

# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title       | Email and Phone  | Date of Adoption       |
|-------------------------------------|------------------------------|--|------------------------|
| Tierra Pacifica Charter School      | Jennifer Proudfoot, Director | <a href="mailto:jproudfoot@tierrapacifica.org">jproudfoot@tierrapacifica.org</a><br>831-462-9404 | Approved on 06/08/2020 |

**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.*

Tierra Pacifica has endeavored to support its students and families throughout the COVID-19 crisis by offering valuable educational and community resources, maintaining close contact via frequent communication and consistently and frequently asking for feedback to inform our practices. Before the shelter-in-place was enacted, Tierra Pacifica did a “needs survey” of each family to determine whether we were ready to transition to distance learning. By loaning out Chrome books and helping a limited number of families with internet service, we were able to make the transition immediately.

Our staff worked diligently to make the new situation as smooth as possible for our students. In addition to weekly assignment documents provided to families, weekly operational updates from the school director kept our parents apprised of changes to the new situation. Links to community and health resources were provided in these letters. Teachers sent a weekly academic update at the beginning of each week. Most importantly, every classroom sent out a Friday survey to find out how our families were doing, enabling us to support them better.

Tierra Pacifica retained all staff for the 2019-2020 school year. Some were performing different duties during SIP, but all who were able were involved in serving our students and keeping our school in working order. The office was closed to visitors after the first month, but was staffed daily to serve families’ needs via phone or email. Most staff members worked from home; however, social distancing and cleaning protocols were in place on campus for those who came in. Staff continued to monitor school facilities for any changes in condition and building HVACs and water faucets were periodically run to prevent future problems. Tierra Pacifica spent \$1,263 for COVID-19 related needs; such as, cleaning supplies, digital subscriptions and tech hardware, and \$1054 on Work-From-Home stipends.

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

It has been a team effort ensuring that all TP students received the support they needed at home this spring. Teachers, assistants and administrative staff all played active roles in helping families obtain technology and problem-solve accessibility issues. All families were connected to our learning platforms and virtually all students were attending class regularly. If a student was absent from a live meeting or did not turn in work, their teacher worked with their family to help that child to participate more fully. In order to get books into the hands of every student, teachers created personal book bags from their own libraries for parents to pick up outside the school gate, and many books and packets were delivered to student homes by the teachers themselves. They also connected students with free online resources so that they had access to books at their reading level if they didn’t have books at home. In addition, classroom teachers created videos and zoom lessons that included visual representations of what they were teaching. Most sites that were integrated into online lessons defined key academic

vocabulary by clicking on the word. Teachers offered modifications and zoom support to students that needed or requested it. Both virtual and printable math manipulatives were used. Students were using two different adaptable reading support applications, Lexia and Freckle, as well as Freckle for math. They were accessing many free, high quality online programs through their Google Classroom portal that supported their online classroom discussions (EPIC, Mystery Science, Cornell Lab of Ornithology, Scholastic, several drawing and art sites). EL students requiring extra support beyond this received one-to-one daily virtual support.

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

Teachers quickly learned to use Google Classroom for assigning, assessing and providing feedback on student work. Master documents were created for their classes that allow students and parents to look ahead, or behind, at everything assigned. Multiple weekly office hours were scheduled by every teacher. A combination of synchronous and asynchronous learning opportunities were employed, with increasing amounts of synchronous learning as grade levels increased. Particularly for mathematics, teachers preserved the constructivist framework and collaborative learning environment that has always been practiced in our classrooms through live Zoom meetings. Delivery method of teacher-driven content varied by teacher, but all media and materials were accessed easily through the Google Classroom portal. Zoom meetings were very conducive to project sharing, classroom meetings, and virtual recesses, our teaching assistants mostly responsible for overseeing the latter. Some online math content from our adopted text publisher was purchased to provide continuity of that program.

As mental health is such a pressing concern right now, regular opportunities for students and their families to “gather” have been offered, including a Family Game Night each Friday. Platforms such as FlipGrid allowed students to post short videos of their responses to class questions or ideas. Google Slideshows allowed students and families to create shared community documents such as Teacher Appreciations and Open House. TP also has a part-time counselor who served students on a one-on-one basis and offered weekly staff support groups.

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

Tierra Pacifica is very lucky to be a part of the Live Oak School District’s Nutrition Program. The program began distributing bags containing meals for the entire day for any student age 2-18 on the first day of “shelter in place”. Weekly updates included reminders of times and locations for pick up in our neighborhood, as well as links to the Santa Cruz County Office website map of distribution sites for the entire county.

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

Tierra Pacifica staff has not identified any student who requires supervision, nor has any parent requested it via calling our office or commenting on a weekly feedback form during the closure. The city and the county are providing childcare for essential workers at this time.