# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Palisades Charter High School | Pamela Magee  Executive Director/Principal | [pmagee@palihigh.org](mailto:pmagee@palihigh.org)  310-230-6623 | 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.

Palisades Charter High School (PCHS) closed its brick and mortar facilities and ceased in-person instruction for students and other operations in March 2020. Instruction resumed online via eLearning less than a week later. Students and families had to quickly adapt to new methodologies requiring technology. Some households did not have internet or sufficient bandwidth. PCHS conducted outreach to identify faculty, students and families in need of computers and hotspots to support online instruction. The school continued to provide resources remotely including tutoring and mental health support throughout the spring semester. All extra-curricular programs ceased on-campus activities. School support staff primarily worked from home or completed on-line training. The PCHS Maggie Gilbert Aquatic Center has also been closed to the school and public community throughout the pandemic.

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

Palisades Charter High School (PCHS) met the needs of English learners, foster youth, and low-income students in its eLearning platform by providing distanced instruction and individual coaching through conferencing apps such as Zoom and Big Blue Button. PCHS formed an outreach team comprised of administrators, counselors, nurses, support staff, and paraprofessionals. School outreach included helping students and families navigate remote learning, providing information to access services for resources and food centers, technology set-ups, and assisting communication with school personnel. Accommodations were provided to students, including extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary, Edpuzzles, and other support apps. PCHS ensured that ELs, foster youth and low-income students with disabilities also had equal access to the curriculum, including the provision of FAPE to the greatest extent possible. Each student with a disability, including each EL with a disability, was provided the special education and related services identified in the student’s individualized education program (IEP) through the individual student's case carrier and special education paraprofessionals. Students with plans developed under Section 504 were provided accommodations through PCHS teachers in consultation with the PCHS 504 coordinator. PCHS was able to provide for internet access, hotspots, and devices for English learners, foster youth, and low-income students. Mental Health services to students through teleconferencing. PCHS ensured communication with parents of ELs in a language they can understand and to adequately notify limited English proficient (LEP) parents of information about programs, services, translating mailings and emails to parents to ensure that they have access to the information in a language they could understand. For parents who are not literate, PCHS recorded telephone calls that went to families. PCHS translators were utilized to call families with individualized needs.

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

Palisades Charter High School (PCHS) provided professional development training and time for teachers to revise curriculum, create virtual lessons and learn about tools for online instruction. Classes resumed via eLearning for the remainder of the spring semester. The initial instructional focus during phase 1 of eLearning was on continuity of learning. When it was determined that schools would not be reopening, Phase 2 of eLearning was launched with an adjusted bell schedule and revised grading scale with broadened grade bands to ensure students were not penalized due to changes in the instructional environment.

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

No students have been on campus for instruction or activities since the brick and mortar facility closure on March 13, 2020. All instruction has occurred in a virtual environment. During school hours, supervision has been provided in a variety of ways. An outreach team was coordinated during the first week of eLearning. The team has been engaged in contacting students and parents regarding any needs they may have during the eLearning period. Administrators, deans, academic and college counselors, mental health professionals, tutors and nurses have been actively engaged in addressing student needs and concerns throughout the COVID-19 school closure.

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

Palisades Charter High School (PCHS) has an enrollment of approximately 3,000 students attending that represent over 100 zip codes within our sending area. In an effort to provide information on access to meals to our Parents & Students, PCHS posted a list of 60+ LAUSD Schools and 90+ LAUSD Charter Schools across Los Angeles vicinity. These locations were listed by name and posted on a map of Los Angeles to provide families in need with on-line resources regarding access to school meals. This information was posted on the home page of PCHS at [www.palihigh.org](http://www.palihigh.org) and in the COVID-19 Resources link. Any questions that were asked were responded to by staff to ensure that PCHS students had access to school meals during the period of eLearning.

California Department of Education

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