

# COVID-19 Operations Written Report for John Muir Charter Schools

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
John Muir Charter Schools	Richard Guess CEO	rjguess@johnmuircs.com 530.272.4008 ext. 208	6/10/2020

**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.

JMCS closed schools on March 16th in response to the concerns about COVID-19. The following changes have been implemented as a result:

- Paused in-person instruction, in accordance with state mandated stay-at-home orders. Opportunities for sites to reopen will follow JMCS guidelines that are linked to state and county guidelines for safe reopening and maintaining safe school environments for students and staff.
- Developed a flexible distance learning model allowing sites to customize distance learning curriculum options to meet the needs of their diverse student population. The model offers a hybrid of various online curriculum platforms and options for hard copy, self-directed instructional materials.
- Granted Vocational Education credit waivers to provide elective credits to all students that would have otherwise been earned through training programs that now have been largely suspended.
- Distributed computer devices to students in need and connected families with local internet service provider options to support students’ ability to work online.
- Created school Zoom accounts and implemented Zoom meetings for JMCS Board meetings, staff training and teacher/student interactions.
- Provided a variety of professional development training opportunities for staff to increase skills in delivering instruction through a distance learning model.
- Worked with our SELPA office to connect students on IEPs with virtual access to the Special Education instructors to provide continuing supportive instruction.

As all JMCS students are over the age of 16 and most are of majority age, the greatest impact on students and families is adjusting to distance learning and online platforms. Our staff is working diligently and continuously to support this transition for students. Additionally, our responses below describe the ways in which we continue to support students and families with basic needs and resource acquisition during our closure.

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

96% of the JMCS student population is comprised of students who are identified as English learners, foster youth and/or low-income students. All actions taken by JMCS are with the intent of meeting the needs of these student populations.

Specific actions designed to meet the needs of these students include:

1. Offer meals to all students
2. Connect regularly with case managers of foster students
3. Inform students of their rights to credit waivers and processing these waivers for eligible students
4. Offer curriculum in Spanish through Khan Academy
5. Provide additional training for staff on the use of the language assistance tools available in our Odysseyware curriculum platform
6. Offer access to Rosetta Stone for additional instruction in English
7. Ensure frequent contact with students to provide assistance and support when connecting with supportive services
8. Support students in accessing basic needs and services through outreach and trainings offered by our Community Services Coordinator
9. Remain aware of state and federal aid programs our students may qualify for and ensure students are aware of these supportive programs and how to access them

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

JMCS' transition to distance learning has included multiple steps:

- New Benchmark Course Outlines were created aligning our online curricula and learning platforms to each core subject area. Credits were determined for each new platform as needed. Our core curricula includes Odysseyware, DBQ Online and Khan Academy. Supplemental teacher-created and vetted resources are also available. For students who require print materials, curricula is printed and copied and given as packets either via mail or through pick-up times at each site.
- Expectations for teacher and student contact were established and clearly communicated to staff and students. Teachers offer a minimum of 2 whole group community meetings per week and meet one-on-one with every student at least once per week to discuss progress and additional support needed. Student progress is monitored regularly by the teachers and tracked via a Google spreadsheet that is shared with all teachers and administrators at the site. Staff are also encouraged to reach out to students daily via text, phone or email.
- Frequent and consistent professional development has been offered for all staff. All staff attended mandatory trainings on 1) JMCS values and mission during distance learning; 2) Available learning platforms and curricula; and 3) Distance learning expectations and recommended practices. Trainings are offered on an as-needed basis as staff begin to put resources and practices into place. All administrators have also made themselves consistently available for one-on-one support and have offered multiple informal collaboration sessions for interested staff as well recurring staff meetings.
- A student-facing website was developed with links to each subject area and the curricula available for that subject. This site includes our core resources as well as approved supplemental resources. Instructional videos for accessing and navigating each resource are also included to support student navigation and access.

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

JMCS' meal program prior to COVID-19 consisted of offering daily shelf-stable lunches. In response to the social distancing requirements, JMCS sites have shifted to offering meal distribution 1-2 times per week. At the meal distributions, students can pick up up to 5 meals, enough for one week. Each site's protocol is unique to their physical location and all sites ensure proper social distancing is followed, masks are worn by staff and group sizes are limited to maintain healthy distancing. JMCS sites at residential centers are following the partner agencies' food distribution protocols that are also aligned with non-congregating principles and utilize multiple meal shifts, additional spacing and allow students to take their meals to their rooms in lieu of using a common dining facility.

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

The majority of JMCS students are over the age of 18 and do not require supervision. For all students, JMCS teachers are offering structured class meetings multiple times per week, one-on-one check-ins with teachers and instructional support staff as well as daily texts, emails and phone calls. Similarly, teachers monitor student progress through the online learning platforms on a daily basis. For JMCS students and families that require childcare for younger children, JMCS has provided connections to available community resources.