

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Heritage Peak Charter School	Scott Stack, Director	<a href="mailto:Scott.stack@pacificcharters.org">Scott.stack@pacificcharters.org</a> 916 931 9643	June 11, 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.

Facilities were closed to students and staff on March 16, 2020. Approximately 2/3 of our students are home-schooled, thus facility closure had little or no impact on this portion of our population. For students receiving services onsite – weekly teacher meetings, bi-weekly classes, tutoring sessions by appointment, or academic counseling services, we were able to modify delivery of these services by extending our distance learning (virtual classroom) opportunities using either Zoom or MS Teams platforms for classes or student meetings. Pre-emptively, all teachers were trained in online meeting platforms between initial media reports of an outbreak and the Executive Order to Shelter-In-Place. After the Executive Order, teachers ensured all students had access to technology to continue their education or were provided with laptops and hotspots as needed. Student/teacher meetings transitioned seamlessly. Onsite classes were paused for one or two sessions as needed to ensure students were trained how to access and participate in the virtual classroom setting. Teachers continued meeting with students/families according to previously established schedules, increasing frequency as needed to ensure student well-being.

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

Following our independent study model, teachers continued to provide support to English Learners, foster youth and low-income students by providing individualized instruction and supports aligned with services that were provided prior to shelter-in-place orders. Students were provided a list of resources, updated periodically, directing students and families to available community resources (cash aid, meal programs, mental health/counseling services, etc). All independent study and home-schooled students, regardless of sub-categorization continued to receive pre-established levels of support and instruction. Educational delivery models include individual meetings, small group classes/meetings, and both synchronous and asynchronous virtual learning platforms.

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

Heritage Peak Charter School began providing students with virtual class options five years ago. Since our initial course offering, our virtual platform and catalogue of classes and courses has continued to expand. Prior to Shelter-in-Place Executive Orders, HPCS was offering Middle School Math and Science classes, as well as a-g approved High School Math and Science courses, all taught by highly qualified teachers using

state approved, standards aligned common core curriculum. Post Shelter-in-Place orders, HPCS shifted all site-based classes to our online platform and continued delivering high-quality instruction under our established distance learning model.

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

Heritage Peak Charter School continued to offer breakfast grab-and-go meal kits to students during the shelter-in-place orders. These meal kits included breakfast cereal, a fruit serving, a grain serving, and shelf-stable milk. Students were provided enough meal kits to satisfy nutritional requirements for one meal per day, up to one week at a time. Students and families were encouraged to contact the school for additional provisions as needed. Further, students and families were provided with a list of resource and service providers in the communities we serve.

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

Our current student population consists largely of home-schooled students. In this educational model, the parent is the primary educator and is available for student supervision during ordinary school hours.