

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Tree of Life International Charter School	Deborah Wallace, Director	dwallace@treeoflife.school	5/19/2020

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.

- Tree of Life International responded immediately to school closure with the Board of Directors passing a Resolution on March 17, 2020 to change the learning model from classroom based to at-home learning. The last day of school was Monday, March 16, 2020.
- The same day, the Charter School created an At-Home Device/Internet Usage Agreement, and began checking out devices for students to use at home for Distance Learning.
- Teachers met all day on March 17, 2020 to make agreements and decisions regarding the at-home learning model, create templates, transform lesson plans into digital delivery models, created how-to videos for parents on use of Google Classroom, submitting assignments, checking for missed assignments, created daily and weekly checklists to help parents organize their time, and began learning new programs and apps to aid in distance learning strategies.
- Instruction in the new at-home learning model began immediately with students logging in to supplemental programs that could be used at home such as Iready, Imagine Learning Espanol, and Blueprint Math.

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

- Tree of Life International has 25% English learners and 65% low-income students. We currently have no foster youth enrolled.
- Chromebooks have been distributed to all EL and Low Income students who do not have an adequate device at home. This includes one for every child in the home, not just one to share.
- Usage agreements and protocols, log in information, how-to videos have all been provided in the primary language to facilitate parent support. Bilingual teachers and instructional assistants call homes regularly to answer questions and encourage student daily engagement.
- Teachers record daily participation in the Distance Learning model, minutes logged in to various programs, attendance at “live” zoom meetings and google hang-outs, and completion of assignments. Those who do not engage for 2 to 3 days receive a phone call to determine the problem, answer questions about technology or assignments. For the few who did not show engagement after several attempts, the Principal made a home visit to provide assistance and ensure parents understood the expectation for student participation.

- Teachers and bilingual instructional assistants provide daily intervention groups on Zoom or Google Meets, working with EL and low income students in small groups to provide ELD and primary language support to differentiate the instruction and ensure that all students succeed and do not fall behind.

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

- Tree of Life had all students logged in to Google Classroom in grades 2-6 when we moved to the Distance Learning Model, however students had very little instruction in how to use the platform from home and what that would look like, and parents were not equipped to support their students at home.
- Log ins for all supplemental programs were sent home with every student on the last day of instruction, along with an instruction sheet explaining how to log in to every program, and what the program taught.
- As we became overwhelmed with tech questions, teachers began to make FAQ documents and the tech dept created How-to videos showing parents and students how to access the learning programs, submit completed work, check for missing assignments, use an online check list, create a daily schedule for learning at home, and more.
- Teachers began researching extensions and apps for online learning to enhance delivery of instruction. They began to create youtube instruction using screen castify and other apps. Flip grid is used to support student research and sharing in the Dual immersion model.
- Teachers meet weekly via Zoom to learn new strategies and fine tune the delivery. Google Classroom was added to grades K and 1st after Spring Break to minimize confusion.
- PE Coach, Music teachers and Librarian all create learning videos for students to continue instruction and enrichment in these areas.
- The Principal hosts a weekly Facebook Live show highlighting activities that are happening during the Stay and Home order and exposing students to a variety of enrichment activities such as pets, gardening, art, nutrition and social emotional learning.
- The School surveyed parents on their experience with distance learning to determine where there were connectivity issues, device issues, their opinion on communication with the school, teacher interaction, and the overall learning level for their students in order to inform and improve Distance Learning delivery.

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

In conjunction with the Charter Authorizing District Food Services, Tree of Life became a daily food distribution site beginning the first day school was closed, distributing from 80-120 breakfasts and lunches daily to children up to age 18. In addition, the District food service delivers 50-100 breakfasts and lunches daily to two trailer parks where a majority of Tree of Life low income and English Learner students reside.

Shasta County has provided a schedule of daily food distribution sites throughout the county which has been made available to TLC parents.

Tree of Life created a Parent Survey to determine if families were aware of the food distribution offerings, and identify those who needed more information or support in order to participate.

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

It was not initially known how many students needed supervision until we began monitoring daily participation and engagement, making phone calls and reaching out to families to determine the needs. We discovered a few families where there was no supervision during the day and no

adults able to support the students with Distance Learning. We created a small, on-site program for these children in order to provide daily meals and supervised Distance Learning support that is run by Bilingual Instructional Assistants who regularly work with these students during the school year. These are primarily low income, English learner and special ed students who need additional support due to lack of appropriate parental supervision due to being essential workers, illness or mental health issues in the home. There are approximately 15 students participating in the Monday-Friday on site program, and they are separated in two rooms with the same supervisors to maintain social distancing.

California Department of Education
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