

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lake County International Charter School	Gwendolyn Maupin-Ahern, Director	Gwendolyn@lcics.org (707)987-3063	June 8, 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.

Lake County International Charter School offers a K-8 program in rural, Lake County, California. LCICS emphasizes academic excellence and artistic expression; respect and appreciation of diversity; personal, social, and environmental responsibility; and an understanding of the interconnectedness of all living things and our global environment. Students of diverse backgrounds and abilities advance academically, artistically, socially and personally.

The transdisciplinary program of inquiry is a multi-cultural curriculum, which engages critical thinking, research, exploration, creative expression, and technology. Thematic and project-based units of inquiry, differentiated materials, hands-on activities, and community action projects engage multiple intelligences and the whole child while providing meaningful context for all aspects of the curriculum.

With the onset of off campus learning due to the pandemic we have been forced to dramatically alter the ways we traditionally educate our students. Because we are a small, tightly knit, committed community we were able to institute distance learning immediately. We had week long packets available to our students Monday, March 16th at 5pm. We established a system for exchange of work completed and retrieval of new work that maintained social distancing and allowed for the safety of both our staff and our families.

During the second week of distance learning we were able to generate student specific packets that support each individual student’s learning needs rather than a generic set of work. In this first week we also began instruction to small groups as well and one on one tutoring through the Zoom platform in all of our classrooms.

For our families who had internet and access to technology, work was made available in this format as well. Our middle-school classroom was able to do the majority of their coursework online.

Unfortunately, the nature of the pandemic did not allow for our natural instructional methods which include small group collaboration and shared hands-on projects.

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

Our teachers and staff have been doing in person, Zoom and telephone check-ins with all of our families several times each week. Those who have needed support accessing resources (information, food, tutoring, work packets etc.) have been accommodated and directed accordingly.

We did not have any foster or homeless youth this year but we do have several EL students (all from a single family). These students have been visited by a teacher each week, in addition to the other methods of contact being provided all students. Families who are struggling financially, as most of our families are, have been linked with local resources for food, support with unemployment benefit retrieval and home delivery and pick up of packets and supplies.

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

LCICS has provided child specific academic work packets to each student. In addition, we have made every effort to be in direct communication with all of our students and their families. All of our classrooms conducted Zoom meetings every day, made phone calls to any parent who had not picked up or delivered work for the week to check in about status of our students and if any additional support was needed. Our teachers and staff also drove to the homes of many of our families to deliver curriculum, offer emotional support, tutoring and /or food. We were unable to offer internet access to the families who did not have it. We did offer a few Chromebooks to our students in the middle school classroom who did not have any useable technology. For those families who were not able to take advantage of online options that we provided, we created physical packets specific to their individual needs and of similar quality to the online work being offered.

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

Our meal program is provided by our sponsoring district, MUSD. We provided all of our families with the Districts schedule for meal delivery and pick up. We also provided information about local food pantry offerings and Healthy Start meal programs. In addition, we picked up food on Fridays from MUSD on Fridays for our families to pick up when they came to pick up and drop off their work. For those families who were not able to get to MUSD, it's delivery locations or our school on Friday, we delivered directly to our student's homes.

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

Students at LCICS are able to enroll at our school, regardless of their home districts. In order to locate childcare/supervision for our families available in their local areas we have worked with the Lake County Office of Education. Our LCOE has been able to verify that over 100 spots remain open throughout the County.