



COVID-19 Operations Written Report for Ida Jew Academy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Ida Jew Academy	Gilbert Rodriguez Principal	girodriguez@mpesd.org 408-223-3750	6/24/2020

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.

Ida Jew Academy followed the same plan as Mt. Pleasant Elementary School District.

Ida Jew Academy schools response to school closures due to COVID-19 was designed to address the social-emotional needs of students and minimize the impact of school closures on students, families, and staff. The school used several forms of communication to keep the families informed. For example, the school used the school's information system (Blackboard) to send phone blasts, emails, and texts, the district's and school website, and social media were also used to communicate with families. The school used surveys to assess the technology and internet needs of our families. The school also contacted families by phone. Written and oral translations were provided to communicate with the community.

Distance Learning:

On March 15, the day that it was announced that schools would be closing, the Ida Jew Academy was able to deliver a learning packet to every student with three weeks of work; the principal and teachers worked together to make this happen. The school worked with a group of teachers and administrators to offer online professional development to teachers to transition to online learning. The school's primary platform to deliver online learning was Google Suite, which included Google classroom and Google Meet. Once the virtual professional

development took place to get teachers and students enrolled in distance learning, the team worked on providing professional development to teachers to use the curriculum materials available to engage students in a virtual classroom better. Additional learning packets were mailed to students that were not accessing online learning. Special Education staff and Counselors received training on teletherapy and began contacting families to provide services the week after school closed. Distribution of breakfast and lunch began the week after schools closed. Families pick up meals for children 18 and younger, at August Boeger Middle School Monday-Friday between 9-12 pm.

School funds were redirected to provide additional technology resources to students and personal protective equipment (PPE) for employees. The district purchased new technology and hotspots to distribute to students in need of a device or internet access. Students returning in the fall were given the option to keep the technology they had borrowed through the summer. Several online Summer school programs are taking place during the summer. Ida Jew students will participate on the district's summer school programs. The district will provide thirteen math classes, two reading and math classes, one computer science class, and six Extended School Year(ESY) classes for students in Special Education based on IEPs.

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

Supporting the needs of English learners, the Ida Jew Academy provided a differentiated curriculum; the curriculum materials that the school made available to engage students with distance learning were adapted. For example, Newsela provided reading articles on the same topic but at different reading levels. Articles were also available in Spanish. Studies Weekly also provided similar supports, but it also had the capability of the articles being read aloud to students. In K-2 English and K-5 Spanish, teachers were also able to use the adopted curriculum in English Language Arts (Benchmark) to plan instruction. In middle school, designated ELD continued to take place during distance learning. Bilingual Staff provided translation to communicate with students and families when needed.

To meet the needs of Students with Disabilities, case managers contacted parents and students with disabilities to inform them about available technology to participate in distance learning. Parents of students received a Prior Written Notice indicating the challenges to providing a free appropriate public education during school closures. Parents received guidelines for the standards of practice of learning opportunities and support in our mild/moderate and moderate/severe programs; teachers provided live lessons for the whole group, small group, and/or one-on-one instruction. Packets and video lessons were made available for students unable, due to disability, to access instruction via technology. Case managers and instructional assistants were made co-teachers in the virtual classrooms to support students in mainstream classes. IEP meetings continued online throughout the school closure period per parents' agreement. The Director of Student Services regularly met with special education job alike groups and kept track of the number of contacts teachers were having with students. Speech Therapy, Counseling, Occupational Therapy, and other services continued to take place through teletherapy, assignments, and working with families in a virtual setting. Assessments for Special Education requiring direct contact with students were "tolled"/ put on hold. Psychologists will complete some of these individual assessments over the summer using safety protocols.

The following was done to meet the needs of foster youth and low-income students. The Family Case Managers provided referrals to outside sources and community-based organizations, connected families to school resources, and made social wellness checks by phone and did some home visits as needed. School administrators and other school staff made all efforts to connect with all students. The counselors

continued to make contact with the students that they were seeing before schools closed and were also able to add new cases to support students that needed support during school closures. The Director of Student Services coordinated with Social Services and the district's technology team to ensure that foster youth and homeless students had devices to participate in distance learning and were participating

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

The Ida Jew Academy developed a flexible distance learning model to accommodate students' and families' diverse needs. Our students' social, emotional, and physical needs were a priority, as we worked to provide high-quality learning opportunities.

A Remote Learning Plan was developed, designed to address the following scenarios:

Before the Shelter in Place Order:

- . Administrators and teachers met to organize the creation of take-home packets.
- . By March 13, 2020, all students had a paper packet to take home.
- . Each paper packet had three weeks' worth of work.

During Shelter in Place:

- . The week of March 23-26, the Instructional Technology Leadership Cohort (ITLC) that included teachers from Ida Jew Academy provided ongoing professional development to teachers on how to use Google Suite, including Google Classroom, Google Meet, and other applications that were made available to teachers and students to support distance learning.
- . The week of March 30-April 3, the teachers piloted the use of Google Classroom and Google Meet with their students. Teachers and administrators identified the students and families that were not able to login in and made personal contacts to identify their needs to get them connected to Google Classroom.
- . There was ongoing communication with families to identify who needed devices or access to the internet. Distribution of devices was arranged; over 400 devices were distributed.
- . Learning packets were mailed home to students who were not connecting online.
- . The week of April 14-24, the ITLC team provided professional development to teachers to help them implement the curriculum/applications that had been provided to better engage students during distance learning, such as Benchmark, ZEARN, Newsela, Studies Weekly, Mystery Science, and EPIC.
- . April 26 to the end of the academic school year, the ITLC continued to provide support to teachers. School and district administrators continued to meet with the ITLC at least once a week to assess the needs of the teachers and identify the next steps.

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

On March 16, 2020, the District's Child Nutrition Department began serving breakfast and lunch to the community at two school sites, August Boeger Middle School and Mount Pleasant Elementary. After one week, based on numbers, parents driving for pick up and safety, the food distribution continued at one school site, August Boeger Middle School. There has been a steady increase in food distribution, going from approximately 400 meals a day to 700 meals. The meal distribution takes place from 9:00 am to 12:00 pm., Monday -Friday. Mount Pleasant School District is planning to continue the food distribution through the summer.

Wellness checks are provided daily to all Food Service workers, personal protective equipment was made available to employees, and social distancing guidelines are practiced during the food distribution.

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arranging for students' supervision during ordinary schools was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publically available on April 10, 2020, and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4, describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive Child Care Map was made available on the site so families could find the closest provider. The site also provides information on who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.