

COVID-19 Operations Written Report for Forest Ranch Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Forest Ranch Charter School	Christia Marasco Director	cmarasco@forestranchcharter.org 530-891-3154	June 16, 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.

Prior to the physical school closure due to the Covid-19 crisis, Forest Ranch Charter prepared by having teachers develop directions for on-line or physical packets of work for 1-2 weeks of schooling in case of potential closure. An emergency board meeting on March 13th to prepare potential emergency measures. FRCS administration worked closely with other county leaders and the FRCS Board through the next few weeks to make decisions regarding school closure. In response to school closure, FRCS transitioned immediately into a distance learning model utilizing Zoom, Google Classroom, Facebook Live, recorded videos, and paper packets/supply kits. All students that needed one were provided a school issued Chrome Book, head phones and supplies to support learning at home (books, paper, art supplies, and math manipulatives). Detailed health and safety procedures were put together and utilized for distribution.

Weekly meetings were held (via Zoom) with all school personnel and then with each small group (admin staff, elementary faculty, middle school faculty, SPED team, and support staff) to determine needs, provide training and support, divide up responsibilities and ascertain progress. In addition, many whole school events, activities continued on-line throughout the rest of the year (Monday Assembly, weekly Story Times, Music/Movement classes, Student Government meetings and activities, Book Club, Cooking Class, and Parent training/Support opportunities).

Due to the varied needs of our families and challenging connectivity issues in Forest Ranch our teachers worked hard to customize learning for families providing weekly and sometimes daily communications; an active Google Classroom for all grades; daily Zoom meetings/classes for the upper grades; paper packets and materials as needed and a plethora of customized individual and group, on-line learning opportunities.

Special Education personnel worked with families to amend IEP's and transition services to a distance learning model that included Google Classroom, Zoom and phone sessions with Education Specialists and Intervention Aides. Intervention Aides received frequent support, supervision, and training in delivery of on-line services.

Struggling families were identified through frequent check ins and various types of support were provided. These included outdoor home visits and delivery of materials; phone check ins; referral to needed services; Zoom delivered, group and one on one tutoring; and individualized parent training and support.

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

Many of the services to support English Learners, Foster Youth and Low-Income students at our school are delivered universally so as not to single out students. During the Covid-19 crises multiple types of services/supports were put in place to support families in need. These included providing Chrome Books and materials to all that requested them; delivering materials to families with transportation issues; providing meals to all; assigning our independent study teacher to families with multiple students that needed a more streamlined program; providing student support over the phone and in small groups to students that were struggling or students that had parents with challenges. Our administrator attended weekly meetings with county and charter leaders where strategies were discussed and resources reviewed for families in need. Additionally, weekly meetings were held with school staff to identify families needing extra support, discuss how each family was doing, and then assign check ins and extra support, as necessary. In addition to weekly written and video communications, we also provided targeted check ins where we offered additional services as needed such as copy paper, additional school supplies, games, more training, and support. Specifically, for larger foster families, we provided extra student support via phone and on-line and offered one on one vocabulary instruction and on-line academic support to our English Language Learners.

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

At the end of the school year we undertook multiple on-line focus group meetings, our teachers had individual conversations with families and a few weeks later our administrator called each family to answer questions and gain valuable information about improvements needed and family wants for the upcoming school year. An Advisory Council is meeting weekly to help put together procedures for the upcoming year which will be reviewed and potentially approved during our July Board Meeting. In addition, weekly parent updates on progress will occur throughout the summer.

For next year we are working on a plan that will flexibly allow us to move between site based and distance learning more effectively and increased training/support for families as they work to support their students learning at home. Teachers are receiving increased training in this hybrid model and continue to develop their Google Classroom sites and review new programs to support their distance learning. We will continue to use much of what was put in place this year, modifying many things based on student and parent input. Due to varied needs of our families and challenging connectivity issues in Forest Ranch our teachers will continue to customize learning for families providing weekly and sometimes daily communications, an active Google Classroom for all grades, daily Zoom meetings/classes for the upper grades, paper packets and materials as needed and a plethora of on-line, customized as well as group learning opportunities. Teachers have had access to training and support surrounding distance learning and will continue in this training over the summer. Teachers will continue to have access and use a wide range of programs to support distance learning including but not limited to My Math and CPM on-line, i-Ready for teaching and diagnostics, Screencastify, Newsela, Flip Grid, Google Suite for Education, Kahn Academy, Flocabulary, Reading A-Z, Reflex, and Mystery Science.

We will continue to work through the summer to develop more effective intervention strategies for on-line delivery and identify programs that are more engaging for our intervention students. We will continue to track progress and utilize data to provide the most effective programs/practices during the distance learning period, working to learn what works best.

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

Working with families to keep students safe, fed and well cared for during the Covid-19 crisis was a primary objective of Forest Ranch Charter School and meals were an important part of this. FRCS set up procedures, based on public health guidelines and community input, to provide daily grab and go meals to all students in the area that were 18 and under. The food was picked up from our Nutrition Services provider (Chico Unified School District) by our Nutrition Coordinator and then prepared on site to be distributed daily to families in need. Our school administrator worked with Nutrition Staff daily for the first three weeks distributing meals and other materials, refining procedures, and checking in with families to make sure other needs were being met and then moved to intermittent check ins to make sure things were running smoothly and support families as needed. Teachers also dropped in intermittently to check in with families. After the end of the school year, families were referred to CUSD's sites for meals during the summer.

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

We surveyed all families regarding childcare needs at the beginning of the physical school closure and again after we determined it would continue through the remainder of the school year. No families requested help finding services as most of our families wanted their students to remain home with them or with close family members. We continued to have **planning for emergency childcare** on all our board agendas through the remainder of the school year in case the need for services were to arise.