

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Placer Academy Charter	Jill Godtland Executive Director	jgodtland@placeracademy.org 916-259-1688	June 23, 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.

Placer Academy Charter utilized a distance learning model during the school closure. A distance learning guide was adopted by the school, implemented by the teachers, and shared with families. Students attended daily classroom meetings via Zoom with their teacher(s). The school utilized a distance learning portal where parents and students could access the lessons and assignments and resources. Fridays were utilized as targeted intervention, enrichment, and catch up days. Our Learning Center Director, aides, and intervention teacher were utilized for one on one or small group support.

Special education was delivered via Zoom as practicable. Support packets were given to students in Resource and Speech to help them practice skills. Special Education meetings were held via Zoom to ensure parent participation. Special education aides were utilized to support students that had aides in the classroom. This included tutoring, but more importantly included much needed social emotional support and connection to school.

Additionally, our Spanish, PE, art, drama, and music teachers all provided enrichment lessons and opportunities for students. These included live streaming lessons as well as online activities, taped activities, and more. Even our drama club completed their play through creative means – they video-taped their parts and spliced them together in an online video.

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

Placer Academy Charter offered targeted, one on one intervention, counseling supports, and consistent parent communication to English Language Learners, foster youth, and low-income students to ensure support was being provided where needed. Additionally, Placer Academy Charter utilized classroom aides to reach out to students for social emotional support. FaceTime, Zoom and phone calls were used to “meet”. Placer Academy also offered a “lunch bunch” option via Zoom to ensure students were receiving appropriate and needed peer interaction that was monitored by a trusted adult.

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

Placer Academy continued to offer professional development to teachers on Friday afternoons via Zoom. During this time, teachers and aides were trained on Google Classroom, Zoom, Zearn, Lexia, and other online platforms to ensure that high-quality teaching was happening during the Shelter in Place.

Teachers identified students that needed targeted intervention and met with them throughout the week on a one on one basis via Zoom. Aides, the intervention teacher, and the Learning Center director were also used to ensure student success. This included tutoring, intervention, and general planning with moral support for students that lacked executive functioning skills or the ability to stay on task. Students that had IEP's were provided support through our Special Education team.

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

Placer Academy Charter continued to provide meals for free/reduced lunch students through a grab and go system. We utilized Revolution Foods who is our food service vendor. Families that wanted to order lunches did so through our automated system and were able to pick up sack lunches and milk on a weekly basis.

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

Placer Academy did not provide onsite supervision of students during school hours but did provide online resources via our website and email updates for families that needed childcare options.