice (packet work)
Possibly 1 hour a week of support staff
Support lessons include: Art, Music, Science
Virtual Help 1:1 virtual meetings with our support staff as needed (please request)

2nd Grade

Approximate Time Frames for Learning 4.0 hours a day

4 hours per week/40 to 50 minutes a day (2 to 3 days a week)
Virtual Online Instruction 4 to 5 hours per week/ 40 to 50 minutes per day
Online Learning (iReady and MyOn) 6 to 7 hours per week/1.5 hours a day
Independent Practice
Possibly 1 hour a week of support staff
Support lessons include: Art, Music, Science
Virtual Help 1:1 virtual meetings with our support staff as needed (please request)

3rd – 5th Grades

Approximate Time Frames for Learning 5.5 hours a day
7 hours per week/90 minutes a day
Virtual Online Instruction 8-10 hours per week/2 hours a day
Online Learning (iReady, Prodigy, Khan Academy, Spelling City, etc.)
5-10 hours per week/1to 2 hour a day
Independent Practice (with teacher available for help)
Possibly 1 hour a week of support staff
Support lessons include: Art, Music, Science
Virtual Help 1:1 virtual meetings with our support staff as needed (please request)

Middle School

Approximate Time Frames for Learning 5 - 6.5 hours a day
4 hours per day/20 hours a week (give or take)
Virtual Online Instruction
1 to 2.5 hours a day/10 hours a week
Independent Practice and Online Learning
Virtual Help 1:1 virtual meetings with our support staff as needed (please request)

Grading

Elementary

70% of assignments completed

Pass/Incomplete on report card

Student has unlimited opportunities to resubmit work for a passing grade

Last day to turn in work May 29th, 2020

Middle School

Letter grades for A, B, C

Incomplete for not passing - will be reflected on the report card as to why

Student has unlimited opportunities to resubmit work for a passing grade

Last day to turn in work May 29th, 2020

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

1. CCCS partnered with PUSD to provide daily meals to students.
2. Meal schedules were posted on the website and updated accordingly
3. Students had the option to Grab and Go breakfast and lunch and also to Grab and Go for two days at a time

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

After informal surveys with families, CCCS did not see the need to provide childcare. Our families leaned on family members to support where needed.