

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>.

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General Information

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

The Alum Rock School District lies in an area of Santa Clara County that has been one of the communities most affected by the Covid-19 Pandemic. Since the school closures in March, Alum Rock implemented a three phase approach to address the needs of our community. Staff worked quickly and relentlessly to distribute student work and devices, develop site plans, distribute meals, establish online platforms, develop communication systems, and coordinate temporary agreements with all bargaining units to ensure continuity of service to our families.

During this emergency response phase, despite our best efforts, we faced some unique challenges with Distance Learning. With coordination and collaboration with families and staff, Special Education staff were able to offer an educational plan aligned to the student's goals through distance learning. Staff was able to communicate 1:1 with families to develop plans for providing IEP services virtually. Communication with parents was another challenge addressed by involving Principals, teachers, support staff, SLS coordinators and District partners in check-in calls and home visits.

As we initiate the new school year, the Alum Rock community continues to be one of the areas most impacted by Covid-19 in the County. Currently, Santa Clara County has 20,587 positive cases of Covid-19 and 299 deaths. Between July and August, there was an uptick of confirmed Covid-19 cases ranging from 7,000 - 13,000 cases. Under California's new color-coded county tracking system, Santa Clara moved into the red category this week (September 22) which allows some schools to open for in-person instruction; however, Alum Rock is not able to return to in-person instruction at this time due to the high incident rate of Covid-19 cases in our community. Alum Rock School District serves students in the three highest impacted zip codes in the county (95116, 95127, 95122) with an average of 1,500 cumulative cases.

Stakeholder Engagement

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

During the initial school closure period, Alum Rock Union Elementary School District (ARUSD) held three Town Hall meetings on May 28, July 7, July 8 and July 15 to share updates with the community and provide an opportunity to ask questions. Stakeholder groups including parents, teachers, staff, and community members were involved in the Town Hall meetings. These meetings were conducted in English, Spanish and Vietnamese. Students, teachers and parents were also asked to participate in a District-wide survey (in June 2020) intended to gather information regarding the needs of our teachers, students and their families specific to their experience with the school closures.

In August, ARUSD held two input sessions on August 25 and August 26 via Zoom. The intended purpose of these sessions was to provide information to stakeholders on our initial development of the Learning Continuity Plan. Time was also provided to engage participants in a dialogue regarding current services, the challenges still needing to be addressed and an opportunity to ask questions. We had over 300 participants between the two input sessions. Stakeholders were informed of these meetings through email, our district website, social media, informational flyers posted through Parent Square and automated phone calls via ParentLink. All printed information and phone communication were provided in English, Spanish and Vietnamese. In addition to the district input sessions, every school site held input sessions in September and all bargaining units were provided the opportunity to share concerns or additional input for the plan. Furthermore, an informational meeting was held on September 1, 2020 to provide information on the draft Learning Continuity Plan to the District Advisory Committee and District English Learner Advisory Committee. Members were provided the opportunity to submit specific questions related to the plan.

Leaders from the California School Employee Association (CSEA), Alum Rock Educators Association (AREA), Teamsters and Alum Rock Administrators Association (ARAA) were invited to provide input to the plan. In addition, each individual school held input sessions for their staff, parents, and community in September 2020.

Parents were asked to participate in another pulse survey in September. The survey provided parents the opportunity to provide additional input in English, Spanish and Vietnamese.

As part of the requirements under SB98, a copy of the draft plan was shared with our parent advisory groups on September 1 to provide an opportunity for members to ask questions and provide feedback on the plan. This draft was presented during a Public Hearing at our regularly scheduled Board Meeting on September 10 to solicit the recommendations and comments from members of the public regarding the plan and expenditures related to the plan. A final draft will be presented to the Alum Rock Board of Trustees for approval at a special board meeting on September 29, 2020. Once approved, the plan will be submitted to the SCCOE.

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

All Town Hall and Input Sessions during the school closures were conducted via Zoom with teleconferencing as an option. Participants were able to share comments or ask questions via the “chat” function on Zoom and/or by using breakout rooms to engage in dialogue.

Interpretation was provided in Spanish at all meetings. Presentations were shared on the screen for all participants and were translated into Spanish. The presentations were also posted to the District website for the community to access.

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

The District collected feedback from stakeholders from May to September 2020 that informed our plan. Parents were most concerned with making sure that there were ways for students and teachers to make positive connections, working on better student engagement and participation in class, the need to support students' social-emotional learning and the need for consistent communication from teachers in regards to schedules, grading and feedback on assignments and student progress. Another common theme among parents was the need for parent training on the use of the various platforms used for instruction and communication. Teachers were most needing support with developing creative ways to engage students via Zoom, ideas for differentiating lessons effectively while in a virtual or hybrid classroom, the process for supporting students who are not participating and keeping track of student attendance and engagement. All groups expressed concerns and shared expectations that the District have comprehensive protocols to ensure the health and safety of all students, staff, and families upon return to on-site instruction.

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

Planning for reopening has been an arduous process that was influenced by the feedback received from stakeholders as well as the changing conditions and directives from state and local authorities. While many items were influenced by stakeholder input, the following are the most significant impacts that directed our planning and development of our Learning Continuity and Attendance Plan.

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Reopening Plans and through direct feedback on the plan itself. A recent parent survey provided more information on the current needs of families in our district and supports the plan we have established for this school year. The response to the survey questions were positive overall with a majority of parents feeling supported with the resources and tools to be successful during Distance Learning. Overall, parents are satisfied with the various components of distance learning with 80% of parents stating they are confident with supporting their child's education through distance learning. Parents also responded favorably that students have access to devices (89%) and instructional materials (84%) needed to complete their daily lessons. Another important factor contributing to the success of distance learning is strong communication between home and school for which 76% of parents responded favorably to. In addition, we were able to gather specific information on ways we can support parents most effectively during this time. In regards to communication, parents favor text messages (77%) as the most effective communication tool between school and home with email (64%) and the Parent Square app (64%) as the second best form of communication. Our Spanish speaking population still rates phone calls/messages (62%) as a preferred communication method. In regards to parent training, parents stated they are most in need of strategies for supporting distance learning (59%), strategies for helping their children with fear, anxiety and lack of focus (47%) and tech related training (44%).

Themes that emerged from the parent/student surveys and through our various input sessions included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology, and (d) expanded support services for students struggling the most with Distance Learning. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

1) Development of clear expectations for daily, live instruction for all students every day. A minimum number of minutes for both synchronous and asynchronous instruction has been established for all grade levels. All students begin the day at 9 am with a Morning Meeting. The intent of this meeting is to provide connection between teachers and students as well as an opportunity for teachers to share information on their classes and assignments.

2) Development of a Social Emotional Learning (SEL) program focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The SEL program will be an integral component for students and all staff.

3) A communication plan was developed to provide relevant and timely information to parents and caregivers for supporting their own students' learning. The Distance Learning plan includes specific expectations for regular communication from teachers to students and families through a variety of platforms and apps. Communications will include the week's learning goals, schedule of Zoom times for synchronous instruction, content to be taught, assignments to be completed during asynchronous time and any other relevant information. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes being available to parents and students and identifying the times at which support is available.

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.]

Reopening is happening over a three phase rollout. At this time, 100% of our students are participating in distance learning, at a minimum, through the Fall semester per state and local health recommendations and guidelines. Instructional minutes for all grade levels are guided by state guidelines, and we have established consistencies regarding the expectations around synchronous and asynchronous instruction. Assessment plan information is covered in detail in the Pupil Learning loss section below. Staff has implemented an in-person pod program using ASES partners as support for connecting students to their on-line classes and providing follow up help with asynchronous assignments. Services are offered to our most impacted students including Foster Youth, displaced students, English Learners and students experiencing difficulty with distance learning or connectivity. Placement in in-person offerings are done by principal referral. Staff will expand the pod program incrementally until all district sites are served. Staff has also begun 1:1 in-person student assessments including initial ELPAC assessments and annual and triannual assessments for students with IEPs.

Phase two will reintroduce a percentage of students to in-person learning, as permitted by the department of health and when deemed safe for our community. Staff will implement the 90/10 model originally presented to the Board in July. Student return will be prioritized beginning with students with disabilities, English Learners, Foster Youth and Homeless students. Instruction will be provided using a combination of a blended and hybrid model. Class size will follow social distancing recommendations as per state and county guidelines. Distance learning will continue for the majority of students. As we reopen we will survey families regarding their intention to continue with distance learning or to move to in-person offerings.

Phase three will gradually reintroduce all students to in-person learning, as permitted by the department of health and when deemed safe for our community. In addition, families will be surveyed to determine their readiness to return to live instruction. Distance learning accommodations will be developed for families uncomfortable or unable to commit to a return to live instruction for the 2020/2021 school year.

All reopening information is available on our district website in English, Spanish, and Vietnamese.

Upon return to school, students and staff will follow strict health and safety guidelines and procedures.

Screening Process:

Staff and students (with parent support) will self-screen for symptoms each morning before coming onto district campuses or facilities. The screening tool asks the following questions:

- Do you have any of these symptoms that are not caused by another condition? Fever or chills, recent loss of taste or smell, cough, sore throat, shortness of breath or difficulty breathing, congestion, fatigue, nausea, vomiting, muscle or body aches, diarrhea, or a headache
- Within the past 14 days, have you had contact with anyone that you know had COVID-19 or COVID-like symptoms? Contact is being in a cohort for any length of time, within 6 feet (2 meters) or closer for more than 15 minutes with a person, or having direct contact with fluids from a person with COVID-19 (for example, being coughed or sneezed on).
- Have you had a positive COVID-19 test for an active virus in the past 10 days?
- Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID-19 infection?
- Staff or students who answer “yes” to any question will be asked to remain at home and will work with our District representative on next steps. The District also has developed an illness response protocol and a response process for when someone is diagnosed with COVID-19. All employees will need to have mandatory testing every month.

Procuring PPE:

- The District procured personal protective equipment, or PPE, and sanitation supplies and equipment in the spring of 2020 knowing that these items would be essential for the health and safety of our staff and students when it was time to have students return to in-person instruction.

- The District has purchased a variety of items including but not limited to: masks, face shields, electrostatic sanitizing machines, disinfecting wipes, hand sanitizer, touchless thermometers (enough for all school offices), disposable gloves and gowns, soap dispensers, tissues, cleaning and disinfecting supplies, trash cans.

Masks and Face Shields:

When staff or students are using campus areas, both groups are required to wear masks. Students are required to wear cloth masks from home or will be provided with a mask at school. Staff members must wear a mask & will have available: district-provided masks, clear face masks, and can opt to add a face shield, if needed. Mask breaks can occur throughout the day when students and/or adults can be six feet apart and ideally outside.

Cleaning and Disinfecting:

When staff or students are using campus areas, daily cleaning and sanitizing protocols are followed with an emphasis on high-traffic areas. Areas include: classroom desks, door handles, faucets, table tops & chairs, soap, paper towel and sanitizer dispensers, main offices and restrooms. Additionally, All HVAC units will be serviced and MERV 13 filters will be installed in all units.

Physical Distancing:

Physical Distancing Protocols have been put in place to protect students and staff. Classroom furniture has been rearranged to ensure a 6 foot distance between students to the greatest extent possible. School schedules have been modified and only groups of students will be in classrooms at any given time. Students will be placed in stable cohorts and meals will be served in classrooms. Arrival, dismissal, recess, and lunch times will be staggered to allow for adequate spacing between students. Social distancing markers have been purchased for all District facilities and will be placed strategically to help remind staff and students of the need to keep 6 feet apart.

Hygiene Practices:

Signs and videos have been created to train and remind staff and students about good hygiene practices, including: washing hands for 20 seconds and the importance of covering coughs and sneezes. All employees are provided supplies to sanitize their desk areas at the end of each day, which is in addition to the cleaning and disinfecting that will be done each evening.

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

Description	Total Funds	Contributing
On-site Learning Care Pods <ul style="list-style-type: none"> • Pods of 10 students per class with 2 support providers • Two pods at each site 	550,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> Principally supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need) 		
<p>PPE for school sites</p> <ul style="list-style-type: none"> provide PPE and sanitizing supplies to maintain safe and healthy environment for all district sites 	500,000	No

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.]

Continuity of instruction will be maintained through thoughtful instructional program planning, effective two-way communication, and intentionality with regard to adult practices; including professional development and collaboration. Key to our distance learning vision is 1:1 device access for all students in the form of chromebooks and ipads, as well as internet connectivity for all families including mobile hotspots for families in need. In addition, device and material distribution will take place prior to the start of the school year. Technology support is also enabled to ensure that breakage and lost/stolen devices does not become a hindrance to learning. We are closely tracking device distribution, accounting for devices on loan as well as planning for collection and distribution arising from enrollment fluctuation throughout the year. This foundation makes it possible to deliver our distance learning instructional model, consisting of daily minimums of 180 minutes of daily learning for students in grades TK-2nd, 230 minutes of daily learning for students in grades 3-5, and 240 minutes of learning for students in grades 6-8.

Students continue to use state adopted curriculum; Envision, CPM Math, Benchmark and McGraw-Hill Study Sync for Language Arts as well as several on-line learning platforms to supplement and enhance their learning. We use MobyMax, Nearpod, Imagine Learning and BookNook as additional support. Our instructional day starts with a morning meeting for SEL support and check in for student engagement. The remainder of the day consists of a mixture of synchronous and asynchronous delivery, allowing for daily live interaction between

teachers and students. Guidelines have also been established regarding attendance monitoring, grading, feedback norms, and student engagement. Within our asynchronous and synchronous blocks we will provide whole group instruction, small group instruction, socio-emotional attention via a daily morning meeting, and consistent parent communication.

All teachers have access to the adopted core curriculum as the foundation for teaching core subjects. They have access to the online planning tools and supplemental student consumables are available for distribution. In addition a variety of online support programs have been provided by the district. Nearpod is provided to all teachers with succinct lessons in language art, ELD, digital citizenship and provides a platform for teachers to create their own lessons. Our district also provides MobyMax, which is a standards based, independent practice platform providing instruction at a student's individual pathway or teachers have the ability to assign standard-based support lessons. Seesaw is also provided to all teachers and includes a lesson bank for students in a variety of core subject areas. All online adopted curriculum as well as supplementary programs will be available for use by students and teachers during in person and distance learning.

Support is provided to English Language Learners, students with IEPs and 504 plans, as well as students in special populations in the form of online interventions. General communication and announcements will take place through the Parent Square application, allowing dissemination of information, updates, and alerts. Daily instructional communication in terms of class updates, assignment directions, and student feedback will be provided through the Seesaw platform for students in grades TK-2nd, and through Google Classroom for students in grades 3-8. It's important to note that these platforms enable effective two way communication, allowing for regular input and feedback on the instructional program.

Staff collaboration and professional development is built into our weekly schedules and facilitated through the use of Google Suite components and other collaborative platforms including jamboard, padlet, and flipgrid to name a few. In addition, all teachers and administrators are provided with a Zoom Pro account to enable effective video-conferencing to be utilized for instruction, as well as for collaboration and professional development.

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.]

Alum Rock offers various technology programs and apps to students and staff. Accordingly, various types of instructional computing devices are available to students and staff. We provide and support Windows laptops, Chromebooks, iPads to pupils as per their program requirements. iPads are provided to students in TK/K grades and Windows laptops or Chromebooks to students from 1st through 8th grade. Alum Rock also runs the VILS (Verizon Innovation Learning Schools) program and through this program the students and staff at five of our middle schools receive iPads with built-in internet connectivity. For students outside the VILS program, our district offers internet connectivity through 2000 Tmobile Hotspots. Recently, we received a Digital Inclusion Grant of 2200 AT&T hotspots to support wireless connectivity for our students. We are supporting all our students with 1:1 devices and hotspots, as needed. The IT department has also extended our Tech Support hours until 7:00pm on weekdays and added service from 10:00am to 4:00pm on weekends. Additionally, we provide tech support in English/ Spanish and Vietnamese.

School trainings are offered by IT department staff, by request. Individualized training is provided during tech support hours, as needed. All school sites are providing tech workshops for parents led by Principals, Community Liaisons and/or after school providers.

Site and district staff have worked tirelessly to provide outreach to students that are not connecting to their online classes. Teachers are in regular communication with their site administrators, school office staff and community liaisons in regards to student attendance. Using a tiered approach for reengagement, our team reaches out to families by phone and through home visits to assess individual student's needs for participation in distance learning. Our district has made it a priority to provide devices and/or hot spots to all students needing this support.

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.]

Teachers are tracking synchronous and asynchronous assignments through a weekly log in Illuminate. This log will encompass work that adds up to the mandated instructional minutes (TK-K = 180 minutes, 1-3 = 230 minutes, and 4-8 = 240 minutes). In conjunction with this, teachers will fill out a report in our Illuminate platform that summarizes student engagement and any interventions that have occurred as a result of re-engagement. These interventions include phone calls, emails, text messages, home visits, and more. The report will be viewed by teachers, community liaisons, school leaders, and district leaders in order to monitor engagement and re-engagement efforts.

Teachers are monitoring student participation during synchronous and asynchronous instructional time and assign participation credit. Our weekly assignment tracker requires teachers to identify both synchronous and asynchronous instruction provided each week, and this system also allows us to demonstrate student participation. Stakeholder input, provided via surveys, indicates families are interested in student/teacher communication and connection. Schedules have been responsive to this need as evidenced by our district-wide synchronous morning meeting designed to support student's emotional well-being, followed by a weekly schedule that incorporates a blend of synchronous and asynchronous daily instruction. All assigned class work must be turned in and then provided a grade in Google Classroom or Eschool. Teachers are monitoring student progress using a variety of methods including daily live sessions(synchronous participation), small groups, assignment completion and assessment results.

Academic progress is measured by our district assessment plan (with considerations for distance learning) and in class formative assessments. This progress will be communicated to our families through our different platforms as well as our trimester and semester (depending on the school) report cards. The report cards cover progress towards mastery of grade level standards, as well as communicate out a students' participation in class discussions and assignments.

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.]

Professional development is delivered virtually for all ARUSD teachers, administrators, and support staff. Topics and modes of delivery are identified through stakeholder surveys and input sessions. Session topics are divided into universal offerings that pertain to each member of the stakeholder group and voluntary offerings that are applicable to subgroups such as elementary staff or middle school staff. Examples of universal offerings include video-conferencing, essential instructional platforms and programs, supports for English Language Learners, school-home communication methods, socio-emotional supports for students and staff, and online instructional design topics, among others. Examples of voluntary offerings include supplemental instructional applications, making effective use of devices such as chromebooks or ipads, to name a few. Professional development modalities are taken into consideration to ensure a variety of delivery methods to meet the needs of diverse learners. Depending on the topic and stakeholder interest we design learning opportunities that offer a blend of synchronous and asynchronous flavor in order to be responsive to adult learning theory. In the case of asynchronous offerings we will include optional office hours, so staff can interact with content independently and also have the opportunity for thought partnership to ensure clarity and proficiency. For larger scale offerings we will consider a webinar style format as appropriate. In addition, we will utilize Alludo, which adds a “gameified” element to the professional learning process. This platform is accessible 24/7, which is also responsive to our stakeholder groups needs. Within this platform we offer professional development related to distance learning strategies and tools, online assessment tools, digital citizenship, Google apps for Education, and maintaining effective online environments, among others. In addition to the topics and modalities previously addressed, we will develop and provide a variety of tutorials. Topics will include procedures for logging into edtech programs, device troubleshooting, connecting to hotspots, as well as core curriculum and edtech program “how-to’s”.

Staff Roles and Responsibilities

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

Memorandums of Understanding were negotiated with all bargaining units to address changes to our collective bargaining agreements. Teachers and paraeducators are providing the same type of support, but from a remote location. Their work with students is remote via distance learning. Bus drivers are assisting the Child Nutrition Department to transport food and meals to our families in the community. Campus paraeducators who normally supervise students during lunch time are supporting with re-engagement activities such as phone calls home. Campus paraeducators will also support recess and lunch monitoring of students for our on-site support programs.

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.]

All English Language Learners are supported during instructional time with integrated ELD strategies to support development of academic vocabulary, content vocabulary and language functions. In addition, an emphasis is placed on speaking, listening and reading skills to support language development. To support listening skills and literacy, Listenwise was added as a supplemental program to be used in all content areas by middle school teachers and our 3rd -8th graders in the K-8 schools. A series of Constructing Meaning professional development opportunities are being offered to build capacity with our teachers around supporting language learning in content areas. In

partnership with SCCOE, we are offering teachers additional learning opportunities using the EL Toolkit of strategies that they can incorporate into their instruction. In elementary levels, BrainPOP ELL was purchased to support additional instruction and learning to supplement in class learning.

Through the use of small group instruction and designated ELD we will support students learning aligned to proficiency level. Additional programs that support small group guided reading, vocabulary and literacy skills were purchased such as Book Nook , RAZ Kids. We are exploring more instructional supports for teachers to use during their small group instruction.

All McKinney Vento students are case-managed by a School Link Services Coordinator to identify and link students to identified needs (food, shelter, tutors, counseling services, school supplies, uniforms and transportation). Foster Youth are assigned to our school counselors and counselor interns so that they can provide regular check-ins to determine additional support needed. Additionally, a district team is participating in professional development emphasizing Trauma Informed MTSS with a focus on supporting foster youth. Tutoring services are provided to address learning loss for identified high need students.

For our students with IEPs, our special education staff, which includes special education teachers, speech and language pathologists, school psychologists, occupational therapists, adapted physical education specialists, counselors, and applied behavior analysis therapists, will continue to provide activities informed by the IEP goals and services are implemented to support group or individual needs. Students will have online and off-line interactions with their special education teachers and paraprofessionals as appropriate. Tools for learning can include the use of Google classroom, Seesaw, Class Dojo, other online educational platforms, video-conferencing, live or pre-recorded lessons, mailed packets of materials, and content-specific activities or programs for reading, math, and writing. Special education staff will collaborate with families to support the student’s educational progress during distance learning. They will work in partnership with general education teachers in order for students to access the general education curriculum with the modifications and accommodations in their Individual Education Program (IEP). Initial and Triannual assessments are being completed through record reviews, where applicable, and through online methods. Parent trainings are offered through Zoom with behavior specialists to support behaviors at home during distance learning.

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

Description	Total Funds	Contributing
Professional development for teachers	1,289,235	No
Technology devices <ul style="list-style-type: none"> • devices and/or hotspots provided for all students and staff 	700,000	No

Description	Total Funds	Contributing
<p>Learning platforms and support services</p> <ul style="list-style-type: none"> Platforms to facilitate student learning, progress monitoring and communication in distance learning model 	1,250,000	No
<p>Additional materials for students</p> <ul style="list-style-type: none"> principally directed for unduplicated students 	100,000	Yes
<p>Residential substitutes and training</p> <ul style="list-style-type: none"> long term subs are in place to provide seamless instruction in online classrooms 	270,000	No
<p>Expanded nutrition services</p>	1,400,000	Yes
<p>Translation and Interpretation</p> <ul style="list-style-type: none"> provide additional intpretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school. Principally directed for parents of unduplicated students 	250,000	Yes
<p>Tech support for parents/staff</p> <ul style="list-style-type: none"> IT staff provides extended evening and weekend tech support to parents, students and staff. Principally directed for parents and unduplicated students 	80,000	Yes

Description	Total Funds	Contributing
Curriculum Design and Support	50,000	No
Teacher led English Learner support <ul style="list-style-type: none"> • Small group interventions for Newcomer and English Learners 	162,000	Yes
Training, Support and devices for Para-educators	\$40,000	No

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.]

Pupil learning loss will be identified through a combination of in-person and online diagnostic assessments designed to establish baseline proficiency and progress monitoring for students in math and language arts. Administration of standards-normed benchmarks in both math and language arts, via the FastBridge assessment system, will take place at three intervals throughout the school year for students in grades 1-8. The first administration will take place at the beginning of the school year and will serve as a diagnostic. Additional checkpoints will be administered at the midyear and end of year marks. Sites and central office teams will identify performance targets for student subgroups, disaggregate student data, and develop action plans to support all students. Growth targets and action plans will be revisited and revised following our benchmark administrations allowing site instructional teams the opportunity to monitor and adjust plans to support all students equitably. Schools and teachers identify standards and skills that students need additional instruction with or to determine if extension or enrichment is beneficial. Once the standards and skills are identified, instruction can be added to small group time during core instruction or to the Response to Instruction period. Additionally, the District uses trend data by school and grade to determine next steps for professional development. The ESGI assessment system will serve as the foundational skills assessment for students in grades TK and kindergarten, as well as for students in special day classes. These assessments will also be administered at beginning, middle, and end of year checkpoints.

Reading progress will be monitored throughout the year for students in grades K-5, through the administration of the Book Nook's leveling assessment. Additional math and language arts progress monitoring is available to teachers through our Mobymax online learning program.

Special education staff and service providers such as speech pathologists, occupational therapists, adapted physical education teachers, and ABA assistants will continue to monitor progress on goals to ensure that those supports put in place to account for any learning loss have been effective. Data will be gathered using curriculum based assessments, and when appropriate standardized assessments. Special education staff and assigned service providers will continue to report and analyze data as it pertains to an individual student's progress on IEP goals which is reported to parents/guardians with the same frequency that general education students receive report cards. As part of the IEP process, IEP teams meet annually or in response to a parent request to monitor continued student progress on goals and determine if additional supports or modifications are appropriate.

Staff is prioritizing and targeting additional learning recovery supports to students who are English learners; low-income; foster youth and pupils experiencing homelessness. English language development for our English Language Learners will be assessed through a combination of progress monitoring assessments as well as Initial and Summative ELPAC assessments. As a district we are exploring the idea of additional extended day classes for newcomer designated support and EL students showing learning loss. Focus for these classes will be on listening and speaking and transitioning to writing. ELPAC performance levels, mid year diagnostic and teacher recommendations will be used to determine grouping and participation. Pre and post assessment will be given. Support for displaced students will be case-managed by our school-linked services coordinators and Foster Youth by our counselors and/or counselor interns as a way to monitor their specific needs as related to their school progress.

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.]

Learning Loss is addressed through small group instruction and targeted interventions. Through the use of eduClimber, teachers will be able to create intervention groups, decide on formative assessments and interventions, and monitor for effectiveness. This will allow for a three tiered intervention system to support students in learning grade level standards. Students with Individual Education Plans (IEP) will receive services through special education that include monitoring for academic progress. Students with 504 Plans will continue to receive any and all accommodations throughout distance learning. English Learners will be monitored and based on their English Proficiency progress, interventions will be provided. This is in conjunction with Integrated and Designated English Language Development support throughout their academic day.

Tutoring services will be provided to address learning loss for identified high need students. We are working with tutoring agencies (ie. Tutorworks, Paper, Sylvan Learning, Jose Valdes, Springboard) to provide small group or 1:1 services to students indentified. Our after school partners, City Year, Think Together, YMCA, City of San Jose and Citizen Schools are providing school day support in virtual classrooms as well as after school tutoring and enrichment.

For pupils with exceptional needs who currently receive special education, any learning loss will be addressed through the IEP process. During distance learning, if teachers or families have concerns regarding a student’s access or academic progress. IEP teams will convene to consider and implement additional modifications and accommodations to address the student’s learning. When schools return to in-person instruction, District staff working with the students will closely monitor their skills and performance to confirm whether or not there are any concerns regarding educational progress or regression due to school closures. If there are any such concerns, the student’s teacher will work with the IEP team and family to discuss the student’s individual needs, which may include the offering of compensatory services.

Staff will prioritize and target additional learning recovery support to unduplicated students who are English learners; low-income; foster youth; and pupils experiencing homelessness. Newcomers will be supported with small group after school interventions to target social and academic language. As mentioned earlier, displaced students will be case-managed by our school-linked services coordinators and Foster Youth by our counselors and/or counselor interns as a way to monitor their specific needs as related to their school progress. The Coordinator of Mental Wellness Support Services is collaborating with San Jose State University’s Counselor Education department to develop a comprehensive support plan for Foster Youth and Homeless Youth. This plan is being developed to provide supports such as basic case management and referral brokerage.

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.]

Staff will measure the effectiveness of learning loss strategies through data analysis of local assessments that measure student progress towards grade level proficiency in language arts and math (FastBridge, Leveled Screener, ESGI). The Illuminate student academic data platform reports will inform teachers to be able to create intervention groups, decide on formative assessments and interventions, and monitor for effectiveness. Data teams at schools will meet to analyze academic data to determine effectiveness of the interventions in place for learning loss. Students with Individual Education Plans (IEP) will receive services through special education that include monitoring for academic progress. Staff will use this data to gauge effectiveness of support provided and make adjustments. Students with 504 Plans will continue to receive any and all accommodations throughout distance learning. English Learners receiving interventions will be assessed and monitored to determine progress. This is in conjunction with Integrated and Designated English Language Development support throughout their academic day.

Site administrators will be co-teachers in their teachers’ Google classroom or Seesaw in order to provide support, information needed by parents. Virtual classroom visits will be conducted to monitor participation. Principals will provide opportunities for teachers to collaborate, plan together to address specific needs of their students. The administrators will check in on Fast Bridge diagnostics, Mobymax progress as well as progress on BrainPOP ELL. Ongoing modifications of supports and services will be made based on student data.

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

Description	Total Funds	Contributing
Student Interventions/Tutoring <ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss. 	750,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> principally directed at unduplicated students 		
Extended Day Programming <ul style="list-style-type: none"> provide in class support during distance learning for all schools 	1,485,520	Yes
Extended Year Programming <ul style="list-style-type: none"> provide summer programming for students identified with learning loss 	730,000	Yes
Teacher led student interventions <ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss principally supporting unduplicated students (ie. English Learners) 	90,000	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.]

Mental Health Support

In an effort to serve our families most in need of these resources, every three weeks, a notice to all families via Parent Square and email is sent to all ARUSD families to remind them of the link on the district website where they can request support to access resources and/or

services such as mental health assistance, rent and utilities assistance, hygiene products, referrals to food distribution centers, and food from a local community based organization within East San Jose. Additionally, families may access information on the district website in order to access mental health, wellness, and social emotional learning information.

In order to address the mental health support needs of students and staff, the LEA will utilize a multi-layered approach. Supporting staff via a series of professional developments focused on increasing their understanding of the following concepts:

- Understanding the Impact of Trauma
- Navigating Grief & Loss
- Trauma Informed Practice
- The Importance of Connection

Access to these professional developments and coaching support via the Coordinator of Mental Wellness Support Services will provide staff with increased capacity to build spaces for students where they feel safe and seen. Additionally, a short presentation will serve as a review of the referral process for requesting services on behalf of students and families. At the onset of crisis, the Coordinator of Mental Wellness Support Services conducts an initial assessment and supports employees, as needed, in obtaining therapeutic services through their insurance. Requests for support services can be made to address the following:

- Mental Health support for student and/or family
- Resourcing to address support needs which may include the following: rent or utility support, food needs, basic hygiene needs, school supply needs, diaper and wipes, and Legal Aid Support.
- Academic guidance

The LEA is providing students access to the following supports:

1) Site-Based Counseling:

All district schools with access to a site-based School Counselor Intern (SCI) for a minimum of thirteen hours per week. School Counselor Interns will utilize the Child & Adolescent Needs & Strengths Assessment to determine what level of support services students may need. Students who are considered Tier 1 or Tier 2 (MTSS) will be provided with support via the School Counselor Intern. Students who present as Tier 3 will be referred to partnering agencies for intensive therapeutic support. Additionally, SCIs will be able to provide crisis counseling and assessment with the ability to either draft a safety plan with students and family or request support from partnering agencies to assess students for possible hospitalization.

2) After Hours Crisis Counseling:

The Coordinator of Mental Wellness Support Services will assist and work with partners such as Mobile Crisis to coordinate after hours crisis support which may occur for students. Crisis response and assessment will take place for any student who makes reference to self-harm or suicide. The response would involve reaching out to parents to discuss safety concerns, conducting an assessment to gauge level of lethality/severity, and the development of a safety plan or referral to Mobile Crisis for an extended more intensive assessment to be conducted.

3) Quick Resourcing Response:

The development and maintenance of the Wellness Resource and Support Requests survey will require a collaborative effort by the Coordinator of Mental Wellness Support Services, District SLS Coordinators, and School Counselor Interns. The survey is utilized by families to request support. The collaborative reaches out to the family to gain an increased understanding of what support needs may exist in order to make appropriate service linkage occur for students and/or families.

4) Wellness Wednesdays are offered to staff as another resource for mental health support. Staff were surveyed in the Spring 2020 in order to gather information regarding mental health & wellness support/needs. Topics include but not limited to: guided meditation/mindfulness, healthy cooking, compassionate self-care via creative expression. The Coordinator of Mental Wellness Support Services is currently working with community partners such as Pure Edge, ARUSD employees who are open to facilitating, as well as new partners willing to support with either livestream or prerecorded videos geared towards requested topics to provide support throughout the 2020-21 school year.

5) ARUSD is also participating in a Trauma informed MTSS series currently offered through the Santa Clara County Office of Education. This is a 3 year offering with the first year consisting of support from Alia Innovations and the SCCOE. During years 2 and 3, technical assistance will be provided by the SCCOE team. This series is intended to expand knowledge and understanding of the human impacts of trauma on youth development, as well as to deepen understanding of how trauma manifests in behaviors. Our district will receive tools and resources for different ways to address trauma in schools.

Social and Emotional Learning Support

Several elementary schools and TK sites are implementing an SEL curriculum, Kimochis. Students will explore feelings and how to express them positively and respectfully as the teacher uses various instructional strategies such as using puppets. Teachers and administrators will be receiving training and follow throughout the school year. Other sites will continue to strengthen their PBIS and Restorative Justice practices tailored to distance learning. Additionally, every student in ARUSD will participate in Morning Meetings daily which is a Tier 1 approach. Teacher meets synchronously with all students via video conferencing to kickstart day, allow for a sense of connectedness, and address SEL needs. Teachers and administrators were trained on Morning Meetings before the school year began. There will be future offerings for teachers throughout the school year to address areas such as but not limited, self management and self awareness through Wellness Wednesday (professional development series). Administrators will also receive professional development on fostering Communities of Care throughout the school year. Sources that will support this work include but are not limited to Brene Brown's Dare to Lead, Elena Aguilar's Onward, and Fischer & Frey's Distance Learning Playbook.

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.]

ARUSD is implementing a tiered levels of support for pupil engagement.

Tier 1 - Once a student has 2 missed interactions within a week, the teacher will outreach to the student which may include multiple phone calls, texts and or emails. Student attendance will be documented and managed with the current SIS (E-School Plus)

Tier 2 - Outreach will take place when a student misses 4 interactions within a week. The student/family will receive multiple phone calls, text and emails from the school's Administrative Assistant and or the school Office Assistant.

Tier 3 - Will be more outgoing personalized support. Once the student misses a week in a month of interactions, the student/family will be contacted by the School Principal or the Community Liaison. Students will be reached by multiple calls, emails or text then followed up with a wellness check at students home.

Tier 4 - Will be that of intensive support. Once a student misses 12 plus interactions within a month, the Districts Student Services Department will contact student/family by phone, emails, text and a follow up wellness check at the students home. Pupil and Family Engagement Outreach will be assigned to school Community Liaisons and School Link Services Coordinators.

Support staff will communicate via phone, text, emails, Parent Square and District Website. They will outreach to parents to determine needs including, technology support, health, and mental health and communicate with parents regarding academic progress. Translation and Interpretation services will be available to provide access for our monolingual Vietnamese and Spanish speaking parents.

Alum Rock has a robust parent education program consisting of site/district-sponsored parent workshops, Parent University and classes offered through contracted vendors. These parent education activities include but are not limited to ESL classes, computer classes, workshops around developmental assets and bullying prevention, drug and alcohol awareness, Cyber/Internet safety, immigrant rights, nutrition and parenting classes.

During school closures and continuing through distance learning, district staff developed training videos to provide step by step instructions for using the platforms and applications most commonly used in our classrooms. These videos can be found on our District website under the IT department heading. In addition, Community Liaisons have provided in-person tech trainings for small groups of parents which will continue throughout the school year. In addition, our district will continue to utilize the resources and services of our many partners to bring a variety of on-line Zoom trainings for all interested parents.

All parents continue to engage in leadership and advisory committees such as School Site Council (SSC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC) and Superintendent's Parent Advisory Resource Council (SPARC). Site specific parent meetings are used to provide updates, keep families informed about distance learning, student engagement and any additional resources available to families to support student academic and social emotional well-being.

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.]

For ARUSD 20-21 Fall distance learning, Child Nutrition Services (CNS) is providing curbside grab and go meals from 12 school locations. We have extended the number of sites serving meals this school year compared to March's school closures to increase students access to nutritious meals. Students will receive breakfast, lunch and supper meals for each school day. Meals will follow the School National Program, School Breakfast Program and Child and Adult Care Food Program meal requirements.

As of September 1st, USDA approved to apply for the Summer Seamless Option Meal Program that will allow us to provide FREE meals to all children 18 and younger. This waiver is contingent upon USDA funding.

Meals are provided Monday-Thursday from 11:00-1:00pm. On Thursday, students receive both Thursday and Friday meals, a total of five days worth of meals are provided to every participating student. Outreach and information regarding meals was disseminated through flyers, messages on the District's Parent Square app, social media outlets such as facebook and instagram, and other district communication outlets.

In addition to grab and go meal distribution sites, CNS has partnered with our transportation team to deliver meals to SPED, quarantined, and high need student populations. Our goal is to be able to provide meals to students who do not have the means to pick up meals from one of our locations and reduce the food gap during distant learning. We have applied for the various waivers for meal service time requirement, to allow parent and guardian pick up meals for children, non-congregate feeding, monitoring requirements, and meal pattern flexibility to support and increase access to meals. Food service personnel, school community engagement facilitators, principals, and administrators continue to engage and inform parents and students about our free breakfast, lunch and supper meals throughout the year.

Alum Rock School District has participated in the alternate meal claiming School Nutrition Program Provision 2. Through provision 2 all ARUSD students receive meals at no cost, giving all students the opportunity to receive meals without monetary limitations. Being a Provision 2 district, our families are not required to complete or submit a meal application form. Notice of Provision 2 schools "meals at no cost" will be posted on our ARUSD website and cafeterias. All meal distribution flyers inform families all breakfast, lunch and supper meals are free.

Our CNS department provides enrichment materials that allow students to receive nutrition education during distance learning. In addition we will highlight and provide information on the harvest of the month fruit and vegetable that will be offered to students every Wednesday of the week. For example, this month we will highlight blueberries and Cauliflower that will be served for lunch on Wednesday.

Alum Rock CNS Department established various procedures and protocols to ensure the safety of staff and community members by requiring staff and volunteers to use proper PPE and follow safety guidelines. In addition, strict procedures were established at all sites to ensure social distancing throughout the day while adhering to our rigorous food safety procedures and standard protocols. Furthermore, we developed a menu that consists of food items that are safe to transport through this alternate meal service program allowing all meals to be safe for students.

As our distance learning program continues to develop, we have procedures that will allow us to continue to serve students through distance learning or on site programs. When campuses are open to students and the District is providing in-person instruction, we will continue to offer breakfast, lunch and supper via grab and go models or meals in the classroom. This will help students and staff on site adhere to all safety protocols.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Counselors	1,100,000	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators	200,000	Yes
Mental Health and Social and Emotional Well-Being	Coordinator	193,340	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
31.90%	\$22,046,664

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.]

Alum Rock School District serves some of the most vulnerable populations in Santa Clara County, including foster youth, English Learners and low-income students. When evaluating the entirety of its school programs, Alum Rock must first consider these and other significant student groups in order to ensure the schools build models that support academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is needed, and actions are designed with those student groups in mind.

In March 2020 when schools shifted to distance learning, Alum Rock immediately assessed the status of the school programs with respect to remote learning environments and evaluated the needs of our most vulnerable students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Understanding the needs of these specific students, our School-Linked Services Coordinators and Community Liaisons partnered to make follow up calls and home visits to families of students not participating in distance learning. Staff worked to prioritize services to these students on an as needed basis.

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

In addition to the targeted support required for Foster Youth, English Learners and low-income students, Alum Rock increases/improves services for these students through other federal funding sources and grants.

Professional Development

Research clearly demonstrates a positive link between teacher professional development, teaching practices and student outcomes. During this school closure period, we have invested funding towards the professional development of staff to be able to quickly adjust to teaching in

a Distance Learning environment. Furthermore, some of the professional learning in areas such as social emotional learning provides the necessary tools needed to work with the diverse needs of these students.

On-line platforms

As our District experienced school closures, staff had to quickly move to implement on-line tools to allow for continuity of learning. These tools support student learning by providing the flexibility for whole class or small group instruction which allows for differentiation of instruction based on students' needs. The opportunity to teach in smaller groups will be most effective with unduplicated pupils needing additional support.

Technology

According to research on the topic of the Digital Divide, there is a gap between students who lack access to technology and those students that have it. This lack of access impacts the challenges unduplicated pupils face when gaining access to on-line classes during Distance Learning. Alum Rock is able to provide 1:1 device access for all students and hot spots for any student needing this support.

Social Emotional Learning and Counseling Support

According to research on this topic, school climate refers to relationships among students and staff/teachers, active student engagement, values and norms, and shared approaches and practices. During this pandemic era, Alum Rock is aware of the impact on students' mental health. We have invested time and resources towards professional development in the area of social emotional learning for all staff. Furthermore, additional services such as, SLS coordinators, Counselors and Counselor Interns ensure that our students have their mental health and safety needs met.

Parent Community Involvement, Outreach and Training

One of the most accurate predictors of student success is the extent to which parents are involved in their child's education and encourage learning at home. Due to the varying educational levels and language abilities of the parents of our unduplicated students, Alum Rock has moved towards providing extended tech support, parent tech trainings and support with more workshops planned throughout the year. Recognizing that communication between home and school is essential, Alum Rock has expanded its translation and interpretation services to provide English/Spanish, English/Vietnamese translation services.

Community Liaisons

As stated above, there is a direct link between parent involvement and student success in school. Unfortunately, the students most in need are typically our unduplicated pupils whose parents do not attend school meetings, trainings or events. The role of the Community Liaison is to bridge the gap between home and school and encourage participation by providing outreach to parents that are disenfranchised or alienated from school. During Distance Learning, the Community Liaison role is even more crucial as we work to connect all students to their virtual classrooms and provide the necessary resources to support their learning.

