



COVID-19 Operations Written Report for Come Back Butte Charter

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Come Back Butte Charter	Mary Sakuma Superintendent	msakuma@bcoe.org (530) 532-5650	June 22, 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.

As our country experienced school closures in response to COVID-19, BCOE worked quickly to develop a plan for the continuity of learning. As the County Office has learned from repeated emergency response operations, the most important priority was to be trauma responsive and make connections with each and every student and family. The interruption from students regular school routine and daily contact with staff and peers has the biggest emotional impact on well-being.

In response to supporting continued learning and instruction, BCOE designed an extensive five phase distance learning plan based on the CDE guidelines. Phase 1 outcomes were to support the understanding of distance learning. Phase 2 outcomes were to identify current resources available to staff and students. Phase 3 outcomes were to develop preliminary plans during the first weeks of the closure and

Phase 4 was the implementation of our distance learning plan. The plan was developed in our LEA Google site so that it could be shared with every educator and updated, as needed. Phase 5, Designing a High Quality Online Course is currently under development for Fall 2020 return to school planning. In addition to our step by step processes in each of the four phases, we included resources for digital learning platforms, included unplugged options and shared extensive resources for students with special education needs.

As Phase 4 was the implementation of distance learning, during this phase we identified three priorities to help mitigate the impacts to students and families: Communication, Self-Care, and Academics. Communication centered around reaching out to families through multiple means and meeting regularly with students and families. Our priority of self-care emphasized assessing student's well-being, referring concerns to appropriate staff or agencies, and encouraging students, and staff, to pace themselves and set goals around self-care. The academic priority emphasized developing regular routines with students and families for instruction, and providing familiar lessons and materials to support the continuity of learning.

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

BCOE immediately realized that some of our most vulnerable populations, foster youth, English learners, and low-income students could be particularly challenged by the COVID-19 closures. As part of our five phase continuity of learning plan, BCOE worked to identify any barriers for our students, including foster youth, English learners and low income students. Identified barriers included food insecurity, communication with staff, access to technology, connectivity challenges, family/home challenges, mental health needs, and learning challenges.

In order to mitigate these barriers, BCOE responded by ensuring students were contacted by staff and schedules for learning set up on a regular basis, access to technology and connectivity was made available to the best of our ability (some equipment needed was not available due to increased demands), access to grab and go meals were shared. Mental health supports were made available, as needed, and families were encouraged to share their unmet needs with school staff.

In addition, supports were put into place for the specific student groups as detailed below:

English learners: A CDE published series of distance learning webinars for supporting English Learners was distributed across the county. BCOE teachers are using a variety of online platforms to support learning, many of which include features like closed captioning, which support language development. Individual language development goals are addressed in 1:1 meetings, as BCOE schools have very few students classified as English Learners.

Foster Youth: Foster Youth: Our office responded to requests from the court and child welfare for student information through email and phone communication. We attended Child and Family Team (CFT) meetings through phone and/or video conference and attended weekly Interagency Placement Committee meetings through phone and/or video conference. We entered Health and Education Passport data into the CWS/CMS information system using a remote access token device provided by child welfare. We assisted with school enrollments and records transfer when students were detained or moved placements, with a priority on school of origin and continuity. We assisted with

education rights holder assignments when needed. We identified technology needs for distance learning and connecting foster students and families with resources. Our office provided ongoing educational case management, including linkage with tutoring, by phone, text, google hangouts, and video conferencing. Further, we provided technical assistance to district and school staff and sharing opportunities for online training and other professional development regarding foster youth education.

Low-income students: In addition to supporting students as stated above, additional meal cards, clothing and other needs were given to students. BCOE entered into a contract with Care Solace to support students with getting needed mental health services and for students who had counseling services as part of their educational program continued to make services available in a virtual format. BCOE is also piloting Kelvin during school closures to keep a pulse on student well-being. Kelvin, allows schools to embed short formative surveys into students learning platform to gather data on factors that play a significant role in learning and are correlated to student outcomes. The data from these surveys can be disaggregated into student groups for improved decision making.

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

Come Back Butte Charter has taken several steps to continue delivering high-quality distance learning opportunities for our students in grades 9-12, as outlined below:

- Provided both digital and unplugged learning opportunities based upon the individual needs of the student- Note: Not all of our students have access to technology (i.e. hardware and/or connectivity availability)
- Created additional alternative communication pathways for both families and students- These alternative pathways include Zoom and Google Classroom. Teachers also communicate with students through phone calls and text messaging.
- Utilized virtual meeting platforms for staff and PLC meetings
- Attended a variety of virtual professional learning opportunities to increase understanding of distance learning digital resources and learning management system, including engaging students through high interest science lessons and developing consistency in learning platform development and proficiency in use
- Made individual phone calls home to students/parents that had students not engaging in the distance learning opportunities to check on their well-being and individual needs
- Provided mental health local resources to families
- Tracked student engagement with distance learning opportunities

- Provided information to access BCOE meals for students
- Curated Resources to support distance learning opportunities
- Coordinated with other schools to share resources and distance learning plans
- Developed virtual community building opportunities for students- Virtual messages and virtual graduation activities

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

In direct response to school closures as a result of the COVID-19, Butte County Office of Education supported opportunities for students and families to pick up free “grab-and-go” meals at 26 locations throughout Butte County. Meals were available for free for anyone 18 and under regardless of what school they attended and no paperwork was required. In order to maintain social distancing practices, BCOE encouraged families to continue to be proactive in reducing the risk of COVID-19 by not congregating at the meal sites and abiding by the grab and go concept. Meals were not available to be consumed on-site.

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

As stated, Come Back Butte Charter diligently worked to identify barriers and needs. Supervision of students during ordinary school hours was not identified as a significant barrier or need and thus was not provided.