

# COVID-19 Operations Written Report for South Sutter Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
South Sutter Charter School	Burke Wallace Executive Director of Academics	bwallace@ieminc.org (800) 979-4436	6/10/20

**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 a personalized learning independent study charter school, our school was uniquely prepared to adapt to the rapid outbreak of the COVID-19 within our communities. As a non-site based school, we were one of the few schools in California to remain open and ensure our students continued with their core academic learning without loss to instructional days. Prior to the outbreak, much of our core academic instruction was already being provided in student homes or via distance learning opportunities. As the outbreak unfolded, we took appropriate actions to further ensure the safety of our students, teachers, and families. Per Governor Newsom's order in late March, all in-person and on-site activities and classes were suspended or moved online. Education Specialists (credentialed teachers) continued to meet with their students and families but those meetings were moved online. Parents were encouraged to continue academic instruction at home or utilize the distance learning opportunities available through our vendors. In the event that a service vendor could not provide online services in place of in-person classes, parents worked with their Education Specialist (credentialed teacher) to modify their curriculum and instruction.

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

At South Sutter Charter School, according to our 2019 California Dashboard, our student population is 4.4% English Learner (EL), 0% Foster Youth, and 38.3% who are classified as Socioeconomically Disadvantaged (SED). During COVID-19, we continued the services and supports as outlined in our current LCAP for ensuring our unduplicated students are making academic progress. Our biggest change to support our unduplicated students this year is the launching of our Personalized Student Success Plan (PSSP) which develops a math and ELA goal for each student (in collaboration with the teacher and parent) based on the students' results on our internal assessment. Goals are monitored and interventions are tracked for each student.

In our 2019-20 LCAP, EL students were offered one on one tutoring to help them access the core curriculum and assist with their English Language Development. In addition, our EL Coordinator provided personalized support to each EL student in need.

Our core educational model provides each foster student with increased services through individualized curriculum and supports. Foster youth qualify to access the programs and supports listed in our LCAP. For high school foster youth students, services are improved through additional guidance coordinators.

Our Education Specialists (credentialed teachers) have been checking in with their low-income students to ensure they have the materials and support they need to access their personalized curriculum. Improved services include staffing and equipping a curriculum library which enables low-income students to access to high-quality curriculum options. Our Kidzmet and Curriculum Wizard program helps identify personalized curriculum for students based on their individual learning needs. Increased services include access to supplemental materials and tutoring through our response to intervention program.

The LCAP also provides the opportunity for additional stakeholder engagement opportunities that support all of our unduplicated students.

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

As a personalized learning independent study charter school, our parents work with a California credentialed teacher to develop their student's personalized learning plan. We have been doing distance learning for many years, as this is our educational model. Prior to COVID-19, a student's personalized learning plan could include a combination of print and online curriculum, in person or online vendor classes, ES online courses, or in-person services provided by local vendors. Thus, during the outbreak, students that had already chosen a print curriculum, online curriculum, or online class were able to continue with their core academic learning with minimal interruption. We have dozens of online curriculum vendors and a High School online curriculum expert to provide ESs (credentialed teachers) detailed information on the options available. Prior to COVID-19, our school website had a large "Curriculum" section with detailed information on distance learning opportunities, recommendations for quality online vendors and Students that were taking in-person courses before COVID-19 had their class move to an online meeting format or if that was not possible, worked with their Education Specialist (credentialed teacher) to find an alternate curriculum or online class. Our High School Guidance Counselors were also available to meet online to conference with families and Education Specialists (credentialed teachers) to assist students in transitioning to online coursework if needed. We have 100% parent engagement in the learning plan of their child, so our parents were prepared to continue supporting their child's learning during COVID-19.

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

As a non-site based independent study charter school, we do not provide meals for students. However, we provided instructions for our families to download the "CA Meals for Kids" mobile app, which is recommended by the CDE. Because our students live in multiple counties, this app enables them to find school meal options that are local.

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

As a non-site based independent study charter school, our students are at home under the supervision of their parents, with credentialed teachers checking in at least once every twenty school days. COVID-19 has not changed this situation on student supervision. Because of our educational model and setting, we are able to continue operating in substantially the same manner as we were before shelter-in-place orders were given. Where in-person classes were cancelled, parents had the option of replacing that class with virtual based instruction or finding a different learning option to meet their child's needs.