# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
| --- | --- | --- | --- |
| Three Rivers Charter School | Roger Coy | [director@trcschool.org](mailto:director@trcschool.org)  707 964 1128 | May 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.

In an attempt to maintain our school culture as close as possible to before school closures we are continuing to offer as many aspects of our pre-COVID -19 program as we can Following the governor's orders and the directives from our County Health Officer the school shutdown our seat-based program on March 17. The teachers and staff worked the weekend prior and put packets together and set up Zoom schedules to implement on-line training for the students. We started putting a list together of services needed by our families including identifying those without internet access, determining computer needs, and working with our Authorizer on what food services would be available to our families. I started communicating with our families to keep them apprised of the developing situation and making sure they were receiving accurate and up to date information on the advancement of the COVID-19 situation and the school situation. That following week we had a Board mtg and we established emergency funds that could be used for food, shelter, and any other emergency needs. As it turned out, many of our teachers were already using on-line programs in their classrooms such as Google Classroom, Spelling City, Read Theory, ALEKS math support and others. The closure was and is stressful on our families as they are without income and do not have child care available. Some of them are not confident in their abilities to teach and some do not have positive supports in place at their homes for the students. We are providing counseling, tutoring, and supports for the students including for our EL students, on a daily basis.

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

For our English Learners we have continued to work with them on a regular basis. Our EL Specialist contacts them by phone and/or computer and works with them on their needs and their lessons. I check in with her on a regular basis to ensure no one is falling through the cracks and that she has all the resources she needs to support the students. Our foster youth students are tracked to ensure they have the resources they need. If we determined something is needed, we connect those students with the proper supports and then follow up to make sure their are no outstanding needs. Most of our students are low-income, so making sure they have shelter, food, and resources they need is critical. I regularly put out notices of available help we can provide, and we have helped several of our families. When we know families that may be struggling or that may typically struggle we reach out to them and try to find out if we can help in some way.

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

Because we have established that all of our families have internet services they teachers offer regular Zoom lessons for math with directions, feedback, and support and for additional work and support ALEKS is offered so the students are being evaluated and supported with the help they need. ELA is being directed through worksheets and online lessons depending on the class. If a family is not comfortable with working online, they have the option to do their work on paper. Paperwork is dropped off to the teacher via a dropbox or shown to the teacher online. Teachers that are using Google classroom are assigning social studies and science work and other aspects of their ELA programs. So in summary, the teachers have developed schedules, provided work packets with the means for drop off and pick-up, personal on-line tutoring and support, emotional support is also being provided, attendance is being tracked so the teachers know who is not completing their lessons and those students are being reached out to, and the staff is meeting on a weekly basis to discuss successes and needs. We are also in touch with each other on a daily basis. Myself and the school secretary are maintaining schedules at school during the week in case there are any needs of the families or the teachers and staff.

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

Because we purchase are lunches through our Authorizer we do not provide lunches ourselves. Our authorizer is providing food to the children in the community on a weekly basis. All of our families have the option of picking up food from our Authorizer or our food bank. I have checked with our families and I do not know anyone who needs food. The distribution of the food is being done using social distancing practices including face masks, gloves, and placing the food on trays or in central areas where people can pick it up

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

Because we have limited facilities space we currently are not providing any services to supervise the students during regular school hours. We will provide assistance in locating service or providing financial help if needed. We have not had any request to provide services.

California Department of Education

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