# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
| --- | --- | --- | --- |
| HomeTech Charter School | Gail Kemp  Interim Principal/Superintendent | [gkemp@hometech.org](mailto:gkemp@hometech.org)  (530) 872-1171 | 06/08/2020  Revised: 07/20/2020 |

**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.

HomeTech Charter School is an independent study-based model that has experience in working in a crisis situation after the Camp Fire devasted the town of Paradise and required the school, most of its staff, and all of its students to temporarily relocate. Therefore, in response to school closures to address the COVID-19 emergency, HomeTech was able to rapidly transition to distance learning without any gaps in the delivery of core curriculum. The distance learning curriculum was offered in two formats: online platforms (Google Classroom) and curriculum which was printed. Chromebooks and hotspot internet devices were loaned to any family that needed one.

As staff prepared lessons for students to work on at home, they took into consideration strategies to meet the diverse needs of their students, and to provide resources when students needed additional help. As preparation begins for the coming year, more in-depth planning and resources will be added to ensure all students have access to the same quality of instruction in a virtual environment as they would if the school campus was open.

The staff interacted with students and parents via email, phone calls, texting, Zoom video meetings, and Zoom class games in order to support the social-emotional health of their families and will continue to do so in the 2020-21 school year, but intends to add virtual office hours and regular appointments with students in order to increase academic accountability. Staff is participating in professional development through Butte County Office of Education (BCOE) in preparation to increase their skills to address the needs of families in the likely event that distance learning with continue in the 2020-21 school year. HomeTech is also preparing for next school year with three different possible models for reopening in the fall semester of 2020.

Special Education services were provided through distance learning. Teachers and staff instructed and modeled through Zoom, FaceTime and Google Classroom. Packets of curriculum and hands on manipulatives were sent out to home via mail.

During the COVID-19 emergency, the office staff continued to keep the business operations stable and strong.

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

HomeTech currently has zero English language learners enrolled. Our staff remains trained to serve these students should any enroll.

At the time of school closures, HomeTech only had one foster youth enrolled. This student met weekly (online) with the school administrator and was provided instructional and social emotional support and as well as utilizing supportive services such as the Butte County Independent Living Program. This particular student’s grades improved during the school closure and she graduated on time with her class.

Low income students benefited from paraprofessional support, loaning of Chromebooks and hotspot internet support, and free school meals. In order to minimize transportation costs to these families, some staff would deliver and pick up assignments. In addition, referrals to higher levels of support were made.

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

Staff was prepared with packets and online learning the day school closures were announced. Teachers continued to create weekly packets and scan the packets into Google Classroom throughout the remainder of the school year. Packets were grade appropriate and standards-based. Teachers also used Zoom video-conferencing, iReady, and Sketchpad to impart instruction. Students were invited to contact teachers by email or phone if they needed help, and contact information was included in the packets.

Students not able to obtain a scanned packet from Google Classroom, due to connectivity issues, were able to obtain hard copies in a variety of ways:

\* Students were mailed packets with a self-addressed stamped envelope to return the completed packets

\* Packet distribution and pick-up was done by staff members

\* Parents/students could call in advance and packets were placed in an envelope outside of the school for pick-up and a place was made outside of the school for packet drop-off.

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

HomeTech contracts with Paradise Unified School District (PUSD) to provide meals to students during the school year. PUSD along with other schools throughout the county opened up many Grab & Go Sites throughout Butte County to ensure that students were being provided meals while following California’s current social distancing mandates. These Grab & Go sites were updated on a regular basis and posted on the school’s web page. No proof of income or financial need was required and any child, regardless of school, district or background who was 18 and younger was able to obtain breakfast and lunch meals at any of the sites. The sites were drive-thru and an employee would deliver the meal to the car in order to maintain social-distance. All meals followed the state’s strict healthy food guidelines to ensure that students are getting a healthy meal. Grab & Go sites will continue throughout 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.

The LEA is independent study and does not provide supervision of students during ordinary hours; therefore, not applicable to our LEA.

California Department of Education

May 2020

Revised July 20, 2020