

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

Temecula International Academy's academic program changed to a hybrid program for Kindergarten to grade two while third and up went to a full distance learning model. Teachers facilitated instruction in a synchronous and asynchronous format. Many of our teachers utilized both formats depending on the content and subject area. Hold harmless grading was implemented during distance learning as a means of evaluating mastery learning to the best of our ability.

Special education services were continued, the school utilized staff members to assist our Special Education Coordinator in providing services as outlined on student's IEP. This process was challenging in relation to securing appropriate online resources to meet the different needs of students. Speech services and OT continued, these services were coordinated with the general education teacher, and parents to accommodate student schedules.

The faculty and staff made a concerted effort to provide different opportunities for students to remain engaged with our TIA community. Students, teachers, and parents gave weekly shout outs to members of our community and these were posted on the school's Instagram each week. The principal sent weekly video messages to parents and students to check in and say hi. Students were also given the opportunity to participate in a virtual talent show. Yard signs were delivered to our Kindergarten, fifth graders, and 8th grade students in congratulation of their promotion. Teachers were intentional in planning various activities where students could log into a Zoom or Google Hangout and participate in fun activities where students could collaborate, talk, share, and enjoy time with their peers.

Overall, TIA made great efforts to provide a balance between academics and social activities. It was our goal to make the *new normal* as normal as possible for our students.

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

We have provided many different supports for our EL learners during distance learning. When introducing a new topic or concept, tapping into prior knowledge or experience, scaffolding/breaking work into smaller chunks, visual cues with written directions on the board, pictures, diagrams, charts, small group work with opportunities to speak with peers, modeling steps of a process - showing what

the final product will look like, emailed a copy of the Google Slides used with class; copies of notes that were written on the board, giving student choices such as drawing or other ways to show understanding, going over the work together to show ways to improve and support. We also used one on one time with aides. Our curriculum for this year also had built in EL supports, and our teachers would use that in tandem with the online learning format.

At this time we do not have any foster youth enrolled at TIA.

In response to the needs of our low-income student population, students were given the opportunity to check out a school Chromebook. To our knowledge most families who were in need of devices opted to check out a school Chromebook due to lack of devices at home or due to needing multiple devices to serve the needs of all students residing in the home. They were also given access to free internet and other community resources were shared with families to assist with their technology infrastructure needs.

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

At the beginning of distance learning, we met as a staff to address what we would need to implement as a school to make this a success. Each teacher then adapted the conversation to fit the needs of their class, and everyone created their own schedule for meeting with their class virtually. Teachers kept schedules as routine as possible to give structure to the students' days. We considered that siblings would need to take turns using the technology. Each grade level sent a parent survey to check on how distance learning was going and to make changes as needed. Our K-2 teachers were able to still give out packets each month, as well as virtually provide instruction each day of the week. Our third to eighth grade teachers utilized google classroom as a platform for turning in work and receiving feedback. Teachers also met daily with their students to instruct and check in. We met weekly as a staff to discuss progress and problems that arose during each week. Grade levels also broke into PLC's to discuss strategies and ideas that benefited their students. Each team also came up with assessment methods that would fit the needs of their specific grade level. Another main goal of our staff was to incorporate our social emotional program into daily instruction. Teachers wanted to ensure that students had an opportunity to still converse with their peers, discuss their emotions, and grow as academic learners. Our world language teachers continued to instruct their students throughout the week, this way students were still able to practice their French or Spanish skills.

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

We did not provide meals through our school campus, however we were able to coordinate with TVUSD and share their school meal program. Each week we emailed parents to inform them of the TVUSD locations as to where the food would be set up each day. Parents were then able to go to the campus and pick up breakfast and lunch for their students.

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

We did not have any parent interest in daycare options for their children, however we did have resources necessary if needed.

California Department of Education
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