

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Jose Conservation Corps Charter School	Rahul Sharma Principal	Rsharma@sjcccs.org 408-595-3503	June 30, 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.

On March 13th, Santa Clara County’s shelter-in-place order suddenly changed the lives of students and families enrolled in San Jose Conservation Corps Charter School. SJCCCS closed school and began transitioning to distance learning. In preparation for our school closure effective March 17th, we used our normal professional development time on Monday March 16th to prepare our teachers to start Distance Learning. We provided teachers training in using Zoom software and Google Meet. We created a Distance Learning Google Spreadsheet with a tab for each teacher and additional resources for counseling & mental health, and intervention activities. For the duration of our closure our students were referred to our partners at ESUHSD’s Andrew Hill High School where meals were distributed. Administrative staff developed school wide distance learning expectations, and the admin team distributed iPads to students who did not have access at home. We surveyed students right away to determine whether they had access to the internet and computer services.

Through a combination of our Distance Learning spreadsheet, repurposing professional development time for staff, communication home from administration, and a concerted effort to get all students needed technology, we were able to launch Distance Learning within a day of school closures. We instituted a daily check-in for students and used our office and support teams to reach out to students who weren’t engaging online or indicated they were struggling. Each support staff member was given a caseload to reach these students. We sent emails, made calls, sent texts, sent physical mail, and did home visits when necessary.

As SJCCCS designed it’s COVID-19 response, school administrators considered the many barriers to distance learning facing their highest need students. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our students as partners in their own education.

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

We have provided differentiated curriculum both digitally and in printed form to reinforce skills as part of our District Learning Plan. For our English Learner students, we have a comprehensive ELA curriculum with lessons for integrated ELD support that teachers are using. We also have curriculum to differentiate lessons for students based on their instructional level.

Parents and students are encouraged to participate in weekly education sessions via Zoom, such as “Coffee with the Principal”, on topics to support parenting and family management. Our Admin staff reach out to students and families of students who are not engaged at school. Each support staff was given a caseload at the beginning of the school closure to offer additional community resources when necessary. Students and families were communicated with about how school learning is continuing even during the physical closing of the school.

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to information in multiple languages for distance learning and preventative measures for protecting their families. We have surveyed families to determine the best way to communicate with them through phone calls, text, and emails. We have also used built-in networks for support to locate homeless students. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselor provides support or prepares referrals for higher levels of service to support the family. We have encouraged and shared practices to set up daily routines for students at home that mirror the school day as best as possible.

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

San Jose Conservation Corps Charter School has provided multiple pathways for students to access learning throughout the school closure. Teachers are providing lessons and assignments through a Learning Management System (LMS). Most teachers are using either Edgenuity or Google Classroom as their LMS. Teachers are also checking in with students through phone calls, texts, and emails and use Zoom and Google Meet to provide face to face experiences such as direct instructions and guided instructional practice.

Since the shift to a distance learning model, SJCCCS’ staff members have continued to offer high quality instruction and support to their students through ongoing communication using a combination of learning management systems, email, phone contact, live video, posted digital learning resources, and printed materials.

SJCCCS administrators provided professional learning for teachers and support staff in the transition to a distance learning model. Topics have included the basic and advanced use of a learning management system, use of live video conferencing with students, creating screencasts, use of core digital learning platforms, as well as the use of new platforms teachers and students are using during remote learning. Most of these learning sessions have been hosted by SJCCCS personnel, but many were offered in coordination with key learning partners such as Microsoft, OTIS for Educators, and Edgenuity.

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

San Jose Conservation Corps Charter School, in partnership with the East Side Union High School District provided students and families with information to local distribution centers where food was available. Communication about how and where to get meals was sent out to all students and families regarding this and phone calls have been made if families have not responded to contact messages. Meals continue to be available to families in a 'grab-and-go' style. SJCCCS students were referred to Andrew Hill High School for meal pickup. SJCCCS also had its food pantry available weekly to any students and families that needed additional assistance.

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

- 1) Teachers are in Google classrooms and on Zoom daily.
- 2) Support Staff checks in on students who are struggling and has connected families to community resources.
- 3) Special Education teacher is in contact with students, parents and teachers during the school day.
- 4) Administration is on line and available for students and parents during school hours.
- 5) Counselor through the YWCA checks in with students during school hours.
- 6) The district has partnered with local resources and agencies to connect families in need of food, and counseling.

California Department of Education
May 2020

Board Approve: 06/30/2020