



COVID-19 Operations Written Report for Community Collaborative Charter School - Acton-Agua Dulce Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Community Collaborative Charter School - Acton-Agua Dulce Unified School District	Christine Feher Director	cfeher@cal-pacs.org 855-225-7227	June 18, 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.

Community Collaborative Charter School students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform students have access to their entire course curriculum. During the Governor's "Safer at Home" order, CCCS' online programs continue to be available to students without disruption. The educational impact of the "Safer at Home" order on students and families has been minimal. Teachers continue to meet with students weekly for virtual meetings using online classrooms (Adobe or Zoom), phone, email, and instant message.

Personalized Learning Plans and Core Curriculum

CCCS utilizes Edgenuity online curriculum to deliver quality online content with Highly Qualified Teachers. Students can access their courses 24/7, working at home at their own pace.

Students receive weekly outreach from their teacher via phone, virtual classroom, email, text message, or instant message. Our core curriculum is aligned to California's academic content standards. In compliance with the Governor's "Safer at Home" order, teachers review student work online, give feedback, and virtually support students through weekly meetings by phone, email, instant message, and/or Virtual Classrooms (Adobe or Zoom).

Assessments

Students take diagnostic assessments in Edgenuity at the beginning of each school year and throughout to assess understanding. Students identified as having learning gaps via prescriptive testing are provided with targeted support and monitoring to address the identified skills gaps. Teachers continue to grade, give feedback, and support students virtually throughout the week as they regularly do in our model.

High School Graduation

To ensure the health and well-being of our students and families, CCCS has cancelled end of the year in-person graduation. In lieu of the in-person graduation, we are producing a pre-recorded, online graduation that will honor our graduates, including performances and speakers from our student body. Our graduating students will also receive "Graduation in a Box" with graduation signs, materials, and caps and gowns to host a "Stay-at-Home" graduation.

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

During this time of "Safer at Home" restrictions and social distancing, attention to social emotional well being of our students is of great importance. Teachers do weekly wellness and academic checks through regular communication with students and families. Correspondence via email, texts, and virtual meetings using Adobe Connect or Zoom are utilized to inquire on the social emotional health of each student and to communicate connections to community resources.

Student Group Enrollment

Community Collaborative Charter: Our 2019-20 enrollment data reported enrollment of 326 students and indicates that 79.1% of our student population are among the following student groups: 59.5% socio-economically disadvantaged, 5.5% English Learners, 1.2% Homeless Youth, Foster Youth 0.3% and 12.6% Special Education student populations.

Needs Assessment

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Amid COVID-19's increased stress levels, CCCS Special Education students have the services and attention needed to be successful academically and emotionally. Following social distancing criteria, our Special Education team met more often than legally required via Zoom to ensure students are receiving the services in their IEPs. We implemented this heightened attentiveness to all of our student groups.

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

CCCS utilizes an enriched virtual learning model, allowing students to continue their education and receive the flexibility of 24/7 online learning combined with support from highly qualified teachers.

Teacher Qualification

Our teachers are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the Edgenuity curriculum platform.

Digital Devices and Connectivity

CCCS provides chrome books and hotspots to all students for home connectivity, as needed. Students have access to the digital devices and the internet service they need to complete required schoolwork. Technical support is available virtually, and computer drop off and replacement is arranged through the mail with COVID-19 safety precautions in place.

Communication Plan

To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Virtual Classrooms are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. The Director does wellness check-ins with teachers and staff during weekly meetings. Our most recent stakeholder input survey results demonstrated a 100% Overall Satisfaction rate with our school and a 100% Connected to School: Feels safe, valued and respected rate.

Special Education

Students in the CCCS special education program continued to receive services per their IEP. Since CCCS is non-classroom based, most students (90%) were receiving virtual services. Any student with face-to-face services were offered virtual services or compensatory education via an IEP meeting with all team member input. The SPED teams have also engaged in virtual testing, where appropriate, to continue to meet annual and tri-annual timelines.

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

Community Collaborative Charter School (CCCS) is a Non-Classroom Based charter school, and as such does not operate a meal program. However, with the closure of businesses and families being out of work, we realized the need to communicate the availability of community food resources. Communication of all resources, including food, is made during teacher weekly check-ins. For example, teachers have access to resource links to provide students and families with support such as: Los Angeles County: Los Angeles Regional Food Bank (323-234-3030), Union Rescue Mission (213-347-6300), Los Angeles Mission: Food & Shelter (213-629-1227), CA Parent and Youth Helpline provides support and resource referrals during the COVID-19 pandemic (call or text 1-855-427-2736) for services in English, Spanish and other languages.

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

CCCS is committed to providing ongoing support to our students and families during the COVID-19 pandemic.

Although we did not close our school, we recognized the importance of identifying community resources that would support the needs of our students and families. We have continued to connect community wraparound services such as child care, food sources, health care, and employment opportunities.

We identified programs that remain open during this time as well as community resources developed in response to COVID-19 and available to Essential Workers.

We identified resources and communicated them, as needed, during student and parent meetings.

*As needed, we provide to Essential Workers in our school community, important information such as: Los Angeles County: Child care for essential workers: Free referrals to center-based and home child care through LA County (888-922-4453); Child Care Alliance Los Angeles (ccala.net/connect-to-child-care), California Child Care Resource & Referral Network ((800) 543-7793), website: <https://rrnetwork.org/family-services/find-child-care>.