



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

- 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.

In-School Support: Students of Essential workers, those with no connectivity, and those with homes where there was significant physical or mental illness prohibiting parental support for distance learning were invited to attend a daily on-site program supervised by staff. Students were able to use school devices and attend zoom classes with their teachers, as well as receive support for completion of assignments and receive small group academic intervention.

School meals were provided daily on site and throughout the community for all students in Shasta County. Over 120 meals were served daily from our campus and on site at the 2 mobile home parks where many of our students reside.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

All public was invited to attend the Special Board Meeting on March 17 where the school closure was discussed. On May 1, 2020 a survey was sent out to parents in both English and Spanish to determine the needs of students during the spring distance learning session. This included information on needs for meals and nutrition, childcare, and connectivity support. In July, another parent survey was administered requesting information on parent choice for reopening school---in person or via Distance Learning. Nearly 200 responses were given--almost every parent responded to the survey. The support for in person learning was overwhelming. Parents agreed to comply with all the new procedures and protocols for COVID 19 that were indicated in the reopening plan in order to open school and keep it open for their student.

[A description of the options provided for remote participation in public meetings and public hearings.]

Beginning March 2020, all board meetings and public hearings have been conducted on a virtual webinar platform (Zoom). Individuals in attendance have the ability to ask questions and make public comments for items both on and not on the meeting agenda. Information and announcements for these meetings are placed prominently on the school's website and public notice for these meetings is provided 72 hours in advance along with the agenda. public was given access to a Zoom link to attend the regularly scheduled board meetings virtually.

[A summary of the feedback provided by specific stakeholder groups.]

A Parent Survey sent on July 27, 2020 gave parents 3 choices for returning to school:
Full Day In Person Instruction on campus beginning August 17 90% of parents chose this option

“Zoom In” Instruction--Students are assigned a chromebook or ipad(K) and all instructional materials needed to participate in daily instruction. Student joins the regular class daily via Zoom participating in all lessons, discussion, assignments and assessments similar to the rest of the students who are in class in person. All assignments are done and submitted through Google Classroom or SeeSaw. 10% of parents chose this option

Due to the passage of SB98--Distance Learning and Attendance Compliance, Tree of Life was not able as a site based program to offer the Homeschool option to families this year. Those families who preferred a traditional homeschool option that did not require daily Distance Learning engagement chose to apply to other non-classroom based charter schools or follow other California guidelines for homeschooling.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Since the majority of parents wanted to see students return to in-person learning, we created a COVID 19 Task Force to review the guidance from the CDE and the guidance from the CDPH and the local guidance from the Shasta County public health department. We then developed a reopening plan that included all of the required elements, and presented this to parents via our school messaging system, Parent Square and in a recorded video with the Director in both Spanish and English. All staff was given the opportunity to participate and give feedback on the plan prior to publication. All staff was trained in the new protocols and procedures for in person instruction during 3 preservice days before opening school on August 31, 2020.

This plan was shared with Shasta County Office of Education and the Shasta County Dept of Public Health for input.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

On August 6, 2020 the TLC Board of Directors voted to reopen full time in person learning for all students on August 31, 2020. It was determined by the board that, based on the July survey data, a large majority of parents wanted students to return to school for in person instruction. Shasta County was never on the monitoring list, which allowed for schools to return to in person instruction if desired.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Wellness Checks: Upon arrival, students go directly to one of the 4 wellness check stations to have a morning “Wellness Greeting” and temperature check. If student shows symptoms of	79000	Yes

Description	Total Funds	Contributing
<p>illness or has a fever of 99.1 or higher, they will be sent home for the day. The school health clerk will follow the CDPH guidance and contact the family the same day with return to school guidelines discussed later in this document.</p> <p>Cohorting: Each class will stay together throughout the day with their Teacher and Instructional Assistant as a cohort. Each cohort will have assigned times for using the bathroom, washing hands, separate recess time and play area, eating area and outdoor learning space. Cohorts will not be mixed throughout the day for learning activities, recess or lunchtime. This minimizes the exposure of students and limits the spread of virus or any illness.</p> <p>Masks:All students in all grades must wear a mask at arrival and pick up times, and when passing others in the indoor hallways, or outside when not distancing. Preschool-2nd grade students are encouraged to wear a mask when indoors, when walking in the hallways, and when not socially distanced. 3rd-7th grade students are required to wear a mask throughout the day when indoors, walking in the halls and outdoors when not socially distanced. All ADULTS are required to wear a mask or face shield with a drape at all times during the school day, unless eating or involved in physical activity. All adults should maintain 6 feet of distance between themselves and students at all times, as much as possible. The driver and students of all grades will always wear masks on the bus.</p> <p>Outdoor Instruction Each cohort will be assigned a designated outdoor learning area separate from other cohorts. The area will be open-air, shaded and offer tables and grass area for sitting on the ground if desired. All students will bring a towel to keep at school to use when sitting on the grass with their cohort.</p> <p>Recess and Playground Each cohort is assigned a specific play area on campus that allows them to separate from other groups. Recess and lunch play times will be staggered to allow for less children on the playground at any one time. Balls and other play equipment will be assigned to each cohort. Balls and playground equipment will be disinfected after play times and at the end of the day.</p> <p>Indoor Instruction In the classroom, desks and seating will be arranged to allow for maximum social distancing and mask requirements will be adhered to. The teacher’s desk will be placed 6’ away from student desks.</p>		

Description	Total Funds	Contributing
<p>Handwashing Protocols and Bathroom use Students will be taught the healthy habits of washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes to avoid spreading germs. Students will be taught to use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow. Additional handwashing solutions will be purchased to create efficient handwashing protocols.</p> <p>Cleaning and Disinfecting All classrooms, bathrooms and learning areas will be cleaned and disinfected regularly throughout the day and at the end of each day by the trained custodial staff, following the CDPH guidelines and using non-toxic cleaners. During the day, students will help clean their desk and chair after use with hydrogen peroxide spray and wiping with cleaning rags. All cleaning supplies will be out of reach of children and always supervised when in use.</p> <p>Staff testing requirements Testing: All Staff are asked to be tested for COVID-19 prior to returning to school. Staff will be tested for COVID-19, regularly throughout the year, once every two months (i.e., 25% staff every two weeks, 50% every month). More frequent testing will be required upon re-opening of school or cohort in response to cases occurring in the school. Staff include teachers, para-professionals, cafeteria workers, custodians, bus drivers, or any other school employee that may have contact with students or other staff The COVID-19 School Liaison will identify and document all school-related individuals that were potentially exposed to the confirmed case based on the infectious period. These individuals are close contacts and will be documented on the Close Contacts Form. Close contacts will be quarantined at home for 14 days from the last day of exposure to the confirmed case.</p>		
<p>Additional staff will be hired for custodial, health and instructional assistants in order to provide for cleaning, safety and cohorting requirements.</p>	18000	Yes
<p>Technology and Training will be provided to all staff in order to provide in school and at home learning simultaneously.</p>	2000	Yes

Description	Total Funds	Contributing

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students who do not wish to attend school in person will be offered the option of Distance Learning. During the Spring distance learning transition, Tree of Life staff learned a great deal about how to make this model more accessible and successful for students. A distance learning team was formed and spent a week developing protocols and creating training videos for staff and parents in order to improve access and delivery of instruction. Our current DL model requires students to zoom in to class daily and participate in live instruction, assignments and assessments with the teacher and the rest of the class. The student will be given independent work and assignments to complete as well.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Every student is assigned a device that they can use at home. All school work must be completed on the school device. Students with difficult connectivity are encouraged first to ask their provider for additional booster, and if needed, provided a hot spot by the school.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Each day students are required to log in at the same time, dressed and having had breakfast, and ready for work. Teachers take attendance at the same time each day and record it on the participation log as well as in Aeries. Students in distance learning are given the same assignments and the same amount of work as those in person and are expected to complete the work and submit daily for credit. Kinder students are required to have a minimum of 3 hours of live synchronous contact and independent work combined, and grades 1-7 are required to have 4 hours.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The staff met for 1 full week for collaboration and professional development for distance learning, PD on zoom meetings, use of extensions and programs such as screen castify, SeeSaw and Google Classroom. The adopted language arts series Benchmarks Adelante recently added a distance learning component, and the Eureka Math program added online distance learning supports as well.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

All staff has been affected by covid 19. Custodial staff was increased in order to provide the necessary cleaning and disinfecting routine for all areas, playground supervision staff developed protocols for disinfecting playgrounds and equipment and lunch tables in between use, teachers and instructional assistants are developing new models of instruction during cohorting--staying with one group throughout the day and not mixing with other classes to reduce the number of close contacts.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

When school first opened on Aug. 31, there were 27 students indicating the wanted to participate in the Distance Learning option. By the end of the first week of school, that number was reduced to 17 students as parents decided to send their students back to school for in person learning. All 17 students who are distance learning log in daily for synchronous instruction with the teacher. Students receive additional one on one support from the bilingual instructional assistant in zoom support calls. Teachers work closely with parents of the student Distance Learning to provide any additional supports the students need. All students with IEP;s are at school in person and receive in person services according to their IEP. There are no foster youth or homeless students who are distance learning at this time.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase and use of web camera or Meeting owl for zoom meetings to enable students to interact with others in the class. Purchase and use of doc camera to enhance experience of zoom students. Purchase and use of bluetooth microphone to ensure zoom students can hear the instruction. Purchase of SeeSaw program for managing student assignments and communication. Purchase or additional hot spots to provide to students with low connectivity. Purchase of 60 additional chromebooks and 40 additional ipads to provide all students with a one to one device in case of the need for schoolwide DL model.	30,000	Yes

Description	Total Funds	Contributing
Additional Training for staff in Distance Learning	20,000	Yes
Increase staff for supporting distance learning, network, configuration of devices for in school and at home use, set up of new programs and all aspects of technology support	15,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The first thing teachers are engaged in is assessment of their students to determine the extent of the learning loss and the specific areas in which they will need to focus their instruction. Early results show that students are behind in general from where we normally expect them to be due to the transition to distance learning in the spring. The most important and biggest impact for our students will be daily in-person learning in their cohorts.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

With 95% of our students in person for learning, we have added additional bilingual classroom instructional assistants to support the individual cohort with their learning. All cohorts have a teacher and an instructional assistant to provide small group and one on one interventions as needed throughout the day.. All teachers and IAs are trained in supporting English learners and teachers are able to provide both dedicated and integrated ELD daily. Students who are zooming are included in these lessons as well.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

All students are assessed in Language Arts, Math and Writing each Trimester. In addition, teachers have ongoing formal and informal assessment integrated into their daily lessons. Teachers use this assessment data to inform instruction and provide intervention to those who need it. EL students will be given the summative ELPAC in the spring in person.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional Staff hired to support students with learning loss: Instructional assistants, a guidance counselor was hired to provide support for mental and emotional health, increase staff time for Special Ed to provide services to students in person or in the distance learning model.	28,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The school has developed core values upon which all instruction is founded. These core values provide students with the framework to experience positive self worth and a growth mindset allowing students the opportunity to takes risks and grow in a safe, supportive learning environment. The School has a strong PBIS model in place that explicitly teaches expectations for Safety, Respect, Responsibility and Kindness in all areas of the school. Positive behaviors are reinforced in the classroom, playground and schoolwide through prize tickets, celebration assemblies and shout outs. Procedures for behavior are taught and reinforced by all staff. All of these measures help students to feel safe, supported and celebrated.

All staff participates in annual training in Restorative Practices and routinely engage their classes in restorative circles. All staff participates in annual training in Heartsmart, our school adopted SEL curriculum.

The school guidance counselor is on campus daily and supports students in crisis, communicates with parents and makes referrals for outside counseling support, works with individuals, small groups or whole class with the teacher in shared SEL lessons.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

All communication to parents is provided in both English and Spanish through our school messaging system, Parent Square. Every day students who are absent are called to determine the reason for the absence. If parents do not respond to phone calls or messages for 5 days, the school principal makes a home visit to determine student and family needs and problem solve with the families to get students back in school.

If students are not meeting the daily expectations, teachers call and speak with parents to determine what supports they need. If the student is behind academically or having behavior issues that effect their learning, an SST meeting is held which includes the parent and teacher, sometimes the school counselor or Principal, intervention teacher or Ed Specialist is included, to discuss desired targets, set goals and create an intervention plan.

All teachers send out weekly bilingual parent newsletters on Sunday with information related to the learning goals for the following week, celebrations of student success and other classroom information. All parents have the Parent Square app and can send messages to their teacher or the office, after school program, or any staff member via Parent Square.

The School Principal sends out a weekly parent newsletter with general information and includes a "video of the week" with photos of activities that week, as well as the "Estudiantes Exitosos" for the week

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

All students at Tree of Life receive free breakfast and lunch daily regardless of income. Approximately 80% of students participate in the free breakfast and lunch options. All students on distance learning are provided the opportunity to pick up meals at school daily.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.24%%	\$301,313

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Tree of Life has no foster youth at this time.
 School meals for all: Both breakfast and lunch are provided daily to all students regardless of income. All students who are distance learning may participate as well.
 Transportation: Bus transportation was increased in order to provide first for low income and EL students, then for all students who have a need.
 Health Clerk: The health clerk was increased in time from 3 hpd to 6 hpd to help meet the needs first of low-income and EL students, then all students.

Bilingual instructional Assistants: Low Income and EL benefit from the support of bilingual instructional assistants assigned to each cohort to support students in the Dual Immersion program with both Spanish and English language arts and ELD. Core Curriculum, software and instructional materials in Both Spanish and English were purchased in order to support the needs of low income and english learners.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

There are no foster youth at Tree of Life at this time. Approximately 60% of our students are low income and 20% are English learners. We hired a new Bilingual Director of Technology in order to increase the support for low income and EL students who are distance learning. The new Director is able to provide phone and tech support to Spanish only speaking parents and families, as well as low income families who have little tech background or problems with connectivity. Our attendance clerk is doing daily check ins with families of students who are absent to make sure they have a daily contact and understand the importance of daily attendance. If students are ill, our health clerk does an additional daily check in with families to make sure they are receiving proper medical care and following all our public health guidelines for Covid 19.