



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has had significant impacts on the Ida Jew Academy staff, parents, students, and community. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Although we anticipated the possible closures in March by providing learning packets for students for the first two weeks of distance learning, the transition to distance learning was challenging. Identifying the technology needs of the students was a significant challenge. It required

multiple parent surveys and phone calls to assess technology and internet needs. We found that close to 60% of our students needed devices and reliable internet access. We worked during the summer to secure one device per student. We learned from families that one or two devices per household were not adequate for students to fully engage with distance learning. Although Mount Pleasant provided a technology device and a hotspot to 60% of the students/families that requested devices to start the 2020-21 school year, it is insufficient to provide adequate access to all students. The mix of technology devices and the age of the devices distributed to students makes it challenging to ensure that all students have similar access to distance learning. The district plans to provide newer and similar devices by grade level to address this problem; the plan is to provide iPads to TK-2nd grade students and Chromebooks to 3rd to 8th grade students.

Students, families, and staff have also had to taken on new roles due to school closures. Parents, guardians, and caregivers have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who cannot work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their learning. Staff also faced tremendous challenges. Many staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles Ida Jew Academy students, families, and staff have had to take on and balancing competing demands have added stress and trauma to an already challenging context.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The Ida Jew Academy's (IJA) efforts to solicit stakeholder feedback to inform the district's 'Tentative Plan and Program Options for the 2020-21 School Year's and the Learning Continuity and Attendance Plan' began in May and have continued throughout the development process. The district's reopening plans in union with IJA were informed by:

- A District Reopening Plan Committee in union with IJA with more than 40 participants with diverse stakeholders (parents, certificated staff, classified staff, site and district administrators, as well as community members). This committee met on six occasions: (6/14, 6/23, 6/30, 7/7, 7/14, and 7/21).
- The formation and information of the Districts Reopening committee was also communicated through a Bi-weekly newsletter "IJA School Community Connection" through our social media and posted on our school website.
- IJA Administration also communicated the reopening plans with the schools PTA

- Parent Surveys, at least three parents surveys were sent out to parents. The purpose of the last survey was to inquire about the need for technology devices and internet access. It was a combination of online surveys, followed by individual phone calls to parents.
- Administration met with the Ida Jew Academy Student Council representatives (September 4)
- Community Forums/Coffee with the Superintendent/ Coffee with the Principal were conducted in Spanish and English.
- Community Meetings held to review a draft of the Plan, respond to questions from the community about the Plan, and gather feedback on the draft. Meetings held in Spanish and English, September 1, 2020
- Parent Surveys, at least three Parent Surveys were sent out to parents. The purpose of the last survey was to inquire about the need for technology devices and internet access. It was a combination of an online surveys, followed by individual phone calls to each family at

Ida Jew Academy.

- Draft of Plan shared with all District staff via email to solicit feedback from all certificated, classified, and management staff.
- At least two Staff Surveys were conducted.
- A meeting was held on August 25, 2020, with the district's DELAC parents to review the draft of the plan and ask for their feedback.
- A Public Hearing to consider Plan was held at a regularly scheduled Board Meeting, on September 09, 2020. Translation in Spanish provided.
- The plan will be approved by the board on September 23.

All of the Stakeholder input was used to develop and revise the Plan to meet the needs of both the Ida Jew Academy school community in union with the greater Mt. Pleasant School District community. Although all meetings were done virtually, parents were also given the option to participate by phone.

[A description of the options provided for remote participation in public meetings and public hearings.]

Although all meetings were done remotely using Zoom, parents and community members also had the option to participate by phone. Meetings were conducted in both English and Spanish and the draft document reviewed was shared in Spanish as well as English. Similar opportunities were made available during the public hearing. Communication of how parents could participate were done through email, telephone blasts, social media, and the school and district's website.

[A summary of the feedback provided by specific stakeholder groups.]

Parent Survey results and feedback during the open forums indicated:

- The need for consistency, parents wanted the schedules ahead of time. They wanted to know how frequently teachers were going to be meeting live with their students.
- Expectations for learning, how teachers were going to provide assignments to students, how were teachers going to grade the assignments and provide feedback to students and families.

- The need for parent training, parents expressed the need to have one consistent platform to interact with distance learning and to receive training on how to use and navigate that platform in order

to better support their students at home

- Parents expressed the need for flexibility and program options. While some parents expressed the need for in-person instruction, they were concerned about the unknown health risks. Other

parents only wanted independent study or distance learning because of their work situation, or they had someone in their household whose immune systems were compromised or had high-risk factors.

- About fifty percent of parents identified, in the Spring, a need for technology devices and access to the internet. They also shared the need to have one device per student.
- Parents requested a directory of who to contact regarding different issues with technology

Teachers

- Teacher expressed the need for continual professional development
- Additional curriculum resources available online
- Providing/sending instructional adopted materials home with students
- Sixty-seven percent of teachers were not ready to return to school for in-person instruction

Students

- Students asked to continue to have spirit days as well as ways to connect to peers through distance learning
- Continue to have clubs after the instructional day

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The specific stakeholder input received throughout the summer months has significantly influenced the Ida Jew Academy's Learning Continuity and Attendance Plan both through the impacts on development of Ida Jew Academy's in union with the districts 'Tentative Plan and Program Options for the 2020-21 School Year' and through direct feedback on the plan itself.

Parents and teachers were definitely the greatest contributors to the Learning Continuity and Attendance Plan in their participation in the District Reopening Plan Committee. Parent concerns oscillated from fear of having their child contract COVID-19 to wanting their children return to school. This led to the creation of the three plan approach with an emphasis on implementing the hybrid model. Once government and health officials declared that children could not return to in-person instruction if the county were they lived was under the watch list, we selected and implemented our distance learning plan. For example:

Based on input the following was included or modified in the Plan:

- Parents wanted consistency with distance learning; The plan includes specific schedules for each of the grade level, it also includes a live meeting to start the instructional day, and teachers are to provide weekly schedules to parents.
- Parents also express the need for training and a consistent platform for distance learning across the district. The district identified Canvas as the district platform for teachers to use. Training was provided and will continue to be provided as needed in English, Spanish and in Vietnamese, until we have 100% of our families participating.
- Parents also expressed the need for each student to have a technology device to participate in distance learning instead of sharing, the district is providing a device to every student that needs one, as well as hotspots. Each parent requesting a device has received one. Once donation of devices and backorders are received, the district will provide newer model devices to iPad to all TK-2 and a Chromebook to 3-8 grade students needing one.
- Parents requested contact numbers for support - The Helpdesk flier has been distributed in email, our school newsletter "IJA School Community Connection" and social media, Program contacts were provided in the District Handbook each parent received and posted on the District website.

Our teachers, specifically our Instructional Technology Learning Cohort (ITLC), was a major contributor to the distance learning approach. Based on teacher feedback the district purchased additional online curriculum to supplement and augment instruction. Teachers also expressed the need for more time to plan and time to meet with small groups of students for the purpose of differentiating instruction. These needs were included on the development of the daily instructional schedules. Additional online curriculum and assessments were also built into the Plan based on teacher feedback. Community members, Administrators, teachers and students all asked for more resources on belonging, equity and inclusion, this has been included in our plan for staff development as well as into the social-emotional learning section of the Plan.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Ida Jew Academy (IJA) a dependent charter of the Mount Pleasant Elementary School District (MPESD) is planning in union with the MPESD a phase-in approach to provide in-person instruction. Both IJA and MPESD have planned for (3) three possible scenarios and three instructional program models:

1. Schools Fully Closed to students - All Distance Learning

2. Modified Open - Hybrid: Blended model with some In-School and Some Distance Learning

3. School Fully Open - All In School learning, in-person instruction for most of the students

Ida Jew Academy in union with the MPESD will develop a Phase-In approach to move students to a Hybrid model when it is deemed safe to do so in conjunction with our Guiding Principles and State/County guidance. To comply with Section 43502 of SB 98 that requires LEAs to offer in-person instruction during the 2020-2021 school year, IJA will implement a Phase-In model to provide in-person instruction when allowed to do so by the County Health Department and Governor's order.

It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address equity concerns and learning loss. In Phase 2 and 3, students who are more at risk for learning loss such as:

Special Education Students

- Homeless students
- Foster Youth,
- Preschool, Transitional Kindergarten, and Kindergarten students
- English Learners
- Students with significant learning gaps

Those mentioned above will be strongly considered to participate in a blended model where students participate in stable cohorts following all the state and local health department's safety guidelines. The current plan is to have Cohort A attend Monday and Tuesday for in-person instruction while Cohort B participates in distance learning. No students or staff will be on campus on Wednesday to allow staff to do a deep cleaning of the school before Cohort B comes to school for in-person instruction on Thursday and Friday; the ultimate goal is to maintain students in stable cohorts.

Hybrid: Blended Model will consist of some distance learning and some in-person instruction. Classes will be divided into smaller cohorts/ student groups with each cohort attending part of the week and completing work provided by the teacher for the remainder of the

days of the week. Grades 6-8 will be onsite less often than students in Grades TK-5; to maintain physical distance requirements, students may be divided into three cohorts. To effectively coordinate with Santa Clara County Public Health efforts to conduct contact tracing,

students will be kept in designated clusters or stable cohorts, as much as possible and will follow guidelines or recommendations such as:

- Arrival/departure plans and lunch plans will be developed at the school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – Canvas breakout rooms to group students who are in-person and engaging in distance learning.

- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms.
- Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

While students' academic success is the focus, we also believe that the emphasis on our students' social emotional needs should be a priority. Quality instruction and a commitment to equity for ALL students continue to be the key to educational programs' success. Some examples may include smaller class sizes where students attend classes for a portion of the week and/or reduced hours per day to maintain physical distancing requirements. Schedules may change throughout the year, depending on state and local guidelines and recommendations. Ida Jew Academy will work with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically fragile and English learners will be made as needed.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and some face shield), hand sanitizer, increase hand soap), plexiglass barriers for work stations and front offices.	10,000	
Health Materials: Additional thermometers, supplies for waiting room, gloves, aprons, disposable coverings,	1,600	
Signage: Posters, floor decals, visuals cues throughout the school sites to maximize social distancing and direct traffic flow	800	
HVAC Filters: Sites will replace HVAC filters 2-3 times per year as recommended instead of once a year as it has been done in the past	4,500	
Plexiglass Barriers: Barriers when close contact is likely and does not allow for physical distancing of 6 feet (work stations and front offices)	6,000	
School Supplies: Additional supplies to limit the number of individuals using shared materials	2,000	

Description	Total Funds	Contributing
Hand washing Stations: Additional hand-washing stations for locations where sink access is insufficient	2,000	
Custodians/Plant Manager: Maintain staffing to perform standard maintenance and cleaning, facilities and to routinely disinfect high-touch areas.	17,000	
Increase staff for in-person instruction, additional campus supervisors/yard duty workers, teachers to support a blended model of in-person and distance learning, and students who may not be ready to come back to in-person instruction.	40,000	
Extended learning opportunities for students who may be significantly behind, teachers will provide tutoring support to small groups of students after the instructional day following all guidelines for small cohorts. This will benefit some targeted populations such as low-income, homeless students, foster youth, English learners, and Special Education students.	20,000	Yes
Hire teachers or other staff after school to provide enrichment opportunities such as reading clubs and other enrichment activities to help students engage socially with peers. This will support low-income students that don't have access to enrichment or other activities to safely interact with other peers.	7,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

On July 17, Governor Newsom announced that all districts in counties that were in the watch list needed to start the school year with distance learning. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. Ida Jew Academy in union with MPESD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the Ida Jew Academy's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and Ida Jew Academy's own monitoring of community conditions and needs.

Hybrid: Blended Model of some distance learning and some in-person instruction. Classes will be divided into smaller cohorts/ student groups with each cohort attending part of the week and completing work provided by the teacher for the remainder of the days of the week. Middle School will be onsite less often than Elementary students; to maintain physical distance requirements, students may be divided into three cohorts. To effectively coordinate with Santa Clara County Public Health efforts to conduct contact tracing, students will be kept in designated clusters, as much as possible and will follow guidelines or recommendations such as:

- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – Canvas breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the Ida Jew Academy's physical space and classrooms have determined that the school site has the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

Distance Learning: The following goals are intended to guide the Ida Jew Academy's practices as we support teachers, parents, and students through distance learning. These goals were recommended by the California Collaborative for Educational Excellence. These goals are:

- Connecting families with school
- Providing family support for those families in need

- Practice basic skills - technology skills necessary to have access to online learning
- Introduce new approaches and learnings

Dual Immersion Program Continuity of Instruction: Ida Jew Academy will continue to provide instruction in both English and Spanish throughout the school year in support of the Spanish Language Dual Immersion Program.

Ida Jew Academy's staff collaborated with multiple stakeholders to use these goals and the requirements of Senate Bill 98 (SB 98) to develop the district's learning plan and, as much as possible, provide a distance learning experience similar to in-person instruction. The Ida Jew Academy in union with the District decided

to use Canvas as its main platform to deliver distance learning because it is compatible with many available applications to increase student engagement, such as Google Suite, NearPod, and many other applications. The District also purchased supplementary online curriculums to support grade-level content and access to common core standards. For example, the District purchased:

- Zearn, online adopted curriculum aligned to the district's adopted math curriculum (Eureka Great Minds)
- Studies Weekly to support the Common Core standards in Social Studies
- Newsella to support the English Language arts as well as other subjects like science and social studies
- Amplify Science for grades 6-8, curriculum is aligned to the Next Generation Science Standards NGSS
- Mystery Science for K-5 grade, aligned to the NGSS
- Happy Numbers to augment math engagement for TK and Kindergarten to encourage independent reading

Besides purchasing online instructional materials to support online learning and provide access to the grade level common core standards,

the district distributed the following instructional materials to students:

- English Language Arts workbooks
- Student reading books for 3-8 grade needed for the implementation of the adopted ELA curriculum (EL Education)
- Eureka math workbooks to TK-5 grade students
- Instructional supplies such as pencils, crayons, and other materials

The daily instructional schedules are in alignment with the minimum daily requirements of instructional minutes for the corresponding grades,

TK-K (180), 1-3(230), and 4-8 (240). Each grade level begins with a whole group live instruction, followed by three learning blocks. Each of

the learning blocks consists of 60% synchronous instruction and 40% asynchronous instruction. Below is an example of the TK-K grade

schedule:

8:15-8:35 Morning Meeting with all students (Synchronous instruction)

8:35 - 9:20 Learning Block 1 (60% Synchronous and 40% asynchronous)

9:20-9:35 Break

9:35-10:20 Learning Block 2 (60% Synchronous and 40% asynchronous)

10:20-10:35 Break

10:35-11:20 Learning Block 3 (60% Synchronous and 40% asynchronous)

11:20-12:50 Lunch

1:00-1:25 Student Support, small group or one-on-one student support.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Ida Jew Academy has distributed 235 ipads and 97 hotspots during the start of the 2020-2021 academic school year to support distance learning for students. Our District MPESD has provided the ipads to students and hotspots. The City of San Jose will also be donating additional Chromebooks. Our current enrollment for this school year is 512 students.

The technology was distributed based on need in the Spring of 2020 and at the beginning of the 2020-21 school year. We would eventually like to provide a district device to every student, iPads to K-2, and Chromebooks to 3-8 grade students.

In August, the District provided parent training to parents in Spanish, English, and Vietnamese. The District will continue to provide parent training to parents to help them use the technology that their students are using, navigate the distance learning platform (Canvas), and to offer suggestions to help their students engage with distance learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

During distance learning, students will participate via Google Meet or Canvas and the teacher will take attendance online using his or her PowerSchool account. Students in grades 6-8 will be monitored for attendance and participation by period. Student assignments and assessments will be graded using the board approved grading policy. If students are not participating in the distance learning, they will be marked absent and the school's administration will follow up to re engage the student and family.

Ida Jew Academy is tracking daily student participation and engagement in the following ways:

- Daily attendance, teachers indicate if students are participating with synchronous or asynchronous instruction, they are also showing if students participated in full or partial with each of these two options. Teachers are also using their grade book to keep track of engagement; they indicate if students are completing the work they have assigned. Ida Jew Academy is measuring time value in two ways, (1)using the daily schedules and (2)having teachers add a time value to the assignments that they are assigning to students. Daily schedules indicate if the instruction is taking place synchronous or asynchronous and for how long. Ida Jew Academy asked teachers to follow a naming protocol when creating assignments (time, function, and title). For example, "20, Practice, Addition Facts to 10." The 20 indicates that teachers estimate that it will take students 20 minutes to complete this assignment.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Certificated Staff

Our teachers have received and will continue to receive professional development from the various online platform vendors providing services to our District. In addition, our ITLC will continue to provide professional development to their peers in the area of instructional technology.

Our teachers who are assigned as Spanish Dual Immersion teachers, had the opportunity to participate in a 2 day conference sponsored by ADTLE Dual Language Immersion. Some of the topics covered were: foundational reading skills in Spanish, student engagement during distance learning and accessing Benchmark curriculum through distance learning. Ida Jew Academy will continue to refine and develop the program through ongoing professional development to best support our Dual Language Program.

Our certificated staff have received and will complete their annual online trainings on:

- Mandated Reporting,
- Prevention of Sexual Harassment,
- Blood Borne Pathogens,
- Cleaning and Disinfecting Work Areas, and understanding of COVID-19 and prevention of it.
- Equity Informed Practices
- Training on Trauma Informed Practices in Schools
- Use of Assistive technology to support students with learning disabilities
- Suicide Prevention

Also, Mindfulness Professional Development offered by the Mindful Life Project will be made available to all staff. The purpose of bringing the Mindfulness Professional Development to the school site is to support the mental and emotional well-being of students, families, teachers, and schools across the state during this overwhelming and extremely stressful Covid-19 pandemic.

Classified Staff

Our classified staff will participate in the teacher professional development in the areas that intersect with their duties as in the case of instructional aides and after school youth instructors. Our classified staff have received and will complete their annual online trainings on:

- Mandated Reporting
- Prevention of Sexual Harassment
- Blood Borne Pathogens
- Cleaning and Disinfecting Work Areas, and understanding of COVID-19 and prevention of it.
- Assistive technology for students

Also, Mindfulness Professional Development offered by the Mindful Life Project will be made available to all staff. The purpose of bringing the Mindfulness Professional Development to the school site is to support the mental and emotional well-being of students, families, teachers, and schools across the state during this overwhelming and extremely stressful Covid-19 pandemic.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

All teachers, during the distance learning part of the plan, will instruct from home. If a teacher or classified staff is unable to perform her/his duties due to FMLA or FFCRA, the teacher or classified staff will be granted the leave and a substitute will be secured. Classified staff who need to be on site to perform his/her duties like food service employees or custodians, will need to be present. Other classified staff who may be able to telework may be placed in that role. Counselors and the family case manager will be actively providing the necessary support to our most vulnerable students. Administrators will be on site supervising the instructional program and safety measures established in our Reopening Plan.

We are exploring adding a teacher on special assignments (TOSA) to support the need to provide teachers with ongoing professional development. Currently, we don't have anyone in our technology department that has teaching experience, and we are identifying this as a need. The ITLC has been great in supporting this need. Still, the role of the ITLC was not to provide all professional development to district staff but to support teachers that needed additional support at their prospective school sites.

Although not new positions, we are negotiating flexibility of some classified positions to provide services outside their job description, positions such as health clerks, library clerks, and instructional assistants.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

MPESD is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. “While school closures have impacted all students, some students, such as ELLs, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, rushed switch to distance learning.” Addressing the needs of our most vulnerable populations is a high priority during Distance Learning, the special populations will be amongst the first to return to in person learning in a blended model when permitted.

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP): The district has notified all parents of students with disabilities through a prior written notice of the services that will be provided during distance learning. Parents were previously notified in the Spring as well Per SB98 each regularly scheduled IEP will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student’s program in the event of future physical school closure in excess of ten school days, distance learning.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided. IEP Teams will discuss which if any goals may need to be modified given the delivery model.
- External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract has been developed and approved for the 2020-21 school year. These Master Contracts will address services to be provided during distance learning. IEP

Teams convening for students placed at Non-public schools will adhere to the requirements to develop an Emergency Plan at the next regularly scheduled IEP.

- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of

fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the current IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Over the

summer the district contacted every family to ensure any student needing a device or hotspot for internet access received either an ipad or chromebook depending on the grade level.

Support for English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular grade level instruction during core subjects with appropriate support for students to have access to grade level content. English Learners who are struggling will be encouraged to participate in the district's afterschool program (MPAS). In MPAS, students will receive support from a tutor to complete their assignments or provide technical support to complete and submit the required assignments by their classroom teacher/s.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of iPads, each student will be assigned a device without sharing, once the iPad arrive, students with older iPads will be able to trade for new ones. This will benefit our lowincome students, homeless students, foster youth, English learners, and Special Education students.	32,400	Yes
Purchase of Chromebooks, once the Chromebooks arrive, students in 3-8 grade will be able to trade the iPads that have been assigned to them for a Chromebook, and students that have older Chromebooks will be able to trade them for newer ones. Access to online resources will improve. Having similar devices will assist teachers when planning their lessons and will assist the technology help desk to answer questions and promptly address technology support. This will benefit all students, especially our target populations; we learn that our Spanish-speaking parents, parents of Special Education students, and our low-income parents need additional time and sometimes in-person support to resolve their technical problems or questions.	56,000	Yes
Professional Development, the district will continue to provide professional development for teachers to improve their expertise on implementing Canvas as well as other Professional Development, the district will continue to provide professional development for teachers to	13,000	Yes

Description	Total Funds	Contributing
<p>improve their expertise in implementing Canvas and other applications to enhance distance learning. Training will also be provided to assist teachers in administering and using the results of diagnostic assessments to make instructional plans to address learning gaps, adjust learning plans, and provide differentiated instruction to students to accelerate student learning. This will benefit all students, but especially our low-income students, homeless students, foster youth, English learners, and Special Education students.</p>		
<p>Distribution of Technology - pay staff to help with the distribution of technology (extended duty, negotiated hourly rate), distributing technology beyond the school hours will benefit parents that don't have the flexibility on their schedules to leave work early; this will benefit our low-income students.</p>	2,000	Yes
<p>Surveying Parents - Calling parents to accurately assess their technology and internet use (extended duty, negotiated hourly rate) calling parents beyond the school hours, including weekends will benefit our low-income students.</p>	2,000	Yes
<p>Purchase of hotspots, provide internet access, and adequate access to the internet, we learned that the majority of our families had internet access only through their mobile devices. This will benefit all students, but especially our low-income students, homeless students, foster youth, English learners, and Special Education students.</p>	6,000	Yes
<p>Assistive technology for Students with Disabilities to access distance learning instruction from home.</p>	1,000	Yes
<p>Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.</p>	2,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In order to address student learning loss resulting from COVID-19 during 2019-20 and 2020-21, Ida Jew Academy will provide students with different intervention both during the school day and after school. Time for student interventions has been built into the student's weekly school schedule. Students will be receiving small group interventions during the day from their classroom teacher. Identified students experiencing learning loss will receive tutoring support provided by an outside contracted agency as well the MPESD after school program (MPAS).

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Individual student learning loss will be measured using individual one on one assessments in the primary grades and online academic assessments that are aligned with State Standards. Results will be utilized to determine if the student has experienced learning loss and place the student in tier two supports.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Students will also be enrolled in different online interventions for independent skill building and practice. Teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.

Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual and small group tutoring during and after school using district extended learning staff (MPAS) and contracted tutors.

Programs to be implemented in the district's full distance learning plan include:

- Use of Canvas and Google Classroom as the Learning Management System (LMS)
- Teacher student support time to target individual students
- Teacher prep time to support teacher planning and quality instruction in the distance platform

- Daily live instruction –
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on priority standards
- Pre and post-assessments aligned with the content
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.
- Software to support student learning and independent practice of reading and math skills.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services will be measured with the use of curriculum assessment tools and tools such as Fountas & Pinnell, Leveld Literacy, and other online academic assessments aligned with curriculum standards. Results will be used to determine if students are demonstrating improvement in their academic skills.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
MPAS (Mt. Pleasant After School) extended learning tutors to support individual and small group tutoring for identified students. Priority is given to Homeless students, Foster Youth, English Learners, and low-income students. Services are provide by the ASES grant.	140,000	Yes
Independent Studies- target students are students whose immune systems are compromised, families that are not ready for a blended model, or in-person instruction.	3,000	Yes
Bay Area Tutors -Tutoring services provided after school to support students who have experienced learning loss in reading and mathematics. Targeted students are first to third grade students who are identified as low-income and are significantly behind in reading.	30,000	Yes
All-day daycare, the District is exploring the possibility of partnering with the City of San José to extend services to more than the 12 students that the city of San Jose will be servicing. Target students will be students who are not being successful with distance learning, students	20,000	Yes

Description	Total Funds	Contributing
who have low participation and low engagement, and need adult support during the school day: targeting homeless students and low-income students.		
Online academic resources- software subscriptions to support student's extension of learning activities, independent practice in order to address learning loss and maintain skills, including software for students with exceptional needs.	6,000	Yes
Academic assessments to be conducted remotely- students need to be assessed to determine current functioning and plan for interventions to address learning loss. Will benefit all students, but especially targeted populations like Homeless students, Foster Youth, English Learners, Special Education students, and lo-income students.	8,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Ida Jew Academy recognizes that some of our student's greatest challenges during this time are in the area of social-emotional well-being. Many students are experience increased stress, anxiety, and depression. In order to address the needs of all students Ida Jew Academy will utilize a tiered system of supports. universal strategies designed to engage all students, such as classroom and school wide incentives, and online clubs, morning meetings, and social skills groups for our students with social-cognitive deficits. Teachers will be encouraged to use a variety of strategies to engage all students in synchronous as well as asynchronous activities in order to build personal relationship and connection to the school community.

- Hold morning meetings allowing for students to relate personal experiences and connect.
- Teachers will be encouraged to use anchor texts throughout the curriculum that reflect and reveal accurately a multicultural world and resonate with our students.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small-group, or partner discussions on topics for students to process and extend their learning.

- Instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

For students showing signs of social-emotional difficulty, school intervention teams consisting of teachers, administrators, specialists including school counselors will consult on how to best engage the student and provide strategies to support the student's social emotional well-being. The Family Case Manager(FMC) and will support the school by helping engage families in developing strategies and coordination of support. services The FMC will also provide parents and caregivers with community based resources to support the student's mental health as well as to help ameliorate stressors that the family may be experiencing such as food instability, unstable housing, unemployment or death of a family member.

Resources regarding student mental health and addressing trauma will be shared with staff. Staff will receive guidance including supporting trauma responses brought on by COVID as well as other family and background trauma exacerbated by current circumstances. Since schools have closed, many of our students have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. Guidance provided to staff will focus on acknowledgement of mental wellness, coping resilience, and healing before, during, and after a crisis. The guidance will emphasize the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and;

Professional Learning opportunities in development that are designed to build and expand staff capacity to implement SEL practices include:

- Supporting staff as they return to school and building community in during social distancing
- Trauma Informed Practices- Fall 2020
- Global Citizenship - Equity and celebration of "Staff and student's own story"- Winter 2021
- Session specific training by school counselors based on staff's identified needs. Periodically throughout year
- Training on Diversity, Equity, Inclusion and Belonging - Ongoing throughout year

Each school will utilize universal strategies designed to engage all students, such as classroom and school wide incentives, and online clubs, social skills groups for our students with social-cognitive deficits. Teachers will be encouraged to use a variety of strategies to engage all students in synchronous as well as asynchronous activities to build personal relationships and connection to the school community.

- Teachers will be encouraged to use anchor texts throughout the curriculum that reflect and reveal accurately a multicultural world and resonate with our students.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small-group, or partner discussions on topics for students to process and extend their learning.

- Instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Connection to peers
- Attendance

The following tiered system of intervention model will be used as a model to support students

Tier 1: Universal Strategies

Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

- Community Resources
- Promotion of mental health self-reflection
- School wide SEL curriculum and lessons
- Parent Teacher collaboration
- Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response
- District-wide focus on promoting well-being
- Parent Outreach & Engagement sessions focused on topics such as Self- Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

Tier 2: Targeted Strategies

Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious.

- Coordination of Services process
- Check-in/Check-out
- Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based individual counseling (in person or virtually) for students and their caregivers
- Connecting students with adults on campus
- Case Management services (ensuring needs are met)
- School Intervention Team

- Community Resources

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a student's skills and decreasing problem behaviors.

Tier 3 strategies work are designed for students with developmental disabilities, autism, emotional and behavioral needs, and students impacted by toxic stress and/or trauma.

- Referral and linkage to community-based services
- Suicide Risk Assessment & Safety Planning
- Crisis Intervention
- Behavior contract support
- Special Education advocacy
- 504 advocacy & supports
- School Attendance Review Board (SARB) process
- Individual Student Behavior Plans

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

An additional significant focus of our Social Emotional program this year will be to look at equity in our school community, utilizing community and student forum, and staff and student training. Helping our students connect and be emotionally healthy during this stressful time is a significant challenge but it is our belief that creating environments that are emotionally safe, where discrimination, harassment and racism are not tolerated is significant in addressing our student's mental wellness. This year, Administrative staff will be trained on implicit bias and recognizing racism including practices within our district system. The District will use an outside trainer to help start the work and gather information from stakeholders. Additional practices will be added to educate students on privilege, discrimination and harassment and microaggressions at an age appropriate level. The MPESD Governing Board has approved a resolution for Ethnic Studies. While there are many reasons for this resolution, one central one is to celebrate our students' culture and better engage them in learning and activities that are relevant to their experiences. The work to create a more equitable school culture will occur during Distance learning and will continue as students return to on-site learning and into next year.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Throughout the spring, staff made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. Over the summer every family was contacted to ensure access to technology and internet. While these efforts have reduced the list of 'unreachable' students as we have started the new school year, we must increase our efforts to engage all students in instruction daily. Students that are disconnected or disengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of trauma for many students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. Social isolation has increased lack of connectedness and belonging. While the District has developed a tiered system to address students' attendance and engagement, our universal interventions will include our work in the area of Social-Emotional learning around building relationships and connectedness with students and the District's work in diversity, equity and inclusion, as well as train administrators in identifying and addressing racism and discrimination.

To re-engage students Ida Jew Academy has developed a comprehensive system of student supports for attendance & engagement. Below is a description of the procedures we will use for reengaging a student absent or disengaged from distance learning. Ida Jew Academy has developed a comprehensive system of student supports and a tiered system of reengagement strategies for attendance & engagement. Below is a description of the procedures for reengaging a student absent from distance learning. Ida Jew Academy in union with the District has developed a tiered system to ensure all students in grades Transitional kindergarten through eighth grade are attending and engaged in learning daily. The importance of daily attendance and engagement will be shared with all parents and students by individual teachers and through communications from the Principal and District. These communications include school newsletters, Handbooks, and social media to establish clear expectations for distance learning and to share compulsory education requirements. At each stage of the District's tiered system, staff who are bilingual in Spanish and Vietnamese (each over 15%) will be utilized to communicate with parents. If a parent requires translation services in a different language, Ida Jew Academy will work with other agencies and the parents to ensure that parents receive appropriate communication in their language.

Prevention

Part of any tiered system of intervention should include prevention. As part of the District plan to prevent issues with attendance and engagement, each school will virtually conduct spirit activities and schoolwide incentives to motivate all students and to increase students' connection to school sites during Distance Learning. Teachers will engage students through whole group as well as small group activities and a variety of motivating media (Apps/online tours, hyperlinks, etc.) to support learning. Students will be encouraged to participate in classroom discussions using different methods, including class discussion, "chat," using icons and raising hands and polls, and other applications that encourage all students to participate. Teachers will be encouraged to provide classroom incentives to promote students' engagement and motivation.

Identification

Students not engaged will be identified through daily attendance and engagement tracking completed by each classroom teacher. Students absent three or more days (60%) will initially receive an automated phone or email blast from the school. School staff will follow up with personal phone calls daily for students reported as absent. Communications to families will try and determine why the student is not engaged and provide resources accordingly, i.e., a technology issue and solution versus difficulty with the school work or mental health issues and provide appropriate resources to address the problem as quickly as possible.

Tier One

Engagement- The classroom teacher will communicate with the student and if needed, the parent as to why the student is not engaged or completing assignments. This is similar to the expectations of in-person instruction to identify any concerns quickly.

Attendance- Students with individual absences will be contacted by phone blast or email. Two or more consecutive absences or three or more sporadic absences, families will be contacted by school staff. Weekly phone, email blasts and social media will be made to District families on the importance of student engagement and attendance. Staff contacting families will attempt to identify the reason for absence in order to address any concerns quickly to get the student back on track.

Tier Two

Engagement- the classroom teacher will reach out to students who have not been completing assigned work or have not participated in the class to determine if the student needs support or accommodations during the allocated Student Support time in the daily schedule. The teacher will modify instruction to provide any necessary accommodations to ensure all students can participate and engage with the curriculum.

Attendance- Students absent three or more days or having consistent attendance issues will be assigned to support staff for initial follow up. Family Case Manager or other personnel, including the school nurse, will contact the family to stress the importance of attendance, try to determine the reason for the absences, and clarify compulsory attendance requirements.

Tier Three

Engagement- The teacher will meet virtually with students to provide additional support during small group and individual interactions and email students' Parent or Guardian regarding student engagement and/or academic engagement and performance. The teacher will continue to provide accommodation and modifications as appropriate. Site Principal and teacher(s) will review engagement and may schedule with the parent to discuss student engagement strategies.

Attendance -The School Nurse will continue to communicate with parents regarding students who have a number of excused absences. Students who have had three or more unexcused absences from school will receive an initial truancy letter following the District's truancy procedures and may be invited to meet with the School Principal to discuss the student's attendance.

Tier Four

Engagement- Students continuing to have engagement issues will be brought to the School Intervention Team to review the student's needs to determine if the student requires further academic or social/emotional interventions and/or if the accommodations and interventions in

general education has been exhausted. The team will review the student's educational record, history of access to instruction, and other factors to determine if the student may require further assessments to see if a disability is interfering with learning.

Attendance- Students with ongoing attendance issues consisting of both excused and unexcused absences may also be reviewed by the school's Intervention Team to discuss strategies to support the student's attendance. Students who have a second Truancy will receive a Second Truancy letter and be scheduled to meet with the Site Principal.

Tier Five

Attendance- Students who have been identified as Truant (absent five or more days with unexcused absences and have received a first Truancy letter) will be referred to the District Student Attendance Review Board (SARB). A SARB meeting will be held with the Parent or Guardian to discuss compulsory education laws and to develop a Contract for student's improved attendance.

Other Circumstances

For Students who have consistent attendance issues, the school will email, call, and mail written communication to exhaust all options to reach the parent. Suppose all other methods have failed to contact the Parent or Guardian. In that case, staff will conduct home visits (using all recommended health & safety protocols) in an attempt to engage the parent or guardian and student.

Students with ongoing attendance and engagement issues will continue to be reviewed by the school's Intervention Team to examine the effectiveness of Interventions and continue to develop appropriate accommodations.

Upon the Parent or Guardian's request, parents who are unable due to family circumstances, to have their student attend class during school hours may be provided alternative attendance options, such as Independent Study. The school staff shall not initiate this option.

Some students will likely move between the different tiers multiple times over the school year. The Tiered Intervention system does not preclude moving a student to a higher level of support based on the student's individual circumstances, for example, a student being absent multiple consecutive days with no communication or being engaged less than ten percent.

Outreach to Parents and Guardians

Additional outreach efforts will be conducted with Parents and Guardians to support student engagement through parent training on the District's distance learning platform, Canvas, and parent informational meetings on how to support student learning and the importance of student attendance. Additionally, virtual community forums will be held at the district and site level to support parent engagement and provide parents with an opportunity to ask questions and get support. Community forums will be provided in English, Spanish, and Vietnamese. Outreach to parents will also be done through regular communication via school newsletters, email, and text messages, and social media.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Food Services will continue to follow procedures developed during the spring school closures that continued through the summer months that ensure safe and effective nutritious meal services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

Ida Jew Academy in union with the District will implement all available waivers and flexibility granted to continue the Summer Food Service Program from state and federal agencies that extends meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school for as long as the program is available. If the meal flexibilities end as scheduled, MPESD will continue operation under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to MPESD enrolled students only.

Meals will be provided at all four school sites. A ninety minute lunch break has been built into student schedules to allow time for families to pick up meals daily. Each school has a high percentage of students on free and reduced lunch. Families will be advised where meals will be available for their children and the process of obtaining meals through school newsletters, marquees, banners posted at the school sites, and phone, text and email blasts as well as social media.

When MPESD moves to a blended learning program the Food Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Food Services will offer daily curbside pick up for meals on the days students participate in remote learning.

Parents and caregivers paying for meals will have the opportunity to prepay for meals allowing a cashless system, an additional safety measure within the Context of COVID.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Increase in staffing to deliver meals to classrooms when onsite instruction resumes; this action will support low-income students. Students will not be gathering or forming a line at a particular location to get their meals, helping maintain social distancing.	2,000	Yes
Mental Health and Social and Emotional Well-Being	Staff Development in the areas of Equity, Trauma-Informed Practices, and Social-Emotional Well-being curriculum and suicide intervention. This action will help all students, especially low-income students who face multiple challenges with COVID 19, social unrest, and increase discrimination for communities of color.	6,000	Yes
Pupil Engagement and Outreach	Student Incentives to encourage engagement	4,000	Yes
Mental Health and Social and Emotional Well-Being	Online Suicide Intervention Curriculum for staff. This action will help all students, especially low-income students who face multiple challenges with COVID 19, social unrest, and increase discrimination for communities of color.	1,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.37%	335,095

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of our students most vulnerable were considered throughout Ida Jew Academy's planning efforts. These students were individually ensuring these students had devices and access to online instruction. Although Ida Jew Academy will be monitoring student participation and engagement for all students, foster youth, English learners, and low-income students will receive priority to enrolled in other tier systems of support. While some students will only receive differentiated support the designated time on the daily schedule, these students will be receiving extended learning support to ensure that they have access and support to be successful during distance learning. Ida Jew Academy will be administering diagnostic assessments in English Language Arts and Mathematics to identify these targeted populations' learning gaps and make adjustments to address the learning loss. Ida Jew Academy will also be providing professional development to help teachers use the diagnostic assessment results to plan instruction and provide differentiated support to students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Increased or improved services for students who are English Language Learners will include the following:

Extended learning opportunities for students who may be significantly behind, teachers will provide tutoring support to small groups of students after the instructional day following all guidelines for small cohorts. This will benefit some targeted populations such as low-income, homeless students, foster youth, English learners, and Special Education students. (\$ 20,000)

Hire teachers or other staff after school to provide enrichment opportunities such as reading clubs and other enrichment activities to help students engage socially with peers. This will support low-income students that don't have access to enrichment or other activities to safely interact with other peers. (\$ 10,000)

Purchase of iPads, each student will be assigned a device without sharing, once the iPads arrive, students with older iPads will be able to trade for new ones. This will benefit our low-income students, homeless students, foster youth, English learners, and Special Education students. (\$32,400)

Purchase of Chromebooks, once the Chromebooks arrive, students in 3-8 grade will be able to trade the iPads that have been assigned to them for a Chromebook, and students that have older Chromebooks will be able to trade them for newer ones. Access to online resources will improve. Having similar devices will assist teachers when planning their lessons and will assist the technology help desk to answer questions and promptly address technology support. This will benefit all students, especially our target populations; we learn that our Spanish-speaking parents, parents of Special Education students, and our low-income parents need additional time and sometimes in person support to resolve their technical problems or questions. (\$56,000)

Professional Development, the district will continue to provide professional development for teachers to improve their expertise on implementing Canvas as well as other Professional Development, the district will continue to provide professional development for teachers to improve their expertise in implementing Canvas and other applications to enhance distance learning. Training will also be provided to assist teachers in administering and using the results of diagnostic assessments to make instructional plans to address learning gaps, adjust learning plans, and provide differentiated instruction to students to accelerate student learning. This will benefit all students, but especially our low-income students, homeless students, foster youth, English learners, and Special Education students. (\$13,000)

Distribution of Technology - pay staff to help with the distribution of technology (extended duty, negotiated hourly rate), distributing technology beyond the school hours will benefit parents that don't have the flexibility on their schedules to leave work early; this will benefit our low-income students. (\$2,000)

Surveying Parents - Calling parents to accurately assess their technology and internet use (extended duty, negotiated hourly rate) calling parents beyond the school hours, including weekends will benefit our low-income students. (\$2,000)

Purchase of hotspots, provide internet access, and adequate access to the internet, we learned that the majority of our families had internet access only through their mobile devices. This will benefit all students, but especially our low-income students, homeless students, foster youth, English learners, and Special Education students. (\$6,000)

Assistive technology for Students with Disabilities to access distance learning instruction from home. (\$1,000)

Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations. (\$2,000)

MPAS (Mt. Pleasant After School) extended learning tutors to support individual and small group tutoring for identified students. Priority is given to Homeless students, Foster Youth, English Learners, and low-income students. Services will be paid by the ASES grant. (\$140,000)

Bay Area Tutors -Tutoring services provided after school to support students who have experienced learning loss in reading and mathematics. Targeted students are first to third grade students who are identified as low-income and are significantly behind in reading. (\$30,000)

All-day daycare, the District is exploring the possibility of partnering with the City of San José to extend services to more than the 12 students that the city of San Jose will be servicing. Target students will be students who are not being successful with distance learning, students who have low participation and low engagement, and need adult support during the school day: targeting homeless students and low-income students. (\$20,000)

Academic assessments to be conducted remotely- students need to be assessed to determine current functioning and plan for interventions to address learning loss. This will benefit all students, but especially targeted populations like Homeless students, Foster Youth, English Learners, Special Education students, and low-income students. (\$8,000)

Increase in staffing to deliver meals to classrooms when on-site instruction resumes; this action will support low-income students. Students will not be gathering or forming a line at a particular location to get their meals, helping maintain social distancing. (\$2,000)

Staff Development in the areas of Equity, Trauma-Informed Practices, and Social-Emotional Well-being curriculum and suicide intervention. This action will help all students, especially low-income students who face multiple challenges with COVID 19, social unrest, and increase discrimination for communities of color. (\$6,000)

Cost of extended duty cost to provide the training listed under Mental Health and Social and Emotional Well-Being for staff after their negotiated workday. This action will help all students, especially low-income students who face multiple challenges with COVID 19, social

unrest, and increase discrimination for communities of color. (\$4,000)

Online Suicide Intervention Curriculum for staff. This action will help all students, especially low-income students who face multiple challenges with COVID 19, social unrest, and increase discrimination for communities of color. (\$1,000)

Other actions and services that continue to be provided increase or improved services to students who are Homeless Youth or in Foster care will include:

- Contact with parents/Guardians to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Ensuring students with unstable housing including those living in temporary situations, including foster youth, have an appropriate location in which to attend school through distance learning including on site, if needed.
- Coordination & communication with the County Collaborative to address the needs of students who have unstable housing and or meet McKinney/Vento eligibility.
- Coordination & communication with families identified as homeless agencies to make them aware of services available.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or

welfare needs are identified.

- Priority in receiving online tutoring support
- Priority in returning to on-site small group instruction when allowed.
- Learning supports specific to Foster Youth and homeless students will include:
- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Priority to receive online tutoring services will be offered to eligible students.

Increased or improved services to support low-income students:

- The District continues to support waivers to allow for providing meals to children (0-18) in our community
- The District has removed the requirements for school uniforms for all students, but especially to support low-income students
- Additional school materials available to low-income students to support instruction
- District is offering free to low-cost online preschool services for families in our community.
- Ensuring all students have a device and access to internet
- District Family Case Managers assigned to school sites will provide additional community based referrals to support families struggling at this time including assisting families in applying for medical insurance and support with getting tested for COVID
- The District nurse will respond to parent questions and provide, support parents in accessing medical services.