Cottonwood Creek Charter School always has a large amount of stakeholders involved and engagement due to the nature of the program. Due to the description of the efforts made to solicit stakeholder feedback:

**Stakeholder Engagement**

Supervision that must be provided by parents.

The postponement of our after-school elective program, the lack of socialization for students, and the demands of at-home support and the new (district) curriculum has been included.

In addition to weekly educational packets, every teacher implemented a number of distance-learning tools that included Zoom.

Supervision that must be provided by parents.

In response to the COVID-19 emergency in March 2020, we transitioned all of our students who were attending the classes four days a week to distance learning/home school. As we kept our school open, we set aside every Friday as our parent drop-off and pick-up day.

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 needed to make school for any length of time. As an independent study charter school, the transition to distance learning for all students needed to make school for any length of time.
Training and skill development for effective distance learning: (g) Resources for supplemental academic support to address "Learning Loss." (h) Provision of a high-quality distance learning/Homeschool program to families that are not ready to return to the classroom: (i) Provision of adequate supplies and personal protective equipment for students and staff members that return to the classroom: (j) Efforts to offer classroom-based instruction whenever possible.

As a result, our Learning Continuity and Attendance Plan will address the following: (1) Efforts to offer classroom-based instruction whenever possible. (2) Efforts to offer classroom-based instruction whenever possible.

The overviewing feedback from our families has been the desire to return to in-school learning. Early and frequent feedback with families was used to regularly communicate with relevant stakeholders about the school’s options during distance learning.

At the beginning of the school year, 85% of families chose in-person learning. 5% of families chose distance learning and 10% chose homeschooling.

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.

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

The spring is not ready to return to in-person learning so the Cottonwood Creek Charter School program went to distance learning in March. This time...
Actions Related to In-Person Instructional Offerings [Additional rows and actions may be added as necessary]

[Incorporating requested cleaning and sanitizing of school campus.]

Increase custodial cleaning and sanitizing and safety glass barriers.

Purchase of additional cleaning supplies and safety glass barriers.

Replacement of current bathroom sink faucets with touchless faucets. Replacement of drinking fountains with water bottle filling stations.

Replacement of individual desks to replace table in order to enact social distancing in the classrooms.

Total Funds Contributing

Yes $2,800

Yes $2,100

Yes $12,100

Yes $8,100

Contingency Fund

[Description]

For the 2020-21 academic year, Cottonwood Creek will begin the year by offering educational choices (1) In-Person Site Classes; (2) Distance Learning for special education students not ready to return to classrooms due to COVID-19 concerns and (3) Traditional Homeschool.

Distance learning for site classes begins with an August 17, 2020, start date for K-4 students and a September 1, 2020, start date for grades 5-12.

[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.]

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. [Description]
Physical and safety needs of their families.

through regular contact, including student as well as parent participation in online meetings. Teachers are also able to evaluate the

lesser weight. As an independent study program, we continue to evaluate the time value of the work rather than assume instructional

losses in academic weaknesses and will then create instructional materials based on the diagnostic results that help address and work on

the local assessments' time/year as well as all state mandated assessments. The local assessment helps identify any learning

deficit in learning time on our distance learning platform. Teachers will continue to track academic subject area attendance in.

throughout the learning process. Teachers will monitor and assess students' progress. Students will also complete daily work logs in

messages. Through these interactions, teachers will maintain live, daily interactions with students via the classes, or via emails and/or text

[All Cottonwood Creek teachers maintain live, daily interactions with students via the classes, or via emails and/or text]

Pupil Participation and Progress

[...]

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minisession.

A description of how the LEA will measure participation and time value of pupil work.

A description of how the LEA will support distance learning.

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

Access to Devices and Connectivity

By using an online platform to continue working alongside students and their parents, our teachers are able to address any needs of the student

throughout ZOOM/Phone calls or facetime. All of our staff have always been strong in collaboration and individualization as well as

Cottonwood Creek is a personalized learning charter school. Our program already provides both in-person and distance learning as a regular

[...]

Continuity of Instruction

[...]

Distance Learning Program

[...]

[...]
Purposes of instructional software to enhance our curriculum offering in our distance learning program.

Purchase of additional Chromebooks for distance learning.

$0

Yes

Yes

$0.100

Total Funds

Continuing

Funds

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

- Supports for Pupils with Unique Needs
  - Initial office hours to meet with students who need additional guidance.
  - Provide weekly reading and lab instruction, when applicable to students in grades 5-8. Permanently to distance learning.
  - Teachers will hold End of the adults and responsible practices of stakeholder staff as a result of COVID-19.

- Professional Development Support
  - Offers a myriad of professional development opportunities each year.
  - Support for Distance Learning. On the assessment and data analysis of student growth, and Online Curriculum Training.
  - The following professional development and resources will be provided to staff to support the distance learning program, including:
    - Technological Support
    - Professional Learning Development

Cottontwood Creek will continue to address and prioritize students who have been hit hardest by the pandemic. Cottontwood Creek will assist

Cottontwood Creek will continue to address and prioritize students who have been experiencing homelessness.

Cottontwood Creek will continue to address and prioritize students who have been experiencing homelessness.
Pupil Learning Loss Strategies

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.

Due to the nature of our programs, 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 participate in our local assessments at the start of the year. This diagnostic assessment would allow us to address if there was a learning loss with specific instructional options.

Due to the fact that Cottonwood Creek is an independent study program, we continued to address students’ needs and learning. Student and development, and mathematics.

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.

Pupil Learning Loss

Pupils Learning Loss Strategies

School Year. Teachers continue to communicate regularly with students and parents.

Assessments to identify students’ learning needs in math and ELA and use periodic reassessments to track student progress.

Cottonwood Creek will use its local teacher meetings to discuss student work and assignments. Contributing.

Yes

Professional Development for staff to increase skills on-line learning setting.

Purchasing additional textbooks and school supplies for distance learning families.

No

Contributing Funds

Yes

0$
Pupil and Family Engagement and Outreach

and emotional well-being. Our school works closely with the Santa Clara County Office of Education which provides a number of family resources for social and emotional needs. Our school has a school psychologist and other staff who are available to our students and families. Whenever needed, Cottonwood Creek has a school psychologist and other staff who are available to our students and families.

Another family resource that we utilize is the Family Support Group. We have a close-knit community that supports each other. We encourage parents to participate in our school activities and to volunteer in the classroom. We believe that by involving parents in their children’s education, we can help our students succeed.

COVID-19 on our school community. [A description of how the LFA will monitor and support mental health and social and emotional well-being of all stakeholders.]

Mental Health and Social and Emotional Well-Being

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Stipend for Literacy Camp for Students Who Experienced Learning Loss</td>
<td>$1,000</td>
</tr>
<tr>
<td>Purchase of Curriculum with Digital Platform Which Assesses Students and Provides Instruction at Grade Level</td>
<td>$0</td>
</tr>
</tbody>
</table>

(Note: A description of actions to address pupil learning loss [additional rows and actions may be added as necessary].)
[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.]

School Nutrition

Lesses and other assessment methods are used to make sure that student academic progress is monitored. Learning is well as any time in talking to student's parents and other support is needed. Furthermore, essay, chapter quizzes, unit learning, CAASPP testing to monitor student progress and other support are needed. Furthermore, essay, chapter quizzes, unit learning, self assessment, and time in talking to student's parents and other support are needed. Furthermore, essay, chapter quizzes, unit learning, CAASPP testing to monitor student progress and other support are needed. Furthermore, essay, chapter quizzes, unit learning, self assessment, and time in talking to student's parents and other support are needed.
Due to the personalized learning approach of Cottonwood Creek Charter School, all actions that are provided across the entire school meeting the needs of these students.

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 actions are effective in how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in increased or improved services for foster youth, English learners, and low-income students.

<table>
<thead>
<tr>
<th>Required Descriptions</th>
<th>Income Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>%0</td>
<td>%0</td>
</tr>
<tr>
<td>Increased apportionment based on the enrollment of foster youth, English learners, and low-income students</td>
<td>Increased or improved services for foster youth, English learners, and low-income students</td>
</tr>
</tbody>
</table>