

COVID-19 Operations Written Report for Phoenix Charter Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Phoenix Charter Academy	Patricia Dougherty Director	(530) 222-9280 pdougherty@ourpca.org	06/29/2020

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 response to the COVID-19 emergency school shut down, Phoenix Charter Academy was able to pivot to a full independent study/homeschool program with minimal impact on students and families. PCA already had established online curriculum and online components embedded within the core curriculum utilized both at the resource center and at home. Teachers contacted all students immediately to ensure that students had access to assignments and login information. If a students did not have internet access or a device, alternative methods such as textbooks or packets were provided. In addition teachers utilized Zoom and/or Google Meets to have meaningful and regular contact with their students for instruction, tutoring, and other support. Students were monitored daily for work completion and contacted when students fell behind. Many of PCA's Community Partner Services continued to provide services via zoom, so that instruction was not interrupted. As with general ed, special education students also were provided independent study options and the SPED teacher met with students regularly via Zoom and/or Google Meets.

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

PCA's main goal was to insure that our students had no interruption in their learning. Teachers contacted all students immediately to ensure that students had access to assignments and login information. If a students did not have internet access or a device, alternative methods such as textbooks or packets were provided. In addition teachers utilized Zoom and/or Google Meets to have meaningful and regular contact with their students for instruction, tutoring, and other support. Students were monitored daily for work completion and contacted when students fell behind. Many of PCA's Community Partner Services continued to provide services via zoom, so that instruction was not interrupted.

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

Much of the curricula that PCA has in place for instruction has enriched online components including interactive activities, videos, labs, and questions. In addition, many teachers assigned Acellus, which is an a-g approved online curriculum that introduces and teaches a concept via a video with a credentialed teacher, then assesses the student's mastery of the content. If a student does not gain mastery, they repeat the lesson until mastery is demonstrated. PCA is working closely with state and local officials to acquire hardware for students who may need more support for an online platform. In addition teachers utilized Zoom and/or Google Meets to have meaningful and regular contact with their students for instruction, tutoring, and other support. Teachers have been flexible setting up meetings via Google/Zoom for students that need additional support.

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

PCA had full access to the local school lunch program sponsored by the Shasta County Office of Education. Students were given fliers, schedules, maps, and directions to obtain meals at no cost.

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

PCA is a homeschool/independent study program and students did not require supervision, as the parents were able to work closely with PCA staff to provide education and supervision of their children within our homeschool model.