

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BOARD OF TRUSTEES



**Regular Board Meeting
October 8, 2020**



**Thursday, October 8, 2020
REGULAR BOARD MEETING AGENDA**

Type: REGULAR BOARD MEETING AGENDA

Time: 5:30 p.m.

Code: Regular #6-20/21

PURSUANT TO GOVERNOR GAVIN NEWSON'S EXECUTIVE ORDERS NOS. N-29-20 AND N-33-20, AND IN ORDER TO NOT PREVENT, HINDER, OR DELAY APPROPRIATE ACTIONS TO PREVENT AND MITIGATE THE EFFECTS OF THE COVID-19 PANDEMIC, THE October 8, 2020, REGULAR BOARD MEETING WILL BE CONDUCTED EXCLUSIVELY VIA CONFERENCE TELEPHONE AND THROUGH "ZOOM" VIDEO CONFERENCING. THE DISTRICT OFFICE AND BOARD ROOM WILL NOT BE OPEN AND AVAILABLE FOR THE PUBLIC TO ATTEND AND PARTICIPATE IN THE BOARD MEETING AT THE DISTRICT OFFICE. MEMBERS OF THE PUBLIC MAY PARTICIPATE AND COMMENT IN OPEN SESSION THROUGH THE FOLLOWING MEANS:

1. Zoom - Live Board Meeting and use "Raise Hand" function to request opportunity to make a comments.

2. THE ZOOM MEETING CAN BE ACCESSED AS FOLLOWS:

Join Zoom Meeting <https://zoom.us/j/83530824544>

One tap mobile

+4086380968, Meeting ID:83530824544# US (San Jose)

+16699006833, Meeting ID:83530824544# US (San Jose)

Zoom Spanish Interpretation available- Zoom Instructions link www.arusd.org/zoomesp. If you call in you will not be able to access this function.

THE MEETING MAY ALSO BE VIEWED THROUGH LIVE STREAM AS FOLLOWS:

1. Live stream Youtube English Channel "AlumRock TV"

<https://www.arusd.org/alumrocktv>

In compliance with the Americans with Disabilities Act and Executive Order N-29-20, if you need Special Assistance, Disability-Related modifications or accommodation, including auxiliary aids or services, in order to participate in the Regular Board Meeting of the Board of Trustees, please contact the office of the District Superintendent at (408) 928-6822 or by email at maribel.carrillo@arusd.org immediately and the district will make reasonable arrangements to ensure accommodation and electronic accessibility to this meeting.

1. OPEN SESSION - CALL TO ORDER AND ROLL CALL

1.01 CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE -- BOARD PRESIDENT ERNESTO BEJARANO.

1.02 DISCUSSION AND/OR MODIFICATION(S) OF THE AGENDA. The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action.

2. PUBLIC MEMBERS WHO WISH TO ADDRESS THE BOARD

2.01 REQUESTS TO ADDRESS THE BOARD provides members of the public an opportunity to speak to the Board about any matter under the jurisdiction of the Board and not otherwise on the agenda. Those who wish to address specific agenda items will have an opportunity to do so when that agenda item is introduced and presented during this meeting. Individuals wishing to speak are requested to submit a comment or request for comment as specified above. There is a two-minute time limit for each speaker. The Board will automatically refer to staff any formal written requests that are brought before them at this time. Written matters may be placed on a future meeting.

3. COMMENTS AND COMMUNICATION

3.01 Teamsters.

3.02 California School Employee's Association (CSEA).

3.03 Alum Rock Administrator's Association (ARAA).

3.04 Alum Rock Educator's Association (AREA).

3.05 Superintendent.

3.06 Board of Trustees/Communications/Comments.

4. SUPERINTENDENT / BOARD BUSINESS--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

4.01 Spanish Language Dual Immersion High School-Dependent Charter (Information Only). (Clerk Andres Quintero)

4.02 Approve Board Policy 4119.21/4219.21/4319.21, Professional Standards – Second Reading.

4.03 Approve Board Policy 4119.11/4219.11/4319.11, Sexual Harassment-Personnel – Second Reading.

4.04 Approve Board Policy 5145.7, Sexual Harassment-Students – Second Reading.

4.05 Board update concerning the Ethnic Studies committee (Information Only).

4.06 Board update concerning the Racial Equity committee (Information Only).

5. CONTRACTS OVER \$100,000--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

5.01 Approve the THINK Together-Preschool Program Contract for the 2020-2021 SY. THINK Together in coordination with ARUSD, will offer a comprehensive licensed preschool program at Adelante Dual Language Academy and Adelante Dual Language Academy II, which meets the developmental needs of the children it serves. Submitted by: Early Learning Department, in the amount of \$526,939.20.

6. INSTRUCTIONAL SERVICES--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

6.01 2020-2021 Learning Continuity and Attendance Plan - Aptitud Community Academy (Information Only).

7. HUMAN RESOURCES-- BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

7.01 Resignations (Information Only).

8. CONSENT CALENDAR-- BOARD DISCUSSION AND/ OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

8.01 Approve Quarterly Report on Williams Uniform Complaints.

8.02 Approve Acceptance of Donations.

8.03 Approve Fundraising Activities.

8.04 Approve Acceptance of Vendor & Payroll Warrants.

8.05 Approve Contracts for Professional Services -Firms/Organizations.

8.06 Approve/Ratify Notices of Employment and Changes of Status/October 8, 2020/Human Resources Department.

8.07 Approve Seal of Biliteracy Achievement Awards - CRITERIA.

8.08 Approve Resolution No. 15-20/21 Inventory Disposal.

9. CLOSED SESSION

9.01 RECESS TO CLOSED SESSION: The Board will recess to Closed Session at approximately 9:00 p.m. Open Session will resume at conclusion of Closed Session.

9.02 ANNOUNCEMENT AND PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION (Government Code Section 54957.7).

9.03 CONFERENCE WITH LEGAL COUNSEL--ANTICIPATED LITIGATION Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of section 54956.9: Name of the case Dominique C. Jones v. Alum Rock Union Elementary School District, Case No: 4:19-cv-0050-JSW and two (2) potential cases.

9.04 CONFERENCE WITH LABOR NEGOTIATORS, EMPLOYEE ORGANIZATION: CSEA (California School Employees Association); District Negotiators: (1) Hilaria Bauer, Ph.D., Superintendent; (2) Carlos Moran, Assistant Superintendent, Human Resources and (3) Jess Serna, Lead Negotiator.

9.05 CONFERENCE WITH LABOR NEGOTIATORS, EMPLOYEE ORGANIZATION: AREA (Alum Rock Educators Association); District Negotiators: (1) Hilaria Bauer, Ph.D., Superintendent; (2) Carlos Moran, Assistant Superintendent, Human Resources and (3) Jess Serna, Lead Negotiator.

10. RECONVENE TO OPEN SESSION-DISTRICT OFFICE BOARD ROOM

10.01 REPORT OF ACTION TAKEN IN CLOSED SESSION.

11. FUTURE BOARD AGENDA REQUESTS

11.01 Requests from Board of Trustees and/or from the Public. Requests shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. BB 9322

12. ADJOURNMENT

12.01 President adjourns the meeting.

13. NEXT MEETING(S)

13.01 November 12, 2020 (2020-21 School Year).

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

4.01

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: Spanish Language Dual Immersion High School-Dependent Center.

Information Only

Submitted by: Hilaria Bauer, Ph.D. Title: Superintendent

To the Board of Trustees:

Meeting:

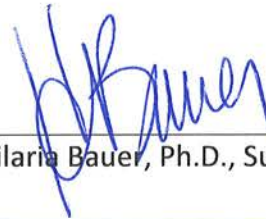
October 8, 2020

Regular Board Meeting

Information Only

4.01

Agenda Placement



Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

4.02

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve Board Policy 4119.21/4219.21/4319.21, Professional Standards – Second Reading.**

Attached is the second reading for Board Policy 4119.21/4219.21/4319.21, Professional Standards.

Recommendation:

Staff recommends approval of second reading.

Submitted by: Hilaria Bauer Title: Superintendent

To the Board of Trustees:

Recommend Approval

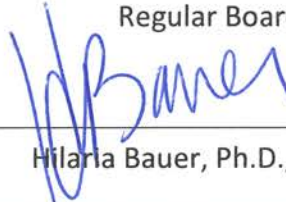
4.02

Agenda Placement

Meeting:

October 8, 2020

Regular Board Meeting



Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union ESD

Board Policy

Professional Standards

BP 4119.21/4219.21/4319.21

Personnel

The Board of Trustees expects district employees to maintain the highest ethical standards, ~~behave professionally~~~~exhibit professional behavior~~, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct ~~should that~~ enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

(cf. 0200 - Goals for the School District)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Each employee is expected ~~should make a commitment~~ to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute ~~should focus on his/her contribution~~ to the learning and achievement of district students.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 4158/4258/4358 - Employee Security)

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

(cf. 3515.2 - Disruptions)

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 4020 - Drug and Alcohol Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. Dishonesty Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying ~~falsification of~~ information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information

(cf. 3580 - District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.4 - Dismissal)
(cf. 4117.7 - Employment Status Reports)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

(cf. 1113 - District and School Web Sites)
(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

44050 Employee code of conduct; interaction with students

44242.5 Reports and review of alleged misconduct

PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

CODE OF REGULATIONS, TITLE 5

80303 Reports of dismissal, resignation and other terminations for alleged misconduct

80331-80338 Rules of conduct for professional educators

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Professional Standards for Educational Leaders, February 2014

California Standards for the Teaching Profession, 2009

COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

Professional Standards for Educational Leaders, 2015

Educational Leadership Policy Standards: ISLLC 2008, 2008

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

Code of Ethics of the Education Profession, 1975

WESTED PUBLICATIONS

Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003

~~WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
PUBLICATIONS~~

~~California Professional Standards for Educational Leaders, 2001~~

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

WestEd: <http://www.WestEd.org>

Policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

adopted: July 2, 2013 San Jose, California

Revised: ~~September 10~~ October 8, 2020

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

4.03

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve Board Policy 4119.11/4219.11/4319.11, Sexual Harassment-Personnel – Second Reading.**

Attached is the second reading for Board Policy 4119.11/4219.11/4319.11, Sexual Harassment-Personnel.

Recommendation:

Staff recommends approval of second reading.

Submitted by: Hilaria Bauer Title: Superintendent

To the Board of Trustees:

Recommend Approval

4.03

Agenda Placement

Meeting:

October 8, 2020

Regular Board Meeting


Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union ESD

Board Policy

Sexual Harassment

BP 4119.11/4219.11/4319.11

Personnel

The following policy shall apply to all district employees, interns, volunteers, contractors, and job applicants, and other persons with an employment relationship with the district.

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

~~This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~(cf. 4030—Nondiscrimination in Employment)~~

~~Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.~~

~~(cf. 4117.4—Dismissal)~~

~~(cf. 4118—Suspension/Disciplinary Action)~~

~~(cf. 4218—Dismissal/Suspension/Disciplinary Action)~~

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

~~(cf. 4112.9/4212.9/4312.9 – Employee Notifications)~~

3. Ensuring prompt, thorough, ~~and fair,~~ and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

~~Any district~~ District employees who feels that ~~they have~~ he/she has been sexually harassed in the performance of ~~their his/her~~ district responsibilities or who ~~have has~~ knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to ~~their his/her~~ direct supervisor, ~~a district administrator, or another supervisor,~~ the district's Title IX Ceoordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or other administrator who receives a harassment complaint shall promptly notify the Title IX Ceoordinator.

~~Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 – Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.~~

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

~~(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)~~

~~(cf. 4030 - Nondiscrimination in Employment)~~

~~All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)~~

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or

coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs ~~receiving state-~~
~~financial assistance~~

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972~~prohibition against discrimination~~

UNITED STATES CODE, TITLE 42

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-~~106.82~~ 106.61 Nondiscrimination on the basis of sex in employment in education
program or activities

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

adopted: July 2, 2013 San Jose, California

Revised: April 9, 2020

Revised: ~~September 10~~ October 8, 2020

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

4.04

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve Board Policy 5145.7, Sexual Harassment-Students – Second Reading.**

Attached is the second reading for Board Policy 5145.7, Sexual Harassment-Students.

Recommendation:

Staff recommends approval of second reading.

Submitted by: Hilaria Bauer Title: Superintendent

To the Board of Trustees:

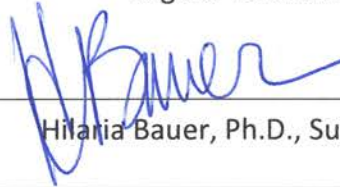
Meeting:

October 8, 2020

Recommend Approval

Regular Board Meeting

4.04



Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union ESD

Board Policy

Sexual Harassment

BP 5145.7

Students

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

The district strongly encourages ~~any~~ students who feels that ~~he/she is~~ they are being or ~~has~~ have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, ~~or~~ who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact ~~his/her~~ their teacher, the principal, ~~the~~ district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator ~~principal or a district compliance officer~~.

Once notified, the ~~Title IX Coordinator principal or compliance officer~~ shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant. ~~take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 1312.1 - Complaints Concerning District Employees)~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~(cf. 5131 - Conduct)~~

~~(cf. 5131.2 - Bullying)~~

~~(cf. 5137 - Positive School Climate)~~

~~(cf. 5141.4 - Child Abuse Prevention and Reporting)~~

~~(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)~~

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~

~~(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)~~

—
The Superintendent or designee shall inform students and parents/guardians of take appropriate actions to reinforce the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even when/where the ~~alleged victim of the harassment has not complained~~
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to respond to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportivetake interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

~~Complaint Process and~~ Disciplinary Actions

~~The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.~~

~~Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3—Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.~~
(~~cf. 1312.3—Uniform Complaint Procedures~~)

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, have his/her employment terminated in accordance with laws; and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11—Sexual Harassment)

~~Confidentiality and~~ Record-Keeping

~~All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. —(5 CCR-4964)~~

~~(cf. 4119.23/4219.23/4319.23—Unauthorized Release of Confidential/Privileged Information)~~

~~(cf. 5125—Student Records)~~

In accordance with law, ~~t~~The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972, discrimination

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 -Title VI, Civil Rights Act of 1964

2000e-2000e-17 -Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.74-82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001-2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

adopted: July 2, 2013 San Jose, California

Revised: March 12, 2020

Revised: ~~September 10~~ October 8, 2020

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

4.05

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: Board update concering the Ethnic Studies Committee.

Information Only

Submitted by: Hilaria Bauer, Ph.D. Title: Superintendent

To the Board of Trustees:

Meeting:

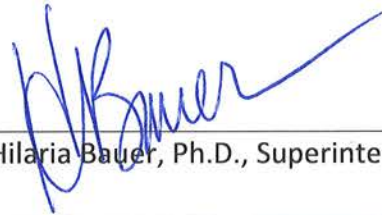
October 8, 2020

Regular Board Meeting

Information Only

4.05

Agenda Placement



Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

4.06

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: Board update concering the Racial Equity Committee.

Information Only

Submitted by: Hilaria Bauer, Ph.D. Title: Superintendent

To the Board of Trustees:

Meeting:

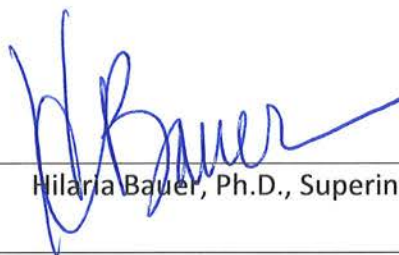
October 8, 2020

Regular Board Meeting

Information Only

4.06

Agenda Placement



Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees:

Date: September 9, 2020

Subject: THINK Together, Inc.-Preschool Program

Staff Analysis: THINK Together in coordination with the Alum Rock Union Elementary School District, will offer a comprehensive licensed preschool program at Adelante Dual Language Academy and Adelante Dual Language Academy II, which meets the developmental needs of the children it serves. The Alum Rock School Readiness Program will focus on the whole child, but will have a strong focus on literacy and Math. It will operate as a full-day/full-year program, offering a 7-hour program that will serve up to 48 children. All Enrolled children and families will engage in developmentally appropriate activities through a distance learning format. Once the LEA or the state or local public health agency decides its campus(es) are safe to reopen, the programs on the respective LEA campus(es) must physically reopen as well.

Recommendation: Staff recommends the Board of Trustees approve the contract with THINK Together to provide the Alum Rock Union Elementary School District with a licensed preschool program for the 2020-2021 school year. Cost of the contract is \$526,939.20, paid through the California State Preschool Program Grant.

Submitted by: Dr. Dianna Ballesteros 

Title: Director of Early Learning

Approved by: Rene Sanchez 

Title: Assistant Superintendent of Instructional Services

To the Board of Trustees:

Meeting: October 8, 2020

Regular Board Meeting

Recommend Approval


Agenda Placement


Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____

Seconded by: _____

Approved: _____

Not Approved: _____

Tabled: _____



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____
 FROM: Early Learning (School/Dept.) VENDOR NO. 21410
 PROGRAM MANAGER: Dr. Dianna Ballesteros

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

Name of Individual/Company: THINK Together, Inc
 Address: 2101 East Fourth Street, Suite 200B City: Santa Ana State: CA Zip: 92705
 Phone: (714) 543-3807 ext.8659 Email Address: yecenia.cardenas@thinktogether.org
 SSN: _____ or Fed I.D. #: 33-0781751

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date July 1, 2020 end date June 30, 2021
 3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

THINK Together in coordination with Alum Rock Union Elementary School District (ARUESD), will offer a comprehensive licensed preschool program at Adelante Dual Language Academy I and Adelante Dual Language Academy II, which meets the development needs of the children it serves. The program focus will be on literacy and Math. It will operate as a full-day/full-year, and offer a 7-hour program that will serve up to 48 children. All Enrolled children and families will engage in developmentally appropriate activities through a distance learning format. Once the LEA or the state or local public health agency decides its campus(es) are safe to reopen, the programs on the respective LEA campus(es) must physically reopen as well.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

 a. **Fee Rate:** \$ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

 X b. **Other:** \$ 526,939.20 (describe rate agreement) not to exceed; THINK Together will invoice ARUESD monthly, from July 2020 to June 2021 at one-twelfth of the total fee per invoice.

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	\$ AMOUNT	PROG. TITLE	BUS OFC
120-6105-	0-5815-00-0001-	1000-000000-281-	6100	\$263,469.60	CSPP	
120-6105-	0-5815-00-0001-	1000-000000-286-	6100	\$263,469.60	CSPP	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.
7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.
8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

MEMORANDUM OF UNDERSTANDING
Between
Alum Rock Union Elementary School District
And
Think Together, Inc.

PURPOSE

The Memorandum of Understanding (MOU) that follows is a formal agreement between the Alum Rock Union Elementary School District (ARUESD) and Think Together to provide California State Preschool Programs (CSPP) at two schools within the district.

SCOPE OF SERVICES

It is agreed that Think Together will provide *preschool* services at Adelante Dual Language Academy and Adelante Dual Language Academy II. Think Together in coordination with the ARUESD, will offer a comprehensive licensed preschool program, the Alum Rock School Readiness Program, which meets the developmental needs of the children it serves. The program will focus on the whole child but will have a strong focus on literacy and Math. The program will serve up to 48 children. The program will operate as a full-day/full-year program for 246 days and offer a 7-hour program. Think Together will secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this MOU. ARUESD will be responsible for any facility and/or start-up costs that may be required to license the facility.

Direct contract programs, (including the California State Preschool Program (CSPP), General Child Care (CCTR), and California Migrant Child Care (CMIG)), that are operated on a LEA campus, may physically close and continue to be funded when the site is on an LEA campus which has been closed due to a local or state public health guidance or order. All enrolled children and families will engage in developmentally appropriate activities through a distance learning format. Once the LEA or the state or local public health agency decides its campus(es) are safe to reopen, the programs on the respective LEA campus(es) must physically reopen as well.

PAYMENT

Per the CSPP grant application that was awarded, ARUESD will pay to Think Together an annual fee not to exceed **\$526,939.20** (FIVE HUNDRED TWENTY-SIX THOUSAND, NINE HUNDRED THIRTY-NINE DOLLARS AND TWENTY CENTS), to provide the services described above. Think Together will invoice ARUESD monthly, from July 2020 to June 2021, at one-twelfth of the total fee per invoice.

TERM

This Memorandum of Understanding shall become effective immediately when signed by both parties and remain in effect through June 30, 2021, renewable upon the agreement of both parties for the duration of the CSPP grant award.

TERMINATION

Unless otherwise terminated as provided below, this MOU shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If the ARUESD makes a good faith, reasonable determination that Think Together is in default of its obligations under this MOU, ARUESD must provide Think Together with a written request to cure the

Memorandum of Understanding
Alum Rock Union Elementary School District

default. If the ARUESD reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the ARUESD shall have the right to immediately terminate this MOU upon written notification to Think Together.

If at any time during the performance of this MOU the ARUESD determines, at its sole discretion, to suspend indefinitely or abandon the work under this MOU, the ARUESD shall have the right to terminate the performance of Think Together's services hereunder by giving sixty (60) days written notification to Think Together of its intention to terminate.

INDEMNIFICATION

Think Together shall indemnify, pay for the defense of, and hold harmless ARUESD and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of Think Together's negligent or willful acts and/or omissions in rendering any services hereunder. Think Together shall assume full responsibility for payments of federal, state and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning Think Together or any employee of Think Together and shall further indemnify, pay for the defense of, and hold harmless ARUESD of and from any such payment or liability arising out of or in any manner connected with Think Together's performance under this MOU.

The ARUESD shall indemnify, pay for the defense of, and hold harmless Think Together and its officers, agents and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the ARUESD's negligent or willful acts and/or omissions in relation to this MOU.

SUBCONTRACT AND ASSIGNMENT

Neither party shall assign its rights, duties, or privileges under this MOU, nor shall either party attempt to confer any of its rights, duties or privileges under this MOU on any third party, without the written consent of the other party.

INDEPENDENT CORPORATION STATUS

This MOU is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

CALIFORNIA LAW

This MOU shall be governed by and the rights, duties, and obligation of the parties shall be determined and enforced in accordance with the laws of the State of California.

AMENDMENT

This MOU may be amended only by written instrument signed by duly authorized representatives of the ARUESD and Think Together.

NOTICES

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together, Inc.
2101 E. Fourth St, Suite B-200

To: Alum Rock Union Elementary School District
2930 Gay Avenue

Memorandum of Understanding
Alum Rock Union Elementary School District

Santa Ana, CA 92705

San Jose, CA 95127

SEVERABILITY

The invalidity in whole or in part of any provision of this MOU shall not void or affect the validity of any other provision of this MOU.

IN WITNESS THEREOF, Think Together, Inc. and the Alum Rock Union Elementary School District have executed this Memorandum of Understanding as of the dates indicated below.

Dr. Hilaria Bauer,
Superintendent
Alum Rock Union Elementary School District

Date

DocuSigned by:


102A75AB4C4E45F...
Randy Barth
Founder & CEO
Think Together, Inc.

9/14/2020

Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

6.07

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees:


Date: September 25, 2020

Subject: **2020-2021 Learning Continuity and Attendance Plan - Aptitud Community Academy**

Staff Analysis: SB 98 supersedes the requirement to develop and adopt an LCAP for the 2020-2021 school year. In place of the LCAP and pursuant to *EC* Section 47604.33, a charter school is required to submit its Learning Continuity and Attendance Plan to its chartering authority. The plan addresses the specific actions and expenditures anticipated to address the impacts of COVID-19 including a description of how Aptitud Academy, a dependent charter school, will provide continuity of learning and address the impact of COVID-19 on pupils, families and staff. Statute does not require the authorizer to approve the Learning Continuity and Attendance Plan.

Materials will be available for review on the District's webpage by October 5, 2020.

****Information Only****

Submitted by: Sandra Garcia 

Title: Director of State & Federal Programs

Approved by: Rene Sanchez 

Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Meeting: October 8, 2020

****Information Only****

6.07
Agenda Placement


Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____



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
Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-928-7650

General Information

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

Aptitud Academy 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 (our supporting district) implemented a three phase approach to address the needs of our community. Staff worked quickly and relentlessly to distribute student work, 1:1 student devices, and household hot spots as needed. Leadership worked to develop site plans, establish participation with teachers and students on online platforms and develop communication systems to ensure continuity of education and program. As a dependent charter school, under the umbrella of Alum Rock Union School District, we partook in planning and implementation in the following areas: research and choice of online platforms for instruction, meal distribution, and contract agreements with all bargaining units.

During this emergency response phase, despite our best efforts, we faced some unique challenges with Distance Learning. Through 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. Aptitud staff implemented wellness check phone calls to connect with all families and home visits when necessary to connect our families with necessary services such as mental health wellness, housing supports, food security and basic personal necessities.

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. Aptitud resides in 95116 and serves the community in zip code 95116 and 95122.

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. Aptitud 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.

Aptitud leadership utilized weekly newsletters to share information and surveys in late May and August to gather information from parents regarding schools closures and moving to distance learning. The newsletters and surveys were available in English and Spanish. Print copies of the newsletters were available outside our school office during business hours.

In September, Aptitud held an input session on September 9th 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. Stakeholders were informed of these meetings through email, our school 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 and Spanish.

In addition, Aptitud held input sessions for their instructional leadership team in September 2020. Parents, teachers and staff were asked to participate in another pulse survey in September. The survey provided parents the opportunity for 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 group at a public hearing on September 9th to provide an opportunity for members to ask questions and provide feedback on the plan. A final draft will be presented at our School Site Council meeting for approval on September 24th. Once approved, the plan will be submitted as an information item to the Alum Rock Union School District Board.

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

All Town Hall, Input Sessions, and community meetings held during school closures are conducted via Zoom with teleconferencing as an option. Information with links and directions to join are posted on our website, parent communication apps and on the marquee on campus. 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 for all meetings. Presentations were shared on the screen for all participants and were translated into Spanish. The presentations were also posted to the school website for the community to access. Follow up surveys were sent for community members that could not make it to the meetings.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. 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 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.

To ensure the feedback and concerns were heard and addressed within the Aptitud community, Aptitud administration shared the district's reopening plans with adjustments made to the Aptitud plan and collected feedback from stakeholders in May, July, and again in September.

A common theme that came from community feedback is parents were appreciative of the school link services provided for basic needs and asked for the continuance of those. A need that surfaced was that staff needed to integrate more rigorous work and/or instruction for students and more face to face interactions with teachers, to build connection and community, even if virtually. Stakeholders named the need for traditional mailings to be added as a communication tool. Staff reported that collaboration was useful, as was working in small groups with students. Both groups named the need for more training with technology and platforms that will be utilized by the school. In the fall families reported the need for more academic supports, such as after school tutoring.

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

In planning for reopening and considering stakeholder input, Aptitud will utilize and benefit from the following structures and programs offered by the Alum Rock Union School District.

Themes that emerged from the parent/caregiver and student surveys administered in the spring 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.

In addition, in response to Aptitud's stakeholder input there were additional themes that emerged. (a) the need for traditional mailings to be included in communications modes. (b) additional academic supports for students (c) technology trainings for students, parents and staff.

The following adjustments were made to our Learning Continuity and Attendance Plan:

1. Hardcopies of required paperwork (emergency cards, Student Compacts, report cards) and monthly newsletters will be mailed home. In addition, parents can request all school communication be mailed out on a weekly basis.
2. Aptitud will utilize our School Partners (YMCA, City Year, Reading Partners) to offer in class academic support through individual or small group pull-out work to target academic skills. In addition, YMCA and City Year will offer after school homework support and enrichment

classes to support student engagement and academic support after hours. As we gather data on student achievement we will look into tutoring services to meet the needs of our students.

3. To support technology growth we will offer a series of Parent Technology Trainings. These trainings will cover basic computer skills as well as the basics of parent communication apps, student platforms and classroom portals (Google Classroom and Seesaw). For teachers, there are weekly opportunity to join a collaborative team of colleagues to learn new skills within the platforms used in class. Videos and materials are posted on the website after the trainings for access to all.

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.]

As a dependent charter with the Alum Rock Union School District, Aptitud will be following the district guidelines in regards to in-person instructional offerings.

Health and Safety for In-Person Instruction

Screening Process

Staff and students (with parent support) will need to 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 began procuring 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 should wear clean, 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 will be 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 will be 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.

Schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. 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

Reopening will happen over a three phase rollout. Phase one will have 100% of our students participating in distance learning, 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 is piloting an on-site program using ASES partners as support for connecting students to their on-line classes and providing follow up help with asynchronous assignments. Services will be offered to our most impacted students including Foster Youth, displaced students and students experiencing difficulty with distance learning or connectivity. Placement in in-person offerings will be by principal referral.

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 (www.arusd.org) in English, Spanish, and Vietnamese.

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 **District Funded Pods of 10 students per class with 2 support providers Two pods at each site Principally supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need)	550,000	Yes

Description	Total Funds	Contributing
PPE for school sites **District Funded provide PPE and sanitizing supplies to maintain safe and healthy environment	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, and intentionality with regard to adult practices; including professional development and collaboration.

To ensure connectivity for students, Aptitud administration has provided support to supply 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, and repeat monthly to continue to supply paper/pencil activity and relevant materials as the year goes on. 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. A clearly tracked device management system makes it possible to deliver our distance learning instructional model, consisting of daily minimums of 180 minutes of daily learning for students in grades K-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 will be 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 staff will be 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.]

To ensure connectivity for students, Aptitud administration has provided support to supply 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. iPads are provided to students in Kindergarten and First grades and Chromebooks to students from 2nd through 8th grade. Our district offers internet connectivity through generous grants. Over the past 6 months Aptitud has deployed 115 Tmobile Hotspots and 125 ATT hotspots.

To provide ongoing support Aptitud Office staff offers 1:1 tech support on request and our 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. This tech support is available in English and Spanish.

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. This log will encompass work that adds up to the mandated instructional minutes (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.]

Aptitud Academy benefits from the Alum Rock Professional Development plan described below in addition to some additional supports planned and implemented by the leadership team. The Aptitud leadership team is developing a year long scope and sequence to support the needs of the staff. We gathered input through a survey, along with monthly check ins, to get a pulse of what areas the teachers would benefit from additional support. Weekly, the administration leads Tech Thursdays, where teachers can join to collaborate and practice tech tips to support the various classroom platforms. Monthly the team will work to plan collaborative sessions based on current needs.

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 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.]

Aptitud benefits from the work done by the Alum Rock Union School District:

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.

Students with unique needs will also be supported by in-class support offered by our school partners. In Kinder, we have YMCA supporting teachers in small groups supporting students in development of basic skills. In 1st -8th City Year corp members are supporting in small group tutoring, and homework support. In 1st-4th grade Reading Tutors will be providing weekly reading sessions with community tutors.

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

Description	Total Funds	Contributing
Headsprout Pre-reader literacy supplementary materials	419.90	Yes
Happy Numbers: supplementary math skills review platform **District Funded	1,450.00	Yes
PE equipment: at home exercise	291.00	Yes

Description	Total Funds	Contributing
Professional Development for Teachers **District Funded	1,289,235	Yes
Technology devices **District Funded	700,000	Yes
Learning Platforms	1,250,000	Yes
<ul style="list-style-type: none"> Platforms to facilitate student learning, progress monitoring and communication in distance learning model **District Funded 		
Additional materials for students**District Funded	100,000	Yes
Residential substitutes	270,000	Yes
<ul style="list-style-type: none"> long term subs are in place to provide seamless instruction in online classrooms **District Funded 		
Nutrition services **District Funded	1,400,000	Yes
Interpretation and Translation	250,000	Yes
<ul style="list-style-type: none"> provide additional interpretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school **District Funded 		

Description	Total Funds	Contributing
Tech support for parents/staff **District Funded <ul style="list-style-type: none"> IT staff provides extended evening and weekend tech support to parents, students and staff 	80,000	Yes
Curriculum Design and Support**District Funded	50,000	Yes
Teacher led English Learner support- 1 teacher per grade level, 3rd - 8th grade for 20 days **District Funded	162,000	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.]

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 identified. 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 **District funded	750,000	Yes
<ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> principally directed at unduplicated students 		
Extended Day Programming **District funded <ul style="list-style-type: none"> provide in class support during distance learning for all schools 	1,485,520	Yes
Extended Year Programming **District funded <ul style="list-style-type: none"> provide summer programming for students identified with learning loss 	730,000	Yes
Teacher led student interventions **District funded <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
Reading Partners ** Site funded <ul style="list-style-type: none"> 1:1 tutoring support for targeted students Principally directed to unduplicated students 	5,000	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.]

As a locally funded charter school, Aptitud Academy benefits from the nutrition program run through Alum Rock Union School District:

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. **District funded	1,100,000	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators **District funded	200,000	Yes
Mental Health and Social and Emotional Well-Being	Coordinator. **District funded	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
34.07%%	\$1,110,391

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.]

Aptitud and 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.



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/c/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-928-7650

General Information

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

Aptitud Academy 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 (our supporting district) implemented a three phase approach to address the needs of our community. Staff worked quickly and relentlessly to distribute student work, 1:1 student devices, and household hot spots as needed. Leadership worked to develop site plans, establish participation with teachers and students on online platforms and develop communication systems to ensure continuity of education and program. As a dependent charter school, under the umbrella of Alum Rock Union School District, we partook in planning and implementation in the following areas: research and choice of online platforms for instruction, meal distribution, and contract agreements with all bargaining units.

During this emergency response phase, despite our best efforts, we faced some unique challenges with Distance Learning. Through 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. Aptitud staff implemented wellness check phone calls to connect with all families and home visits when necessary to connect our families with necessary services such as mental health wellness, housing supports, food security and basic personal necessities.

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. Aptitud resides in 95116 and serves the community in zip code 95116 and 95122.

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. Aptitud 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.

Aptitud leadership utilized weekly newsletters to share information and surveys in late May and August to gather information from parents regarding schools closures and moving to distance learning. The newsletters and surveys were available in English and Spanish. Print copies of the newsletters were available outside our school office during business hours.

In September, Aptitud held an input session on September 9th 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. Stakeholders were informed of these meetings through email, our school 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 and Spanish.

In addition, Aptitud held input sessions for their instructional leadership team in September 2020. Parents, teachers and staff were asked to participate in another pulse survey in September. The survey provided parents the opportunity for 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 group at a public hearing on September 9th to provide an opportunity for members to ask questions and provide feedback on the plan. A final draft will be presented at our School Site Council meeting for approval on September 24th. Once approved, the plan will be submitted as an information item to the Alum Rock Union School District Board.

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

All Town Hall, Input Sessions, and community meetings held during school closures are conducted via Zoom with teleconferencing as an option. Information with links and directions to join are posted on our website, parent communication apps and on the marquee on campus. 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 for all meetings. Presentations were shared on the screen for all participants and were translated into Spanish. The presentations were also posted to the school website for the community to access. Follow up surveys were sent for community members that could not make it to the meetings.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. 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 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.

To ensure the feedback and concerns were heard and addressed within the Aptitud community, Aptitud administration shared the district's reopening plans with adjustments made to the Aptitud plan and collected feedback from stakeholders in May, July, and again in September.

A common theme that came from community feedback is parents were appreciative of the school link services provided for basic needs and asked for the continuance of those. A need that surfaced was that staff needed to integrate more rigorous work and/or instruction for students and more face to face interactions with teachers, to build connection and community, even if virtually. Stakeholders named the need for traditional mailings to be added as a communication tool. Staff reported that collaboration was useful, as was working in small groups with students. Both groups named the need for more training with technology and platforms that will be utilized by the school. In the fall families reported the need for more academic supports, such as after school tutoring.

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

In planning for reopening and considering stakeholder input, Aptitud will utilize and benefit from the following structures and programs offered by the Alum Rock Union School District.

Themes that emerged from the parent/caregiver and student surveys administered in the spring 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.

In addition, in response to Aptitud's stakeholder input there were additional themes that emerged. (a) the need for traditional mailings to be included in communications modes. (b) additional academic supports for students (c) technology trainings for students, parents and staff.

The following adjustments were made to our Learning Continuity and Attendance Plan:

1. Hardcopies of required paperwork (emergency cards, Student Compacts, report cards) and monthly newsletters will be mailed home. In addition, parents can request all school communication be mailed out on a weekly basis.
2. Aptitud will utilize our School Partners (YMCA, City Year, Reading Partners) to offer in class academic support through individual or small group pull-out work to target academic skills. In addition, YMCA and City Year will offer after school homework support and enrichment

classes to support student engagement and academic support after hours. As we gather data on student achievement we will look into tutoring services to meet the needs of our students.

3. To support technology growth we will offer a series of Parent Technology Trainings. These trainings will cover basic computer skills as well as the basics of parent communication apps, student platforms and classroom portals (Google Classroom and Seesaw). For teachers, there are weekly opportunity to join a collaborative team of colleagues to learn new skills within the platforms used in class. Videos and materials are posted on the website after the trainings for access to all.

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.]

As a dependent charter with the Alum Rock Union School District, Aptitud will be following the district guidelines in regards to in-person instructional offerings.

Health and Safety for In-Person Instruction

Screening Process

Staff and students (with parent support) will need to 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 began procuring 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 should wear clean, 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 will be 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 will be 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.

Schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. 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

Reopening will happen over a three phase rollout. Phase one will have 100% of our students participating in distance learning, 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 is piloting an on-site program using ASES partners as support for connecting students to their on-line classes and providing follow up help with asynchronous assignments. Services will be offered to our most impacted students including Foster Youth, displaced students and students experiencing difficulty with distance learning or connectivity. Placement in in-person offerings will be by principal referral.

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 (www.arusd.org) in English, Spanish, and Vietnamese.

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 **District Funded Pods of 10 students per class with 2 support providers Two pods at each site Primarily supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need)	550,000	Yes

Description	Total Funds	Contributing
PPE for school sites **District Funded provide PPE and sanitizing supplies to maintain safe and healthy environment	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, and intentionality with regard to adult practices; including professional development and collaboration.

To ensure connectivity for students, Aptitud administration has provided support to supply 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, and repeat monthly to continue to supply paper/pencil activity and relevant materials as the year goes on. 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. A clearly tracked device management system makes it possible to deliver our distance learning instructional model, consisting of daily minimums of 180 minutes of daily learning for students in grades K-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 will be 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 staff will be 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.]

To ensure connectivity for students, Aptitud administration has provided support to supply 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. iPads are provided to students in Kindergarten and First grades and Chromebooks to students from 2nd through 8th grade. Our district offers internet connectivity through generous grants. Over the past 6 months Aptitud has deployed 115 Tmobile Hotspots and 125 ATT hotspots.

To provide ongoing support Aptitud Office staff offers 1:1 tech support on request and our 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. This tech support is available in English and Spanish.

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. This log will encompass work that adds up to the mandated instructional minutes (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.]

Aptitud Academy benefits from the Alum Rock Professional Development plan described below in addition to some additional supports planned and implemented by the leadership team. The Aptitud leadership team is developing a year long scope and sequence to support the needs of the staff. We gathered input through a survey, along with monthly check ins, to get a pulse of what areas the teachers would benefit from additional support. Weekly, the administration leads Tech Thursdays, where teachers can join to collaborate and practice tech tips to support the various classroom platforms. Monthly the team will work to plan collaborative sessions based on current needs.

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 utilize Alludo, which adds a “gamified” 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.]

Aptitud benefits from the work done by the Alum Rock Union School District:

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.

Students with unique needs will also be supported by in-class support offered by our school partners. In Kinder, we have YMCA supporting teachers in small groups supporting students in development of basic skills. In 1st -8th City Year corp members are supporting in small group tutoring, and homework support. In 1st-4th grade Reading Tutors will be providing weekly reading sessions with community tutors.

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

Description	Total Funds	Contributing
Headsprout Pre-reader literacy supplementary materials	419.90	Yes
Happy Numbers: supplementary math skills review platform **District Funded	1,450.00	Yes
PE equipment: at home exercise	291.00	Yes

Description	Total Funds	Contributing
Professional Development for Teachers **District Funded	1,289,235	Yes
Technology devices **District Funded	700,000	Yes
Learning Platforms	1,250,000	Yes
<ul style="list-style-type: none"> Platforms to facilitate student learning, progress monitoring and communication in distance learning model **District Funded 		
Additional materials for students**District Funded	100,000	Yes
Residential substitutes	270,000	Yes
<ul style="list-style-type: none"> long term subs are in place to provide seamless instruction in online classrooms **District Funded 		
Nutrition services **District Funded	1,400,000	Yes
Interpretation and Translation	250,000	Yes
<ul style="list-style-type: none"> provide additional interpretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school **District Funded 		

Description	Total Funds	Contributing
Tech support for parents/staff **District Funded <ul style="list-style-type: none"> IT staff provides extended evening and weekend tech support to parents, students and staff 	80,000	Yes
Curriculum Design and Support**District Funded	50,000	Yes
Teacher led English Learner support- 1 teacher per grade level, 3rd - 8th grade for 20 days **District Funded	162,000	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.]

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 identified. 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 **District funded	750,000	Yes
<ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> principally directed at unduplicated students 		
Extended Day Programming **District funded <ul style="list-style-type: none"> provide in class support during distance learning for all schools 	1,485,520	Yes
Extended Year Programming **District funded <ul style="list-style-type: none"> provide summer programming for students identified with learning loss 	730,000	Yes
Teacher led student interventions **District funded <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
Reading Partners ** Site funded <ul style="list-style-type: none"> 1:1 tutoring support for targeted students Principally directed to unduplicated students 	5,000	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.]

As a locally funded charter school, Aptitud Academy benefits from the nutrition program run through Alum Rock Union School District:

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. **District funded	1,100,000	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators **District funded	200,000	Yes
Mental Health and Social and Emotional Well-Being	Coordinator. **District funded	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
34.07%%	\$1,110,391

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.]

Aptitud and 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

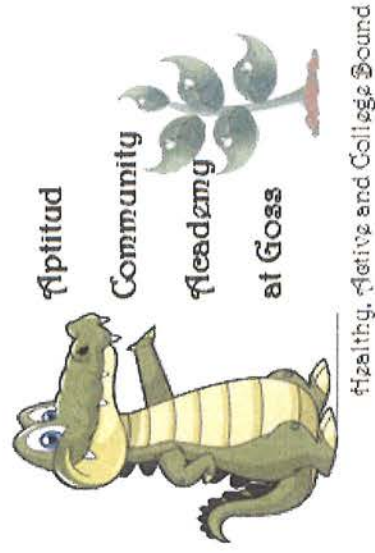
According to research on this topic, school climate refers to relationships among students and staff/teachers, active student engagement, values and norms, and shared approaches and practices. During this pandemic era, Alum Rock is aware of the impact on students' mental health. We have invested time 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.



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
Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-928-7650

General Information

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

Aptitud Academy 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 (our supporting district) implemented a three phase approach to address the needs of our community. Staff worked quickly and relentlessly to distribute student work, 1:1 student devices, and household hot spots as needed. Leadership worked to develop site plans, establish participation with teachers and students on online platforms and develop communication systems to ensure continuity of education and program. As a dependent charter school, under the umbrella of Alum Rock Union School District, we partook in planning and implementation in the following areas: research and choice of online platforms for instruction, meal distribution, and contract agreements with all bargaining units.

During this emergency response phase, despite our best efforts, we faced some unique challenges with Distance Learning. Through 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. Aptitud staff implemented wellness check phone calls to connect with all families and home visits when necessary to connect our families with necessary services such as mental health wellness, housing supports, food security and basic personal necessities.

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. Aptitud resides in 95116 and serves the community in zip code 95116 and 95122.

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. Aptitud 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.

Aptitud leadership utilized weekly newsletters to share information and surveys in late May and August to gather information from parents regarding schools closures and moving to distance learning. The newsletters and surveys were available in English and Spanish. Print copies of the newsletters were available outside our school office during business hours.

In September, Aptitud held an input session on September 9th 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. Stakeholders were informed of these meetings through email, our school 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 and Spanish.

In addition, Aptitud held input sessions for their instructional leadership team in September 2020. Parents, teachers and staff were asked to participate in another pulse survey in September. The survey provided parents the opportunity for 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 group at a public hearing on September 9th to provide an opportunity for members to ask questions and provide feedback on the plan. A final draft will be presented at our School Site Council meeting for approval on September 24th. Once approved, the plan will be submitted as an information item to the Alum Rock Union School District Board.

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

All Town Hall, Input Sessions, and community meetings held during school closures are conducted via Zoom with teleconferencing as an option. Information with links and directions to join are posted on our website, parent communication apps and on the marquee on campus. 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 for all meetings. Presentations were shared on the screen for all participants and were translated into Spanish. The presentations were also posted to the school website for the community to access. Follow up surveys were sent for community members that could not make it to the meetings.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. 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 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.

To ensure the feedback and concerns were heard and addressed within the Aptitud community, Aptitud administration shared the district's reopening plans with adjustments made to the Aptitud plan and collected feedback from stakeholders in May, July, and again in September.

A common theme that came from community feedback is parents were appreciative of the school link services provided for basic needs and asked for the continuance of those. A need that surfaced was that staff needed to integrate more rigorous work and/or instruction for students and more face to face interactions with teachers, to build connection and community, even if virtually. Stakeholders named the need for traditional mailings to be added as a communication tool. Staff reported that collaboration was useful, as was working in small groups with students. Both groups named the need for more training with technology and platforms that will be utilized by the school. In the fall families reported the need for more academic supports, such as after school tutoring.

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

In planning for reopening and considering stakeholder input, Aptitud will utilize and benefit from the following structures and programs offered by the Alum Rock Union School District.

Themes that emerged from the parent/caregiver and student surveys administered in the spring 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.

In addition, in response to Aptitud's stakeholder input there were additional themes that emerged. (a) the need for traditional mailings to be included in communications modes. (b) additional academic supports for students (c) technology trainings for students, parents and staff.

The following adjustments were made to our Learning Continuity and Attendance Plan:

1. Hardcopies of required paperwork (emergency cards, Student Compacts, report cards) and monthly newsletters will be mailed home. In addition, parents can request all school communication be mailed out on a weekly basis.
2. Aptitud will utilize our School Partners (YMCA, City Year, Reading Partners) to offer in class academic support through individual or small group pull-out work to target academic skills. In addition, YMCA and City Year will offer after school homework support and enrichment

classes to support student engagement and academic support after hours. As we gather data on student achievement we will look into tutoring services to meet the needs of our students.

3. To support technology growth we will offer a series of Parent Technology Trainings. These trainings will cover basic computer skills as well as the basics of parent communication apps, student platforms and classroom portals (Google Classroom and Seesaw). For teachers, there are weekly opportunity to join a collaborative team of colleagues to learn new skills within the platforms used in class. Videos and materials are posted on the website after the trainings for access to all.

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.]

As a dependent charter with the Alum Rock Union School District, Aptitud will be following the district guidelines in regards to in-person instructional offerings.

Health and Safety for In-Person Instruction

Screening Process

Staff and students (with parent support) will need to 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 began procuring 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 should wear clean, 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 will be 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 will be 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.

Schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. 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

Reopening will happen over a three phase rollout. Phase one will have 100% of our students participating in distance learning, 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 is piloting an on-site program using ASES partners as support for connecting students to their on-line classes and providing follow up help with asynchronous assignments. Services will be offered to our most impacted students including Foster Youth, displaced students and students experiencing difficulty with distance learning or connectivity. Placement in in-person offerings will be by principal referral.

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 (www.arusd.org) in English, Spanish, and Vietnamese.

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 **District Funded Pods of 10 students per class with 2 support providers Two pods at each site Principally supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need)	550,000	Yes

Description	Total Funds	Contributing
PPE for school sites **District Funded provide PPE and sanitizing supplies to maintain safe and healthy environment	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, and intentionality with regard to adult practices; including professional development and collaboration.

To ensure connectivity for students, Aptitud administration has provided support to supply 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, and repeat monthly to continue to supply paper/pencil activity and relevant materials as the year goes on. 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. A clearly tracked device management system makes it possible to deliver our distance learning instructional model, consisting of daily minimums of 180 minutes of daily learning for students in grades K-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 will be 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 staff will be 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.]

To ensure connectivity for students, Aptitud administration has provided support to supply 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. iPads are provided to students in Kindergarten and First grades and Chromebooks to students from 2nd through 8th grade. Our district offers internet connectivity through generous grants. Over the past 6 months Aptitud has deployed 115 Tmobile Hotspots and 125 ATT hotspots.

To provide ongoing support Aptitud Office staff offers 1:1 tech support on request and our 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. This tech support is available in English and Spanish.

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. This log will encompass work that adds up to the mandated instructional minutes (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.]

Aptitud Academy benefits from the Alum Rock Professional Development plan described below in addition to some additional supports planned and implemented by the leadership team. The Aptitud leadership team is developing a year long scope and sequence to support the needs of the staff. We gathered input through a survey, along with monthly check ins, to get a pulse of what areas the teachers would benefit from additional support. Weekly, the administration leads Tech Thursdays, where teachers can join to collaborate and practice tech tips to support the various classroom platforms. Monthly the team will work to plan collaborative sessions based on current needs.

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 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.]

Aptitud benefits from the work done by the Alum Rock Union School District: 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.

Students with unique needs will also be supported by in-class support offered by our school partners. In Kinder, we have YMCA supporting teachers in small groups supporting students in development of basic skills. In 1st -8th City Year corp members are supporting in small group tutoring, and homework support. In 1st-4th grade Reading Tutors will be providing weekly reading sessions with community tutors.

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

Description	Total Funds	Contributing
Headsprout Pre-reader literacy supplementary materials	419.90	Yes
Happy Numbers: supplementary math skills review platform **District Funded	1,450.00	Yes
PE equipment: at home exercise	291.00	Yes

Description	Total Funds	Contributing
Professional Development for Teachers **District Funded	1,289,235	Yes
Technology devices **District Funded	700,000	Yes
Learning Platforms <ul style="list-style-type: none"> Platforms to facilitate student learning, progress monitoring and communication in distance learning model **District Funded 	1,250,000	Yes
Additional materials for students**District Funded	100,000	Yes
Residential substitutes <ul style="list-style-type: none"> long term subs are in place to provide seamless instruction in online classrooms **District Funded 	270,000	Yes
Nutrition services **District Funded	1,400,000	Yes
Interpretation and Translation <ul style="list-style-type: none"> provide additional interpretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school **District Funded 	250,000	Yes

Description	Total Funds	Contributing
Tech support for parents/staff **District Funded <ul style="list-style-type: none"> IT staff provides extended evening and weekend tech support to parents, students and staff 	80,000	Yes
Curriculum Design and Support**District Funded	50,000	Yes
Teacher led English Learner support- 1 teacher per grade level, 3rd - 8th grade for 20 days **District Funded	162,000	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.]

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 identified. 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 **District funded	750,000	Yes
<ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> principally directed at unduplicated students 		
Extended Day Programming **District funded <ul style="list-style-type: none"> provide in class support during distance learning for all schools 	1,485,520	Yes
Extended Year Programming **District funded <ul style="list-style-type: none"> provide summer programming for students identified with learning loss 	730,000	Yes
Teacher led student interventions **District funded <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
Reading Partners ** Site funded <ul style="list-style-type: none"> 1:1 tutoring support for targeted students Principally directed to unduplicated students 	5,000	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.]

As a locally funded charter school, Aptitud Academy benefits from the nutrition program run through Alum Rock Union School District:

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. **District funded	1,100,000	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators **District funded	200,000	Yes
Mental Health and Social and Emotional Well-Being	Coordinator. **District funded	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
34.07%	\$1,110,391

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.]

Aptitud and 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.



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/lrngcntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-928-7650

General Information

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

Aptitud Academy 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 (our supporting district) implemented a three phase approach to address the needs of our community. Staff worked quickly and relentlessly to distribute student work, 1:1 student devices, and household hot spots as needed. Leadership worked to develop site plans, establish participation with teachers and students on online platforms and develop communication systems to ensure continuity of education and program. As a dependent charter school, under the umbrella of Alum Rock Union School District, we partook in planning and implementation in the following areas: research and choice of online platforms for instruction, meal distribution, and contract agreements with all bargaining units.

During this emergency response phase, despite our best efforts, we faced some unique challenges with Distance Learning. Through 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. Aptitud staff implemented wellness check phone calls to connect with all families and home visits when necessary to connect our families with necessary services such as mental health wellness, housing supports, food security and basic personal necessities.

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. Aptitud resides in 95116 and serves the community in zip code 95116 and 95122.

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. Aptitud 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.

Aptitud leadership utilized weekly newsletters to share information and surveys in late May and August to gather information from parents regarding schools closures and moving to distance learning. The newsletters and surveys were available in English and Spanish. Print copies of the newsletters were available outside our school office during business hours.

In September, Aptitud held an input session on September 9th 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. Stakeholders were informed of these meetings through email, our school 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 and Spanish.

In addition, Aptitud held input sessions for their instructional leadership team in September 2020. Parents, teachers and staff were asked to participate in another pulse survey in September. The survey provided parents the opportunity for 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 group at a public hearing on September 9th to provide an opportunity for members to ask questions and provide feedback on the plan. A final draft will be presented at our School Site Council meeting for approval on September 24th. Once approved, the plan will be submitted as an information item to the Alum Rock Union School District Board.

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

All Town Hall, Input Sessions, and community meetings held during school closures are conducted via Zoom with teleconferencing as an option. Information with links and directions to join are posted on our website, parent communication apps and on the marquee on campus. 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 for all meetings. Presentations were shared on the screen for all participants and were translated into Spanish. The presentations were also posted to the school website for the community to access. Follow up surveys were sent for community members that could not make it to the meetings.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. 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 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.

To ensure the feedback and concerns were heard and addressed within the Aptitud community, Aptitud administration shared the district's reopening plans with adjustments made to the Aptitud plan and collected feedback from stakeholders in May, July, and again in September.

A common theme that came from community feedback is parents were appreciative of the school link services provided for basic needs and asked for the continuance of those. A need that surfaced was that staff needed to integrate more rigorous work and/or instruction for students and more face to face interactions with teachers, to build connection and community, even if virtually. Stakeholders named the need for traditional mailings to be added as a communication tool. Staff reported that collaboration was useful, as was working in small groups with students. Both groups named the need for more training with technology and platforms that will be utilized by the school. In the fall families reported the need for more academic supports, such as after school tutoring.

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

In planning for reopening and considering stakeholder input, Aptitud will utilize and benefit from the following structures and programs offered by the Alum Rock Union School District.

Themes that emerged from the parent/caregiver and student surveys administered in the spring 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.

In addition, in response to Aptitud's stakeholder input there were additional themes that emerged. (a) the need for traditional mailings to be included in communications modes. (b) additional academic supports for students (c) technology trainings for students, parents and staff.

The following adjustments were made to our Learning Continuity and Attendance Plan:

1. Hardcopies of required paperwork (emergency cards, Student Compacts, report cards) and monthly newsletters will be mailed home. In addition, parents can request all school communication be mailed out on a weekly basis.
2. Aptitud will utilize our School Partners (YMCA, City Year, Reading Partners) to offer in class academic support through individual or small group pull-out work to target academic skills. In addition, YMCA and City Year will offer after school homework support and enrichment

classes to support student engagement and academic support after hours. As we gather data on student achievement we will look into tutoring services to meet the needs of our students.

3. To support technology growth we will offer a series of Parent Technology Trainings. These trainings will cover basic computer skills as well as the basics of parent communication apps, student platforms and classroom portals (Google Classroom and Seesaw). For teachers, there are weekly opportunity to join a collaborative team of colleagues to learn new skills within the platforms used in class. Videos and materials are posted on the website after the trainings for access to all.

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.]

As a dependent charter with the Alum Rock Union School District, Aptitud will be following the district guidelines in regards to in-person instructional offerings.

Health and Safety for In-Person Instruction

Screening Process

Staff and students (with parent support) will need to 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 began procuring 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 should wear clean, 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 will be 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 will be 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.

Schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. 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

Reopening will happen over a three phase rollout. Phase one will have 100% of our students participating in distance learning, 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 is piloting an on-site program using ASSES partners as support for connecting students to their on-line classes and providing follow up help with asynchronous assignments. Services will be offered to our most impacted students including Foster Youth, displaced students and students experiencing difficulty with distance learning or connectivity. Placement in in-person offerings will be by principal referral.

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 (www.arusd.org) in English, Spanish, and Vietnamese.

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 **District Funded Pods of 10 students per class with 2 support providers Two pods at each site Primarily supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need)	550,000	Yes

Description	Total Funds	Contributing
PPE for school sites **District Funded provide PPE and sanitizing supplies to maintain safe and healthy environment	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, and intentionality with regard to adult practices; including professional development and collaboration.

To ensure connectivity for students, Aptitud administration has provided support to supply 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, and repeat monthly to continue to supply paper/pencil activity and relevant materials as the year goes on. 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. A clearly tracked device management system makes it possible to deliver our distance learning instructional model, consisting of daily minimums of 180 minutes of daily learning for students in grades K-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 will be 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 staff will be 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.]

To ensure connectivity for students, Aptitud administration has provided support to supply 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. iPads are provided to students in Kindergarten and First grades and Chromebooks to students from 2nd through 8th grade. Our district offers internet connectivity through generous grants. Over the past 6 months Aptitud has deployed 115 Tmobile Hotspots and 125 ATT hotspots.

To provide ongoing support Aptitud Office staff offers 1:1 tech support on request and our 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. This tech support is available in English and Spanish.

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. This log will encompass work that adds up to the mandated instructional minutes (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.]

Aptitud Academy benefits from the Alum Rock Professional Development plan described below in addition to some additional supports planned and implemented by the leadership team. The Aptitud leadership team is developing a year long scope and sequence to support the needs of the staff. We gathered input through a survey, along with monthly check ins, to get a pulse of what areas the teachers would benefit from additional support. Weekly, the administration leads Tech Thursdays, where teachers can join to collaborate and practice tech tips to support the various classroom platforms. Monthly the team will work to plan collaborative sessions based on current needs.

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 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.]

Aptitud benefits from the work done by the Alum Rock Union School District:

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 SCOE, 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.

Students with unique needs will also be supported by in-class support offered by our school partners. In Kinder, we have YMCA supporting teachers in small groups supporting students in development of basic skills. In 1st -8th City Year corp members are supporting in small group tutoring, and homework support. In 1st-4th grade Reading Tutors will be providing weekly reading sessions with community tutors.

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

Description	Total Funds	Contributing
Headsprout Pre-reader literacy supplementary materials	419.90	Yes
Happy Numbers: supplementary math skills review platform **District Funded	1,450.00	Yes
PE equipment: at home exercise	291.00	Yes

Description	Total Funds	Contributing
Professional Development for Teachers **District Funded	1,289,235	Yes
Technology devices **District Funded	700,000	Yes
Learning Platforms	1,250,000	Yes
<ul style="list-style-type: none"> Platforms to facilitate student learning, progress monitoring and communication in distance learning model **District Funded 		
Additional materials for students**District Funded	100,000	Yes
Residential substitutes	270,000	Yes
<ul style="list-style-type: none"> long term subs are in place to provide seamless instruction in online classrooms **District Funded 		
Nutrition services **District Funded	1,400,000	Yes
Interpretation and Translation	250,000	Yes
<ul style="list-style-type: none"> provide additional interpretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school **District Funded 		

Description	Total Funds	Contributing
Tech support for parents/staff **District Funded • IT staff provides extended evening and weekend tech support to parents, students and staff	80,000	Yes
Curriculum Design and Support**District Funded	50,000	Yes
Teacher led English Learner support- 1 teacher per grade level, 3rd - 8th grade for 20 days **District Funded	162,000	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.]

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 identified. 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 **District funded	750,000	Yes
<ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> principally directed at unduplicated students 		
Extended Day Programming **District funded <ul style="list-style-type: none"> provide in class support during distance learning for all schools 	1,485,520	Yes
Extended Year Programming **District funded <ul style="list-style-type: none"> provide summer programming for students identified with learning loss 	730,000	Yes
Teacher led student interventions **District funded <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
Reading Partners ** Site funded <ul style="list-style-type: none"> 1:1 tutoring support for targeted students Principally directed to unduplicated students 	5,000	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.]

As a locally funded charter school, Aptitud Academy benefits from the nutrition program run through Alum Rock Union School District:

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. **District funded	1,100,000	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators **District funded	200,000	Yes
Mental Health and Social and Emotional Well-Being	Coordinator. **District funded	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
34.07%	\$1,110,391

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.]

Aptitud and 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.



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/lrngcntyattndncplh-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-928-7650

General Information

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

Aptitud Academy 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 (our supporting district) implemented a three phase approach to address the needs of our community. Staff worked quickly and relentlessly to distribute student work, 1:1 student devices, and household hot spots as needed. Leadership worked to develop site plans, establish participation with teachers and students on online platforms and develop communication systems to ensure continuity of education and program. As a dependent charter school, under the umbrella of Alum Rock Union School District, we partook in planning and implementation in the following areas: research and choice of online platforms for instruction, meal distribution, and contract agreements with all bargaining units.

During this emergency response phase, despite our best efforts, we faced some unique challenges with Distance Learning. Through 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. Aptitud staff implemented wellness check phone calls to connect with all families and home visits when necessary to connect our families with necessary services such as mental health wellness, housing supports, food security and basic personal necessities.

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. Aptitud resides in 95116 and serves the community in zip code 95116 and 95122.

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. Aptitud 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.

Aptitud leadership utilized weekly newsletters to share information and surveys in late May and August to gather information from parents regarding schools closures and moving to distance learning. The newsletters and surveys were available in English and Spanish. Print copies of the newsletters were available outside our school office during business hours.

In September, Aptitud held an input session on September 9th 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. Stakeholders were informed of these meetings through email, our school 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 and Spanish.

In addition, Aptitud held input sessions for their instructional leadership team in September 2020. Parents, teachers and staff were asked to participate in another pulse survey in September. The survey provided parents the opportunity for 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 group at a public hearing on September 9th to provide an opportunity for members to ask questions and provide feedback on the plan. A final draft will be presented at our School Site Council meeting for approval on September 24th. Once approved, the plan will be submitted as an information item to the Alum Rock Union School District Board.

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

All Town Hall, Input Sessions, and community meetings held during school closures are conducted via Zoom with teleconferencing as an option. Information with links and directions to join are posted on our website, parent communication apps and on the marquee on campus. 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 for all meetings. Presentations were shared on the screen for all participants and were translated into Spanish. The presentations were also posted to the school website for the community to access. Follow up surveys were sent for community members that could not make it to the meetings.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. 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 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.

To ensure the feedback and concerns were heard and addressed within the Aptitud community, Aptitud administration shared the district's reopening plans with adjustments made to the Aptitud plan and collected feedback from stakeholders in May, July, and again in September.

A common theme that came from community feedback is parents were appreciative of the school link services provided for basic needs and asked for the continuance of those. A need that surfaced was that staff needed to integrate more rigorous work and/or instruction for students and more face to face interactions with teachers, to build connection and community, even if virtually. Stakeholders named the need for traditional mailings to be added as a communication tool. Staff reported that collaboration was useful, as was working in small groups with students. Both groups named the need for more training with technology and platforms that will be utilized by the school. In the fall families reported the need for more academic supports, such as after school tutoring.

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

In planning for reopening and considering stakeholder input, Aptitud will utilize and benefit from the following structures and programs offered by the Alum Rock Union School District.

Themes that emerged from the parent/caregiver and student surveys administered in the spring 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.

In addition, in response to Aptitud's stakeholder input there were additional themes that emerged. (a) the need for traditional mailings to be included in communications modes. (b) additional academic supports for students (c) technology trainings for students, parents and staff.

The following adjustments were made to our Learning Continuity and Attendance Plan:

1. Hardcopies of required paperwork (emergency cards, Student Compacts, report cards) and monthly newsletters will be mailed home. In addition, parents can request all school communication be mailed out on a weekly basis.
2. Aptitud will utilize our School Partners (YMCA, City Year, Reading Partners) to offer in class academic support through individual or small group pull-out work to target academic skills. In addition, YMCA and City Year will offer after school homework support and enrichment

classes to support student engagement and academic support after hours. As we gather data on student achievement we will look into tutoring services to meet the needs of our students.

3. To support technology growth we will offer a series of Parent Technology Trainings. These trainings will cover basic computer skills as well as the basics of parent communication apps, student platforms and classroom portals (Google Classroom and Seesaw). For teachers, there are weekly opportunity to join a collaborative team of colleagues to learn new skills within the platforms used in class. Videos and materials are posted on the website after the trainings for access to all.

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.]

As a dependent charter with the Alum Rock Union School District, Aptitud will be following the district guidelines in regards to in-person instructional offerings.

Health and Safety for In-Person Instruction

Screening Process

Staff and students (with parent support) will need to 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 began procuring 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 should wear clean, 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 will be 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 will be 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.

Schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. 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

Reopening will happen over a three phase rollout. Phase one will have 100% of our students participating in distance learning, 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 is piloting an on-site program using ASES partners as support for connecting students to their on-line classes and providing follow up help with asynchronous assignments. Services will be offered to our most impacted students including Foster Youth, displaced students and students experiencing difficulty with distance learning or connectivity. Placement in in-person offerings will be by principal referral.

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 (www.arusd.org) in English, Spanish, and Vietnamese.

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 **District Funded Pods of 10 students per class with 2 support providers Two pods at each site Principally supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need)	550,000	Yes

Description	Total Funds	Contributing
PPE for school sites **District Funded provide PPE and sanitizing supplies to maintain safe and healthy environment	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, and intentionality with regard to adult practices; including professional development and collaboration.

To ensure connectivity for students, Aptitud administration has provided support to supply 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, and repeat monthly to continue to supply paper/pencil activity and relevant materials as the year goes on. 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. A clearly tracked device management system makes it possible to deliver our distance learning instructional model, consisting of daily minimums of 180 minutes of daily learning for students in grades K-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 will be 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 staff will be 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.]

To ensure connectivity for students, Aptitud administration has provided support to supply 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. iPads are provided to students in Kindergarten and First grades and Chromebooks to students from 2nd through 8th grade. Our district offers internet connectivity through generous grants. Over the past 6 months Aptitud has deployed 115 Tmobile Hotspots and 125 ATT hotspots.

To provide ongoing support Aptitud Office staff offers 1:1 tech support on request and our 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. This tech support is available in English and Spanish.

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. This log will encompass work that adds up to the mandated instructional minutes (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.]

Aptitud Academy benefits from the Alum Rock Professional Development plan described below in addition to some additional supports planned and implemented by the leadership team. The Aptitud leadership team is developing a year long scope and sequence to support the needs of the staff. We gathered input through a survey, along with monthly check ins, to get a pulse of what areas the teachers would benefit from additional support. Weekly, the administration leads Tech Thursdays, where teachers can join to collaborate and practice tech tips to support the various classroom platforms. Monthly the team will work to plan collaborative sessions based on current needs.

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 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.]

Aptitud benefits from the work done by the Alum Rock Union School District:

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.

Students with unique needs will also be supported by in-class support offered by our school partners. In Kinder, we have YMCA supporting teachers in small groups supporting students in development of basic skills. In 1st -8th City Year corp members are supporting in small group tutoring, and homework support. In 1st-4th grade Reading Tutors will be providing weekly reading sessions with community tutors.

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

Description	Total Funds	Contributing
Headsprout Pre-reader literacy supplementary materials	419.90	Yes
Happy Numbers: supplementary math skills review platform **District Funded	1,450.00	Yes
PE equipment: at home exercise	291.00	Yes

Description	Total Funds	Contributing
Professional Development for Teachers **District Funded	1,289,235	Yes
Technology devices **District Funded	700,000	Yes
Learning Platforms	1,250,000	Yes
<ul style="list-style-type: none"> Platforms to facilitate student learning, progress monitoring and communication in distance learning model **District Funded 		
Additional materials for students**District Funded	100,000	Yes
Residential substitutes	270,000	Yes
<ul style="list-style-type: none"> long term subs are in place to provide seamless instruction in online classrooms **District Funded 		
Nutrition services **District Funded	1,400,000	Yes
Interpretation and Translation	250,000	Yes
<ul style="list-style-type: none"> provide additional interpretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school **District Funded 		

Description	Total Funds	Contributing
Tech support for parents/staff **District Funded	80,000	Yes
<ul style="list-style-type: none"> IT staff provides extended evening and weekend tech support to parents, students and staff 		
Curriculum Design and Support**District Funded	50,000	Yes
Teacher led English Learner support- 1 teacher per grade level, 3rd - 8th grade for 20 days **District Funded	162,000	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.]

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 **District funded	750,000	Yes
<ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> principally directed at unduplicated students 		
Extended Day Programming **District funded <ul style="list-style-type: none"> provide in class support during distance learning for all schools 	1,485,520	Yes
Extended Year Programming **District funded <ul style="list-style-type: none"> provide summer programming for students identified with learning loss 	730,000	Yes
Teacher led student interventions **District funded <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
Reading Partners ** Site funded <ul style="list-style-type: none"> 1:1 tutoring support for targeted students Principally directed to unduplicated students 	5,000	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.]

As a locally funded charter school, Aptitud Academy benefits from the nutrition program run through Alum Rock Union School District:

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. **District funded	1,100,000	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators **District funded	200,000	Yes
Mental Health and Social and Emotional Well-Being	Coordinator. **District funded	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
34.07%%	\$1,110,391

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.]

Aptitud and 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.



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
Aptitud Community Academy at Goss	Rebecca Jensen Principal	rebecca.jensen@arUSD.org 408-928-7650

General Information

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

Aptitud Academy 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 (our supporting district) implemented a three phase approach to address the needs of our community. Staff worked quickly and relentlessly to distribute student work, 1:1 student devices, and household hot spots as needed. Leadership worked to develop site plans, establish participation with teachers and students on online platforms and develop communication systems to ensure continuity of education and program. As a dependent charter school, under the umbrella of Alum Rock Union School District, we partook in planning and implementation in the following areas: research and choice of online platforms for instruction, meal distribution, and contract agreements with all bargaining units.

During this emergency response phase, despite our best efforts, we faced some unique challenges with Distance Learning. Through 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. Aptitud staff implemented wellness check phone calls to connect with all families and home visits when necessary to connect our families with necessary services such as mental health wellness, housing supports, food security and basic personal necessities.

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. Aptitud resides in 95116 and serves the community in zip code 95116 and 95122.

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. Aptitud 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.

Aptitud leadership utilized weekly newsletters to share information and surveys in late May and August to gather information from parents regarding schools closures and moving to distance learning. The newsletters and surveys were available in English and Spanish. Print copies of the newsletters were available outside our school office during business hours.

In September, Aptitud held an input session on September 9th 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. Stakeholders were informed of these meetings through email, our school 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 and Spanish.

In addition, Aptitud held input sessions for their instructional leadership team in September 2020. Parents, teachers and staff were asked to participate in another pulse survey in September. The survey provided parents the opportunity for 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 group at a public hearing on September 9th to provide an opportunity for members to ask questions and provide feedback on the plan. A final draft will be presented at our School Site Council meeting for approval on September 24th. Once approved, the plan will be submitted as an information item to the Alum Rock Union School District Board.

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

All Town Hall, Input Sessions, and community meetings held during school closures are conducted via Zoom with teleconferencing as an option. Information with links and directions to join are posted on our website, parent communication apps and on the marquee on campus. 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 for all meetings. Presentations were shared on the screen for all participants and were translated into Spanish. The presentations were also posted to the school website for the community to access. Follow up surveys were sent for community members that could not make it to the meetings.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. 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 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.

To ensure the feedback and concerns were heard and addressed within the Aptitud community, Aptitud administration shared the district's reopening plans with adjustments made to the Aptitud plan and collected feedback from stakeholders in May, July, and again in September.

A common theme that came from community feedback is parents were appreciative of the school link services provided for basic needs and asked for the continuance of those. A need that surfaced was that staff needed to integrate more rigorous work and/or instruction for students and more face to face interactions with teachers, to build connection and community, even if virtually. Stakeholders named the need for traditional mailings to be added as a communication tool. Staff reported that collaboration was useful, as was working in small groups with students. Both groups named the need for more training with technology and platforms that will be utilized by the school. In the fall families reported the need for more academic supports, such as after school tutoring.

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

In planning for reopening and considering stakeholder input, Aptitud will utilize and benefit from the following structures and programs offered by the Alum Rock Union School District.

Themes that emerged from the parent/caregiver and student surveys administered in the spring 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.

In addition, in response to Aptitud's stakeholder input there were additional themes that emerged. (a) the need for traditional mailings to be included in communications modes. (b) additional academic supports for students (c) technology trainings for students, parents and staff.

The following adjustments were made to our Learning Continuity and Attendance Plan:

1. Hardcopies of required paperwork (emergency cards, Student Compacts, report cards) and monthly newsletters will be mailed home. In addition, parents can request all school communication be mailed out on a weekly basis.
2. Aptitud will utilize our School Partners (YMCA, City Year, Reading Partners) to offer in class academic support through individual or small group pull-out work to target academic skills. In addition, YMCA and City Year will offer after school homework support and enrichment

classes to support student engagement and academic support after hours. As we gather data on student achievement we will look into tutoring services to meet the needs of our students.

3. To support technology growth we will offer a series of Parent Technology Trainings. These trainings will cover basic computer skills as well as the basics of parent communication apps, student platforms and classroom portals (Google Classroom and Seesaw). For teachers, there are weekly opportunity to join a collaborative team of colleagues to learn new skills within the platforms used in class. Videos and materials are posted on the website after the trainings for access to all.

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.]

As a dependent charter with the Alum Rock Union School District, Aptitud will be following the district guidelines in regards to in-person instructional offerings.

Health and Safety for In-Person Instruction

Screening Process

Staff and students (with parent support) will need to 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 began procuring 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 should wear clean, 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 will be 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 will be 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.

Schools and teachers identify standards and skills that students need additional instruction with or possibly need extension or enrichment. 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

Reopening will happen over a three phase rollout. Phase one will have 100% of our students participating in distance learning, 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 is piloting an on-site program using ASES partners as support for connecting students to their on-line classes and providing follow up help with asynchronous assignments. Services will be offered to our most impacted students including Foster Youth, displaced students and students experiencing difficulty with distance learning or connectivity. Placement in in-person offerings will be by principal referral.

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 (www.arusd.org) in English, Spanish, and Vietnamese.

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 **District Funded Pods of 10 students per class with 2 support providers Two pods at each site Principally supporting unduplicated students (Foster Youth, English Learners, Homeless students and other students demonstrating need)	550,000	Yes

Description	Total Funds	Contributing
PPE for school sites **District Funded provide PPE and sanitizing supplies to maintain safe and healthy environment	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, and intentionality with regard to adult practices; including professional development and collaboration.

To ensure connectivity for students, Aptitud administration has provided support to supply 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, and repeat monthly to continue to supply paper/pencil activity and relevant materials as the year goes on. 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. A clearly tracked device management system makes it possible to deliver our distance learning instructional model, consisting of daily minimums of 180 minutes of daily learning for students in grades K-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 will be 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 staff will be 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.]

To ensure connectivity for students, Aptitud administration has provided support to supply 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. iPads are provided to students in Kindergarten and First grades and Chromebooks to students from 2nd through 8th grade. Our district offers internet connectivity through generous grants. Over the past 6 months Aptitud has deployed 115 Tmobile Hotspots and 125 ATT hotspots.

To provide ongoing support Aptitud Office staff offers 1:1 tech support on request and our 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. This tech support is available in English and Spanish.

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. This log will encompass work that adds up to the mandated instructional minutes (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.]

Aptitud Academy benefits from the Alum Rock Professional Development plan described below in addition to some additional supports planned and implemented by the leadership team. The Aptitud leadership team is developing a year long scope and sequence to support the needs of the staff. We gathered input through a survey, along with monthly check ins, to get a pulse of what areas the teachers would benefit from additional support. Weekly, the administration leads Tech Thursdays, where teachers can join to collaborate and practice tech tips to support the various classroom platforms. Monthly the team will work to plan collaborative sessions based on current needs.

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 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.]

Aptitud benefits from the work done by the Alum Rock Union School District:

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.

Students with unique needs will also be supported by in-class support offered by our school partners. In Kinder, we have YMCA supporting teachers in small groups supporting students in development of basic skills. In 1st -8th City Year corp members are supporting in small group tutoring, and homework support. In 1st-4th grade Reading Tutors will be providing weekly reading sessions with community tutors.

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

Description	Total Funds	Contributing
Headsprout Pre-reader literacy supplementary materials	419.90	Yes
Happy Numbers: supplementary math skills review platform **District Funded	1,450.00	Yes
PE equipment: at home exercise	291.00	Yes

Description	Total Funds	Contributing
Professional Development for Teachers **District Funded	1,289,235	Yes
Technology devices **District Funded	700,000	Yes
Learning Platforms <ul style="list-style-type: none"> Platforms to facilitate student learning, progress monitoring and communication in distance learning model **District Funded 	1,250,000	Yes
Additional materials for students**District Funded	100,000	Yes
Residential substitutes <ul style="list-style-type: none"> long term subs are in place to provide seamless instruction in online classrooms **District Funded 	270,000	Yes
Nutrition services **District Funded	1,400,000	Yes
Interpretation and Translation <ul style="list-style-type: none"> provide additional interpretation services to families during school and district meetings/trainings, IEP meetings, and translation of documents to maintain consistent communication between home and school **District Funded 	250,000	Yes

Description	Total Funds	Contributing
Tech support for parents/staff **District Funded	80,000	Yes
<ul style="list-style-type: none"> IT staff provides extended evening and weekend tech support to parents, students and staff 		
Curriculum Design and Support**District Funded	50,000	Yes
Teacher led English Learner support- 1 teacher per grade level, 3rd - 8th grade for 20 days **District Funded	162,000	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.]

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 identified. 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 **District funded	750,000	Yes
<ul style="list-style-type: none"> provide small group or 1:1 tutoring for students identified with learning loss. 		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> principally directed at unduplicated students 		
Extended Day Programming **District funded <ul style="list-style-type: none"> provide in class support during distance learning for all schools 	1,485,520	Yes
Extended Year Programming **District funded <ul style="list-style-type: none"> provide summer programming for students identified with learning loss 	730,000	Yes
Teacher led student interventions **District funded <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
Reading Partners ** Site funded <ul style="list-style-type: none"> 1:1 tutoring support for targeted students Principally directed to unduplicated students 	5,000	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.]

As a locally funded charter school, Aptitud Academy benefits from the nutrition program run through Alum Rock Union School District:

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. **District funded	1,100,000	Yes
Mental Health and Social and Emotional Well-Being	SLS Coordinators **District funded	200,000	Yes
Mental Health and Social and Emotional Well-Being	Coordinator. **District funded	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
34.07%	\$1,110,391

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.]

Aptitud and 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.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

7.01

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

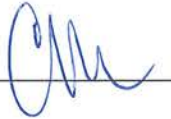
To the Board of Trustees:

Subject: **Resignations (Information Only).**

Staff Analysis:

Pursuant to Board Policy 4117.2 the Superintendent or her designee has accepted the following resignations.

Submitted by: Carlos Moran



Title: Assistant Superintendent, Human Resources

To the Board of Trustees:

Information Only

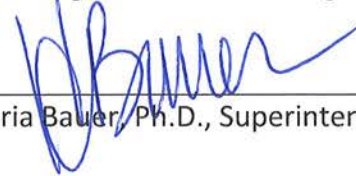
7.01

Agenda Placement

Meeting:

October 8, 2020

Regular Board Meeting



Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____

Seconded by: _____

Approved: _____

Not Approved: _____

Tabled: _____

**HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES**

October 8, 2020

CLASSIFIED RESIGNATIONS:

I. Resignations:

- | | | |
|---------------------------|--|------------|
| 1. Campano, Maalet Oriola | Paraeducator Special Education I/Cureton | 09/24/2020 |
| 2. Rubio, Kathy | School Office Assistant/Adelante I | 09/17/2020 |

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

8.07

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees:

Date: September 18, 2020

Subject: **Quarterly Report on Williams Uniform Complaints**

Staff Analysis: The Santa Clara County Office of Education requires that the District submit a Quarterly Report on Williams Uniform Complaints for all Alum Rock Schools. The complaints could be in the areas of insufficient textbooks, teacher vacancy or poor conditions of facilities, During July 1, 2020 through September 30, 2020, there were no complaints.

Recommendation: Staff recommends approval of the 1st Quarter Report on Williams Uniform Complaints.

Submitted by: Sandra Garcia

Title: Director of State & Federal Programs

Approved by: Rene Sanchez

Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Meeting: October 8, 2020

Recommended Approval

8.07

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

Academic School Year 2020-21
Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District: Alum Rock Union Elementary School District

Person completing this form: Sandra Garcia

Title: Director of State & Federal

Quarterly Report Submission Date:

☒ Jul 1 – Sep 30, 2020 (due Oct 27, 2020)

(Please check one)

☐ Oct 1 – Dec 31, 2020 (due Jan 27, 2021)

☐ Jan 1 – Mar 31, 2021 (due Apr 27, 2021)

☐ Apr 1 – Jun 30, 2021 (due Jul 27, 2021)

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

GENERAL SUBJECT AREA	TOTAL # OF COMPLAINTS	# RESOLVED	# UNRESOLVED
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Hilaria Bauer, Ph.D.

Print Name of District Superintendent

Signature of District Superintendent

Date

Please scan the original signed copy and email to:
Santa Clara County Office of Education – Equity and Educational Progress Division
Mayra Ayala, mayala@sccoe.org

8.02

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees:

Date: September 24, 2020

Subject: **Acceptance of Donations**

Staff Analysis: The District has received donations as summarized on the sheet dated October 8, 2020.

Recommendation: Staff recommends approval for acceptance of these donations.

Approved by: Kolvira Chheng  Title: Assistant Superintendent, Business Services

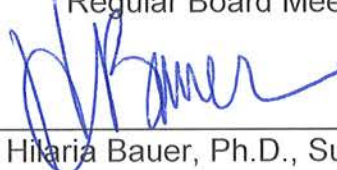
To the Board of Trustees:

Meeting: October 8, 2020
 Regular Board Meeting

Recommend Approval

8.02

Agenda Placement


Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ACCEPTANCE OF DONATIONS

<u>DONOR NAME</u>	<u>DESCRIPTION OR PURPOSE</u>	<u>ESTIMATED VALUE</u>	<u>RECEIVING SCHOOL OR DEPARTMENT</u>
The Blackbaud Giving Fund	Materials & Supplies	\$ 480.00	Dorsa Elementary
All Aboard America Holding Inc	Materials & Supplies	\$ 2,000.00	Linda Vista Elementary
Lifetouch National School Studios	Materials & Supplies	\$ 157.33	Lyndale Elementary
Philanthropic Ventures Foundation	Materials & Supplies	\$ 490.00	Linda Vista Elementary
Lifetouch National School Studios	Materials & Supplies	\$ 134.82	Painter Elementary
Chi Am Circle Inc	Materials & Supplies	\$ 3,000.00	Painter Elementary
Silicon Valley Education Foundation	Materials & Supplies	\$ 3,257.00	Ryan STEAM Academy
The Blackbaud Giving Fund	Materials & Supplies	\$ 140.00	Ryan STEAM Academy



DORSA ELEMENTARY SCHOOL

1290 Bal Harbor Way

San José, CA 95122

Phone: 408•928•7400

Fax: 408•928•7401

September 4, 2020

ARUESD Board Members
2930 Gay Avenue
San Jose, CA 95127

Dear Board Members:

On behalf of the Dorsa Elementary School community, I would like to petition your approval to accept the following donation in the amount of \$480.00

These donations will be used to pay for classroom materials

Thank you in advance for supporting our school by accepting these donations.

Respectfully Yours,

Viviana Garcia, Principal,
Dorsa Elementary School

VCG/jm

2020 SEP - 9 P 1: 02
BUSINESS OFFICE



Linda Vista Elementary

100 Kirk Av, San Jose, CA 95127
(408) 928-7800 Fax: (408) 928-7801

*



2020 AUG 28 P 3:14

To: Alum Rock Union Elementary School District – Board of Trustees
From: Rigoberto Gomez Principal – Linda Vista
Re: Donation to Linda Vista
Date: August 27, 2020

Please place the acceptance of these donations totaling \$2,000.00 for Linda Vista on the consent calendar for the next board meeting.

The donations are comprised of the following:

\$2,000.00 check donation from All Aboard America Holding Inc (LuxBus America)

Please deposit in donation account: 010 9010 0 4300 00 1110 2700 0000 020 2110

Thank you,

Rigoberto Gomez



Lyndale Elementary School

All Students Can Learn.....All Students Can Succeed

13901 Nordyke Drive
San Jose, California 95127
(408) 928-7900

Ms. Kasturi Basu, Principal
Ms. Magdalena Grimaldo, School Secretary
FAX 408 928-7901

September 2, 2020

Alum Rock School District

Board of Trustees

2390 Gay Ave.

San Jose, CA 95127

Dear Board of Trustees:

Please accept the following donation for Board approval:

<u>Company/Sponsor(s) Name</u>	<u>Amount</u>	<u>To be Used for:</u>
Lifetouch	\$157.33	School Supplies
<u>Total Amount of Donations:</u>	\$157.33	

Sincerely,

Kasturi Basu, Principal

2020 SEP - 3 P 1:02
RECEIVED
BUSINESS OFFICE



Lyndale Elementary School

All Students Can Learn.....All Students Can Succeed

13901 Nordyke Drive
San Jose, California 95127
(408) 928-7900

Ms. Kasturi Basu, Principal
Ms. Magdalena Grimaldo, School Secretary
FAX 408 928-7901

September 2, 2020

Alum Rock School District

Board of Trustees

2390 Gay Ave.

San Jose, CA 95127

Dear Board of Trustees:

Please accept the following donation for Board approval:

<u>Company/Sponsor(s) Name</u>	<u>Amount</u>	<u>To be Used for:</u>
Philanthropic Ventures Foundation	\$490.00	Math Supplies
<u>Total Amount of Donations:</u>	\$490.00	

Sincerely,

Kasturi Basu, Principal

2020 SEP - 3 P 1:02
RECEIVED
BUSINESS OFFICE



PAINTER ELEMENTARY SCHOOL

500 Rough & Ready Road San Jose, CA 95133

(408) 928-8400

Fax: (408) 928-8401

September 4, 2020

Honorable Board of Trustees
Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, CA 95127

Dear Board Members:

Please accept the following donation checks made to Ben Painter Elementary School from:

Lifetouch National Studios

\$134.82

Check #3463795

The funds are a donation on behalf of the spring individual pictures taken during the 2019/2020 school year. Thank you in advance for your approval.

Sincerely,

A handwritten signature in black ink, appearing to read "Mrs. Le Tran", with a large, stylized flourish at the end.

Mrs. Le Tran
Principal

/sna

Attachments

2020 SEP 14 P 3:55

BUSINESS OFFICE

PAINTER ELEMENTARY SCHOOL



500 Rough & Ready Road San Jose, CA 95133

(408) 928-8400

Fax: (408) 928-8401

September 10, 2020

Honorable Board of Trustees
Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, CA 95127

Dear Board Members:

Please accept the following donation check made to Ben Painter Elementary School from:

Chi Am Circle Club

\$3,000.00

Check #10041

The monetary donation check is to be used to supplement educational supplies and purchase of technology for all our students. Thank you in advance for your approval.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mrs. Le Tran', with a large, stylized flourish at the end.

Mrs. Le Tran
Principal

/sna

Attachment

2020 SEP 14 P 3:55

BUSINESS OFFICE

Ryan STEAM Academy

1241 McGinness Ave San Jose CA 95127

Phone: (408)298-8653 FAX: (408)928-8651

September 2, 2020,

Please accept this donation from Silicon Valley Education Foundation in form of a check for the amount of \$3257.00(Check#13241). The funds will be utilized for Ryan STEAM Program. Please deposit these funds in our donations account# 06-100-2110-8699

Sincerely,

A handwritten signature in blue ink, appearing to read "Yeny Rosales", with a stylized flourish at the end.

Yeny Rosales

Principal

2020 SEP -4 P 2:47
BUSINESS OFFICE
RECEIVED

Ryan STEAM Academy

1241 McGinness Ave San Jose CA 95127

Phone: (408)298-8653 FAX: (408)928-8651

September 2, 2020,

Please accept this donation from PG&E in form of a check for the amount of \$140.00(Check#1110181696). The funds will be utilized for distance learning material and student supplies. Please deposit these funds in our donations account# 06-100-2110-8699

Sincerely,



Yeny Rosales

Principal

2020 SEP -4 P 2:47
BUSINESS OFFICE

8.03

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION


To the Board of Trustees:

Date: September 24, 2020

Subject: **Approval of Fundraising Activities**

Staff Analysis: The District has received fundraising requests as summarized on the attached sheet dated October 8, 2020.

Recommendation: Staff recommends approval of these fundraising event requests.

Approved by: Kolvira Chheng  Title: Assistant Superintendent, Business Services

To the Board of Trustees:

Meeting: October 8, 2020
 Regular Board Meeting

Recommend Approval

8.03

Agenda Placement


Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

APPROVAL OF FUNDRAISING ACTIVITY

<u>SCHOOL</u>	<u>FUNDRAISING ACTIVITY</u>	<u>ACTIVITY SPONSOR</u>	<u>DATE</u>
Adelante Academy	Scholastic Online Book Fair Sales	PTA	10/09/20-10/14/20
Fischer Middle	Contributions to the ASB Account	ASB	08/08/20-06/08/21
Fischer Middle	Yearbook Sales	ASB	08/18/20-06/08/21



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ (From Financial Plan)

School Name: Adelante 1 Date: 9/17/20

Description of Event: Type Online Book Fair Vendor Scholastic

Purpose for Event: Fundraising to support

If selling food what are the items: N/A Brand and package size: N/A

Explain how food is handled/stored prior to or day of event: N/A

Event Sponsor (please check one) ASB: _____ Booster Club (PTA, PTO, Other): pta

Proposed Date(s) of Event: October 9th-14th Time of Event: N/A

Contact Person: Nicole Johansson

Location of Proposed Activity: Online- Scholastic Books Website

Status of Event (please check one): ☐ New Event ☒ Held previously (years): 2010-2020

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☒ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☐

ASB Advisor: Nancy Garza  9/17/20
Signature Date

Student Council Approval Date: 9/1/20 (Middle Schools must attach minutes)

Student Council Representative: Nadia Gonzalez 9/17/20
Signature Date

Principal Approval: Maria D. Martinez  9/17/20
Signature Date

Reviewed by Business Services: Maria Newt Date: 9-25-2020

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,
CNS _____ Date: _____
Approved _____ Denied _____
- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT
Director, MOT: _____ Date: _____
Operations Mgr.: _____ Date: _____
Approved _____ Denied _____



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Approval: Contributions to the ASB Account

School Site: Fischer Date: 4-29-20

Purpose for Contributions: To support and provide resources to create and enhance school culture.
i.e. schoolwide fundraisers, End of the year activities, graduation, gowns

Proposed Date(s) of Event: 8-18-20 to 6-8-21

Contact Person: Kellee Breaux

Student Body Account Number: 0463015263

Status of Event (please check one): ☐ New Event ☒ Held Previously (Years): 2019, 2018

What procedures will be used to account for contributions received?
Collection at front office, receipt given, and money deposited regularly.

Other Background Information (such as other schools or clubs that have held similar events):

ASB Advisor K.B. Date: 4-29-20
Signature

Student Council Approval Date 4-29-20

Student Council Representative Lillyanna Jaramillo Date: 4-29-20
School Admin (Elementary) Signature

Principal Approval [Signature] Date: 4-29-20
Signature

Reviewed by Business Services: Maria Devo Date: 9/25/2020
Board Approval Date: _____



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ (From Financial Plan)

School Name: Fischer Date: 4-29-20

Description of Event: Type Yearbooks Vendor Lifetouch

Purpose for Event: Raise funds for schoolwide events like dances, rallies, spirit week

If selling food what are the items: N/A Brand and package size: N/A

Explain how food is handled/stored prior to or day of event: N/A

Event Sponsor (please check one) ASB: ☒ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: Aug 2020-June 2021 Time of Event: All day

Contact Person: Kellee Breaux

Location of Proposed Activity: N/A

Status of Event (please check one): ☐ New Event ☒ Held previously (years): 2019, 2018

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☐ N/A ☒

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☒ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☒ No ☐

ASB Advisor: K.M.P. Signature 4-29-20 Date

Student Council Approval Date: 4-29-20 (Middle Schools must attach minutes)

Student Council Representative: Lillyanna Jaramillo Signature 5-11-20 Date

Principal Approval: [Signature] Signature 9/29/2020 Date

Reviewed by Business Services: Maria Newt Date: 9/25/2020

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,
CNS _____ Date: _____
Approved _____ Denied _____
- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT
Director, MOT: _____ Date: _____
Operations Mgr.: _____ Date: _____
Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

8.04

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF TRUSTEES

To the Board of Trustees:


September 30, 2020

Subject: Vendor & Payroll Warrants

Staff Analysis: Summary of Vendor and Payroll Warrants issued during September month of Fiscal Year 2020/2021.

Total of vendor warrants	\$	4,824,823.25
Total of payroll warrants	\$	4,225,483.80
Total	\$	9,050,307.05

Recommendation: Staff recommends approval of the Vendor & Payroll Warrants for the month of September 2020.

Approved by: Kolvira Chheng  Title: Assistant Superintendent, Business Services


To the Board of Trustees:

Meeting: October 8, 2020
Regular Board Meeting

Recommend Approval

8.04

Agenda Placement


Hilaria Bayer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

September 2020

<u>VENDOR WARRANTS</u>		<u>AMOUNT</u>
Fund		
010,050,060,080	General Fund (Incl Payroll A/P)	\$3,208,223.83
120	Child Development Fund	\$0.00
130	Cafeteria Fund	\$205,574.26
140	Deferred Maintenance Fund	\$25,745.00
210	Building Fund	\$4,450.00
250	Capital Facilities Fund	\$0.00
350	County School Facility Fund	\$0.00
400	Special Reserve for Capital Outlay Fund	\$0.00
670	Health and Welfare & Workers Comp	\$1,380,458.71
	Subtotal	\$4,824,451.80
95	Student Body Fund	\$371.45
	Total Vendor Warrants	\$4,824,823.25
 <u>PAYROLL WARRANTS</u>		
	10th of the month	\$232,057.04
	EOM Payroll	\$3,995,752.55
	Manual Checks	\$994.58
	Void Checks	(\$3,320.37)
	Total Payroll Warrants	\$4,225,483.80
	Grand Total All Warrants	\$9,050,307.05

	From	To
AP Warrants used #	4004323	- 4004683
Payroll Direct Deposit Pay Stub used #	4709497	- 4710787
Payroll Checks used #	4400885	- 4401013

AP Check Register - Pivot Table Summary by Vendor
September 2020

Vendor Name	Date	Warrant #	Fund	Sum of Amount
A D SUTTON \$ SONS INC.	9/1/2020	4004323 010	\$	183.54
	9/17/2020	4004526 060	\$	46,802.70
A D SUTTON \$ SONS INC. Total			\$	46,986.24
ACCELERATE LEARNING INC	9/4/2020	4004360 060	\$	26,504.50
ACCELERATE LEARNING INC Total			\$	26,504.50
ACE EMPOWER ACADEMY	9/14/2020	4004476 010	\$	40,300.00
		4004483 010	\$	80,601.00
ACE EMPOWER ACADEMY Total			\$	120,901.00
ACSA FOUNDATION FOR	9/11/2020	4004455 010	\$	440.00
ACSA FOUNDATION FOR Total			\$	440.00
ACTIVE INTERNET TECHNOLOGIES	9/22/2020	4004591 010	\$	18,900.00
ACTIVE INTERNET TECHNOLOGIES Total			\$	18,900.00
ADRIANA BELLINI	9/10/2020	4004408 010	\$	104.36
ADRIANA BELLINI Total			\$	104.36
AGUILAR, ZUNIGA GRISEL	9/25/2020	4004637 130	\$	111.70
AGUILAR, ZUNIGA GRISEL Total			\$	111.70
AIRGAS, INC.	9/22/2020	4004592 050	\$	42.07
AIRGAS, INC. Total			\$	42.07
ALBAELENA MARIA DIAZ TAMAYO	9/25/2020	4004638 130	\$	589.85
ALBAELENA MARIA DIAZ TAMAYO Total			\$	589.85
ALEJANDRA GUADALUPE BASULTO	9/4/2020	4004361 010	\$	97.96
ALEJANDRA GUADALUPE BASULTO Total			\$	97.96
ALLIANCE FOR YOUTH ACHIEVEMENT	9/30/2020	4004667 010	\$	30.00
ALLIANCE FOR YOUTH ACHIEVEMENT Total			\$	30.00
ALLIED REFRIGERATION INC.	9/10/2020	4004420 050	\$	3,005.47
	9/4/2020	4004350 050	\$	686.32
ALLIED REFRIGERATION INC. Total			\$	3,691.79
ALPHA BLANCA ALVARADO(ALPHA1)	9/14/2020	4004477 010	\$	50,514.00
		4004484 010	\$	101,029.00
ALPHA BLANCA ALVARADO(ALPHA1) Total			\$	151,543.00
ALPHA JOSE HERNANDEZ (ALPHA	9/14/2020	4004478 010	\$	54,768.00
		4004485 010	\$	109,537.00
ALPHA JOSE HERNANDEZ (ALPHA Total			\$	164,305.00
ALUM ROCK #305	9/30/2020	4004668 010	\$	514.00
ALUM ROCK #305 Total			\$	514.00
ALUM ROCK ADMINISTRATORS ASSOC	9/30/2020	4004669 010	\$	505.00
ALUM ROCK ADMINISTRATORS ASSOC Total			\$	505.00
ALUM ROCK EDUCATORS ASSOC	9/10/2020	4004435 010	\$	5,315.20
ALUM ROCK EDUCATORS ASSOC Total			\$	5,315.20
AMAZON WEB SERVICES INC.	9/15/2020	4004496 010	\$	1,346.04
AMAZON WEB SERVICES INC. Total			\$	1,346.04
AMERICAN FIDELITY ASSURANCE	9/30/2020	4004670 010	\$	18,255.00
AMERICAN FIDELITY ASSURANCE Total			\$	18,255.00
AMERICAN FIDELITY ASSURANCE CO	9/30/2020	4004671 010	\$	30,332.79
AMERICAN FIDELITY ASSURANCE CO Total			\$	30,332.79
ANGELINA GONZALES	9/10/2020	4004409 010	\$	101.87
ANGELINA GONZALES Total			\$	101.87

AP Check Register - Pivot Table Summary by Vendor
September 2020

Vendor Name	Date	Warrant #	Fund	Sum of Amount
ANGELINA METSERS	9/10/2020	4004410 080	\$	83.66
ANGELINA METSERS Total			\$	83.66
ANITA GHOSH	9/25/2020	4004621 010	\$	96.79
ANITA GHOSH Total			\$	96.79
APPLE INC.	9/17/2020	4004527 060	\$	931.53
		4004551 010	\$	301.53
	9/21/2020	4004573 060	\$	19,091.44
APPLE INC. Total			\$	20,324.50
ARAMARK UNIFORM SERVICES	9/21/2020	4004574 130	\$	508.88
ARAMARK UNIFORM SERVICES Total			\$	508.88
ASSETGENIE INC.	9/21/2020	4004575 010	\$	1,659.00
ASSETGENIE INC. Total			\$	1,659.00
ASSOCIATION OF CALIFORNIA	9/30/2020	4004672 010	\$	3,413.62
ASSOCIATION OF CALIFORNIA Total			\$	3,413.62
AT&T	9/14/2020	4004490 010	\$	1,862.94
	9/17/2020	4004528 010	\$	1,466.99
	9/25/2020	4004622 010	\$	795.83
AT&T Total			\$	4,125.76
BARNES AND NOBLE	9/10/2020	4004391 060	\$	420.01
	9/17/2020	4004552 010	\$	210.59
BARNES AND NOBLE Total			\$	630.60
BAY AREA FLOOR MACHINE	9/10/2020	4004421 010	\$	168.64
	9/4/2020	4004351 010	\$	822.16
	9/15/2020	4004497 010	\$	338.55
	9/22/2020	4004593 010	\$	473.99
BAY AREA FLOOR MACHINE Total			\$	1,803.34
BENCHMARK EDUCATION COMPANY	9/4/2020	4004362 060	\$	19,124.06
BENCHMARK EDUCATION COMPANY Total			\$	19,124.06
BIG JOE	9/17/2020	4004529 010	\$	232.02
BIG JOE Total			\$	232.02
BIOMETRICS4ALL INC.	9/10/2020	4004436 010	\$	14.25
BIOMETRICS4ALL INC. Total			\$	14.25
BLACKBOARD INC.	9/10/2020	4004392 010	\$	14,044.05
BLACKBOARD INC. Total			\$	14,044.05
CAL-STEAM INC.	9/10/2020	4004422 050	\$	543.58
	9/17/2020	4004530 050	\$	234.46
CAL-STEAM INC. Total			\$	778.04
CAMBIUM LEARNING INC.	9/21/2020	4004576 060	\$	21,636.75
	9/25/2020	4004623 060	\$	4,500.00
CAMBIUM LEARNING INC. Total			\$	26,136.75
CANON FINANCIAL SERVICES INC.	9/10/2020	4004393 010	\$	71.01
	9/25/2020	4004624 010	\$	425.01
		060	\$	386.76
CANON FINANCIAL SERVICES INC. Total			\$	882.78
CARRILLO SILVIA T.	9/17/2020	4004506 010	\$	295.84
CARRILLO SILVIA T. Total			\$	295.84
CELLCO PARTNERSHIP	9/10/2020	4004389 010	\$	4,771.34

AP Check Register - Pivot Table Summary by Vendor
September 2020

Vendor Name	Date	Warrant #	Fund	Sum of Amount
CELLCO PARTNERSHIP				\$ 4,771.34
CENGAGE LEARNING	9/21/2020	4004577 060		\$ 5,767.72
CENGAGE LEARNING				\$ 5,767.72
CESAR MEJIA	9/10/2020	4004411 050		\$ 150.00
CESAR MEJIA				\$ 150.00
CHRISTOPHER J MILLER	9/17/2020	4004507 010		\$ 50.47
CHRISTOPHER J MILLER				\$ 50.47
CINTAS CORPORATION	9/10/2020	4004423 010		\$ 420.27
			050	\$ 87.45
	9/4/2020	4004352 010		\$ 455.27
			050	\$ 87.45
	9/15/2020	4004498 010		\$ 420.27
			050	\$ 87.45
	9/22/2020	4004594 010		\$ 420.27
			050	\$ 87.45
CINTAS CORPORATION				\$ 2,065.88
CITY YEAR INC.	9/8/2020	4004388 060		\$ 235,558.92
CITY YEAR INC.				\$ 235,558.92
CITYSPAN TECHNOLOGIES INC	9/11/2020	4004459 060		\$ 13,925.00
CITYSPAN TECHNOLOGIES INC				\$ 13,925.00
CLAUDIA GOMEZ HERNANDEZ	9/4/2020	4004363 130		\$ 150.00
CLAUDIA GOMEZ HERNANDEZ				\$ 150.00
COMMITTEE FOR CHILDREN	9/4/2020	4004364 060		\$ 2,749.00
COMMITTEE FOR CHILDREN				\$ 2,749.00
CORWIN PRESS INC.	9/17/2020	4004531 060		\$ 619.02
CORWIN PRESS INC.				\$ 619.02
CPM EDUCATIONAL PROGRAM	9/4/2020	4004365 060		\$ 989.49
CPM EDUCATIONAL PROGRAM				\$ 989.49
CSEA VICTORY CLUB	9/30/2020	4004673 010		\$ 45.00
CSEA VICTORY CLUB				\$ 45.00
CURRICULUM ASSOCIATES LLC	9/1/2020	4004324 010		\$ 109.38
CURRICULUM ASSOCIATES LLC				\$ 109.38
DAWNA D KARNES	9/1/2020	4004325 080		\$ 56.49
DAWNA D KARNES				\$ 56.49
DAYLIGHT FOODS INC	9/18/2020	4004563 130		\$ 8,758.52
DAYLIGHT FOODS INC				\$ 8,758.52
DELGADO, JESUS	9/10/2020	4004412 010		\$ 150.00
DELGADO, JESUS				\$ 150.00
DELTA DENTAL	9/11/2020	4004471 670		\$ 808.96
DELTA DENTAL				\$ 808.96
DENISSE MENDEZ	9/1/2020	4004326 130		\$ 370.75
DENISSE MENDEZ				\$ 370.75
DISCOVERY BENEFITS	9/17/2020	4004532 670		\$ 60.00
DISCOVERY BENEFITS				\$ 60.00
DYSLEXIA TRAINING INSTITUTE	9/11/2020	4004460 080		\$ 225.00
DYSLEXIA TRAINING INSTITUTE				\$ 225.00
E.L. ACHIEVE INC.	9/21/2020	4004578 060		\$ 17,211.84

AP Check Register - Pivot Table Summary by Vendor
September 2020

Vendor Name	Date	Warrant #	Fund	Sum of Amount
E.L. ACHIEVE INC. Total				\$ 17,211.84
EDGES ELECTRICAL GROUP LLC	9/10/2020	4004424 050		\$ 54.40
EDGES ELECTRICAL GROUP LLC Total				\$ 54.40
EDPUZZLE	9/22/2020	4004595 060		\$ 1,140.00
EDPUZZLE Total				\$ 1,140.00
EKON-O-PAC LLC	9/1/2020	4004345 130		\$ 8,860.18
EKON-O-PAC LLC Total				\$ 8,860.18
ELENA BARRON	9/22/2020	4004596 010		\$ 153.62
ELENA BARRON Total				\$ 153.62
ELIZABETH NEVAREZ	9/25/2020	4004650 130		\$ 43.69
ELIZABETH NEVAREZ Total				\$ 43.69
ELMER PALANCA MIRANDA	9/17/2020	4004508 010		\$ 106.54
ELMER PALANCA MIRANDA Total				\$ 106.54
ENVIRONMENTAL SYSTEMS INC	9/10/2020	4004425 050		\$ 14,200.00
	9/4/2020	4004353 050		\$ 784.91
	9/11/2020	4004456 050		\$ 509.43
ENVIRONMENTAL SYSTEMS INC Total				\$ 15,494.34
ERIKA M BANZON	9/10/2020	4004413 130		\$ 99.00
ERIKA M BANZON Total				\$ 99.00
ERIKA ZEPEDA CAMPOS	9/29/2020	4004665 130		\$ 9.20
ERIKA ZEPEDA CAMPOS Total				\$ 9.20
ESGI LLC	9/10/2020	4004437 060		\$ 11,814.00
ESGI LLC Total				\$ 11,814.00
FEDERAL EXPRESS	9/1/2020	4004346 010		\$ 131.44
	9/17/2020	4004533 010		\$ 63.02
	9/25/2020	4004625 010		\$ 64.66
FEDERAL EXPRESS Total				\$ 259.12
FICO'S NEW YORK STYLE PIZZA	9/15/2020	4004499 010		\$ 86.69
FICO'S NEW YORK STYLE PIZZA Total				\$ 86.69
FLORES, LOUIE JR.	9/21/2020	4004579 010		\$ 350.48
	9/29/2020	4004666 010		\$ 9.66
FLORES, LOUIE JR. Total				\$ 360.14
FOSTER DAIRY FARMS	9/18/2020	4004564 130		\$ 19,173.12
FOSTER DAIRY FARMS Total				\$ 19,173.12
FRICKE-PARKS PRESS INC	9/25/2020	4004639 010		\$ 3,671.12
FRICKE-PARKS PRESS INC Total				\$ 3,671.12
GOLD STAR FOODS	9/11/2020	4004453 130		\$ 138,240.56
GOLD STAR FOODS Total				\$ 138,240.56
GORDON & REES LLP.	9/14/2020	4004491 010		\$ 4,346.00
GORDON & REES LLP. Total				\$ 4,346.00
GREWAL, KIRANJIT	9/4/2020	4004366 080		\$ 12.08
GREWAL, KIRANJIT Total				\$ 12.08
HALEY ELIZABETH MILLER	9/17/2020	4004509 010		\$ 44.65
HALEY ELIZABETH MILLER Total				\$ 44.65
HAPPY NUMBERS INC	9/11/2020	4004461 010		\$ 1,450.00
		060		\$ 3,575.00
	9/25/2020	4004640 060		\$ 1,450.00

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HAPPY NUMBERS INC. Total			\$	6,475.00
HARRY L. MURPHY INC.	9/10/2020	4004426 050	\$	191.19
		140	\$	25,745.00
	9/1/2020	4004335 050	\$	16,799.21
HARRY L. MURPHY INC. Total			\$	42,735.40
HEARTLAND PAYMENT SYSTEMS INC.	9/25/2020	4004626 130	\$	1,990.00
HEARTLAND PAYMENT SYSTEMS INC. Total			\$	1,990.00
HOME DEPOT U.S.A. INC.	9/10/2020	4004427 010	\$	875.93
		4004450 050	\$	2,880.06
	9/1/2020	4004336 050	\$	3,687.00
	9/17/2020	4004534 010	\$	283.24
		050	\$	2,173.68
	9/22/2020	4004597 010	\$	421.81
HOME DEPOT U.S.A. INC. Total			\$	10,321.72
HOUGHTON MIFFLIN HARCOURT	9/4/2020	4004367 060	\$	13,621.72
HOUGHTON MIFFLIN HARCOURT Total			\$	13,621.72
IDA G HARL	9/17/2020	4004510 010	\$	23.85
IDA G HARL Total			\$	23.85
IMAGINE LEARNING INC.	9/10/2020	4004438 060	\$	30,500.00
IMAGINE LEARNING INC. Total			\$	30,500.00
INDU LAW GROUP PC	9/10/2020	4004439 010	\$	1,000.00
INDU LAW GROUP PC Total			\$	1,000.00
INTERNAL REVENUE SERVICE	9/30/2020	4004674 010	\$	500.00
INTERNAL REVENUE SERVICE Total			\$	500.00
ISTATION INC.	9/4/2020	4004368 010	\$	12,025.00
ISTATION INC. Total			\$	12,025.00
ITSAVVY LLC	9/10/2020	4004394 010	\$	1,835.04
	9/15/2020	4004500 010	\$	376.27
	9/17/2020	4004553 010	\$	163.06
	9/25/2020	4004651 010	\$	167.44
		060	\$	1,118.28
ITSAVVY LLC Total			\$	3,660.09
IXL LEARNING INC.	9/4/2020	4004382 060	\$	10,500.00
IXL LEARNING INC. Total			\$	10,500.00
J.W. PEPPER & SON, INC.	9/25/2020	4004652 010	\$	298.24
J.W. PEPPER & SON, INC. Total			\$	298.24
JAMES R KELLY	9/10/2020	4004440 010	\$	1,515.00
JAMES R KELLY Total			\$	1,515.00
JAZZY LIEN NGUYEN	9/25/2020	4004641 130	\$	228.97
JAZZY LIEN NGUYEN Total			\$	228.97
JESSE M SERNA	9/1/2020	4004347 010	\$	9,371.55
	9/25/2020	4004627 010	\$	5,123.85
JESSE M SERNA Total			\$	14,495.40
JESSICA PICASSO	9/17/2020	4004511 010	\$	245.55
JESSICA PICASSO Total			\$	245.55
JOHNNY RAY VILLALOBOS	9/17/2020	4004512 050	\$	150.00
JOHNNY RAY VILLALOBOS Total			\$	150.00

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JOSE L SANTIAGO SERRANO	9/17/2020	4004513 010	\$	114.69
JOSE L SANTIAGO SERRANO Total			\$	114.69
JOSE VALDES MATH FOUNDATION	9/11/2020	4004462 010	\$	43,000.00
JOSE VALDES MATH FOUNDATION Total			\$	43,000.00
JOSEPHINA PACHECO	9/21/2020	4004580 130	\$	106.50
JOSEPHINA PACHECO Total			\$	106.50
JOURNEYED.COM INC.	9/1/2020	4004327 010	\$	108.00
	9/17/2020	4004535 010	\$	216.00
JOURNEYED.COM INC. Total			\$	324.00
JULIETA GUADALUPE FLORES	9/10/2020	4004414 010	\$	108.00
JULIETA GUADALUPE FLORES Total			\$	108.00
KAISER	9/14/2020	4004492 670	\$	191,991.68
	9/22/2020	4004616 670	\$	290.00
KAISER Total			\$	192,281.68
KEENAN & ASSOCIATES	9/22/2020	4004617 670	\$	116,589.00
KEENAN & ASSOCIATES Total			\$	116,589.00
KELLY-MOORE PAINT COMPANY INC.	9/1/2020	4004337 050	\$	168.18
	9/17/2020	4004536 050	\$	171.17
	9/22/2020	4004598 050	\$	502.37
KELLY-MOORE PAINT COMPANY INC. Total			\$	841.72
KHAI Q. TRAN	9/10/2020	4004428 050	\$	2,295.00
KHAI Q. TRAN Total			\$	2,295.00
KIMI JOY HIROSHIMA	9/17/2020	4004514 010	\$	100.49
KIMI JOY HIROSHIMA Total			\$	100.49
KIMOCCHIS	9/10/2020	4004441 010	\$	2,623.85
KIMOCCHIS Total			\$	2,623.85
KIPP HEARTWOOD ACADEMY	9/14/2020	4004479 010	\$	69,890.00
		4004486 010	\$	139,780.00
KIPP HEARTWOOD ACADEMY Total			\$	209,670.00
KIPP PRIZE PREPARATORY ACADEMY	9/14/2020	4004480 010	\$	69,704.00
		4004487 010	\$	139,408.00
KIPP PRIZE PREPARATORY ACADEMY Total			\$	209,112.00
LAKESHORE EQUIPMENT COMPANY	9/10/2020	4004442 060	\$	525.03
	9/17/2020	4004554 080	\$	660.09
	9/25/2020	4004642 010	\$	145.50
LAKESHORE EQUIPMENT COMPANY Total			\$	1,330.62
LAURA ANGELES	9/25/2020	4004653 130	\$	150.00
LAURA ANGELES Total			\$	150.00
LAZEL INC	9/22/2020	4004599 060	\$	419.90
LAZEL INC Total			\$	419.90
LDP INC	9/21/2020	4004581 060	\$	7.77
LDP INC Total			\$	7.77
LEGACY UNITED CORP.	9/10/2020	4004395 010	\$	796.50
LEGACY UNITED CORP. Total			\$	796.50
LILY MILIM CHANG	9/10/2020	4004415 010	\$	268.45
LILY MILIM CHANG Total			\$	268.45
LINDSAY BOGUE	9/10/2020	4004396 080	\$	79.87

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
LINDSAY BOGUE	9/4/2020	4004369 010	\$	226.75
LINDSAY BOGUE Total			\$	306.62
LISA DIANE DESHPANDE	9/17/2020	4004515 010	\$	91.59
LISA DIANE DESHPANDE Total			\$	91.59
LISTEN INNOVATION INC	9/11/2020	4004463 010	\$	19,800.00
LISTEN INNOVATION INC Total			\$	19,800.00
LITTLE HEROES INC.	9/10/2020	4004443 010	\$	5,000.00
	9/11/2020	4004464 010	\$	2,500.00
	9/17/2020	4004537 060	\$	2,500.00
LITTLE HEROES INC. Total			\$	10,000.00
LONDON, CORINNE	9/1/2020	4004328 080	\$	62.49
LONDON, CORINNE Total			\$	62.49
LOPEZ MICHAEL	9/17/2020	4004516 050	\$	148.53
LOPEZ MICHAEL Total			\$	148.53
LOWES COMPANIES INC.	9/10/2020	4004430 050	\$	1,423.58
	9/1/2020	4004338 050	\$	559.94
	9/4/2020	4004355 050	\$	216.28
	9/17/2020	4004538 050	\$	481.93
LOWES COMPANIES INC. Total			\$	2,681.73
LOWE'S COMPANIES, INC.	9/10/2020	4004429 060	\$	305.90
	9/4/2020	4004354 060	\$	151.13
	9/22/2020	4004600 060	\$	4,113.05
LOWE'S COMPANIES, INC. Total			\$	4,570.08
MAGDALENA GRIMALDO	9/10/2020	4004416 010	\$	272.19
MAGDALENA GRIMALDO Total			\$	272.19
MANSON WESTERN CORPORATION	9/25/2020	4004628 080	\$	108.00
MANSON WESTERN CORPORATION Total			\$	108.00
MARIA C ORTIZ	9/21/2020	4004582 130	\$	122.58
MARIA C ORTIZ Total			\$	122.58
MARIA C. GOCHEZ BLANCO	9/4/2020	4004356 050	\$	120.00
MARIA C. GOCHEZ BLANCO Total			\$	120.00
MARIA CARMINA OROZCO	9/11/2020	4004465 010	\$	31.05
MARIA CARMINA OROZCO Total			\$	31.05
MARIA DOLORES ORTEGA	9/17/2020	4004517 010	\$	134.93
MARIA DOLORES ORTEGA Total			\$	134.93
MARIA E MOYOLI	9/17/2020	4004518 010	\$	177.88
MARIA E MOYOLI Total			\$	177.88
MARIA ERICA CARRASCO	9/11/2020	4004466 010	\$	127.79
	9/17/2020	4004519 010	\$	39.99
MARIA ERICA CARRASCO Total			\$	167.78
MARICELA GONZALEZ MAGANA	9/25/2020	4004654 130	\$	5.56
MARICELA GONZALEZ MAGANA Total			\$	5.56
MARIO E GUDIEL	9/10/2020	4004417 010	\$	101.03
MARIO E GUDIEL Total			\$	101.03
MCGRAW-HILL EDUCATION INC.	9/4/2020	4004370 060	\$	623.63
	9/21/2020	4004583 060	\$	3,861.77
MCGRAW-HILL EDUCATION INC. Total			\$	4,485.40

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
MCKINLEY ELEVATOR CORPORATION	9/1/2020	4004339 050	\$	2,400.00
	9/4/2020	4004371 050	\$	452.00
MCKINLEY ELEVATOR CORPORATION Total			\$	2,852.00
MCSIG	9/11/2020	4004472 670	\$	24,351.00
MCSIG Total			\$	24,351.00
MELANIE ANN ABAD	9/17/2020	4004520 010	\$	144.00
MELANIE ANN ABAD Total			\$	144.00
MICHAEL OWEN WRIGHT	9/4/2020	4004372 010	\$	203.05
	9/25/2020	4004629 010	\$	81.17
MICHAEL OWEN WRIGHT Total			\$	284.22
MID AMERICA ADMINISTRATION	9/11/2020	4004474 010	\$	3,559.44
	9/30/2020	4004675 010	\$	2,740.06
MID AMERICA ADMINISTRATION Total			\$	6,299.50
MULTI-HEALTH SYSTEMS INC. -	9/25/2020	4004630 080	\$	75.00
MULTI-HEALTH SYSTEMS INC. - Total			\$	75.00
MUSIC IN MOTION	9/25/2020	4004655 010	\$	49.16
MUSIC IN MOTION Total			\$	49.16
MUSICIAN'S FRIEND, INC.	9/17/2020	4004555 010	\$	196.61
MUSICIAN'S FRIEND, INC. Total			\$	196.61
NESTLE WATERS NORTH AMERICA	9/23/2020	4004619 010	\$	296.96
		080	\$	28.27
	9/18/2020	4004561 010	\$	572.09
		050	\$	59.63
	9/29/2020	4004664 010	\$	51.92
		130	\$	39.89
NESTLE WATERS NORTH AMERICA Total			\$	1,048.76
NEWSELA INC.	9/10/2020	4004444 060	\$	6,000.00
NEWSELA INC. Total			\$	6,000.00
NEXTEL OF CALIFORNIA INC.	9/10/2020	4004390 010	\$	2,336.30
NEXTEL OF CALIFORNIA INC. Total			\$	2,336.30
NO TEARS LEARNING INC.	9/21/2020	4004584 060	\$	8,384.07
	9/25/2020	4004656 080	\$	2,091.85
NO TEARS LEARNING INC. Total			\$	10,475.92
NORCAL TRUCK LEASING INC	9/10/2020	4004397 010	\$	670.00
	9/11/2020	4004467 010	\$	1,310.00
	9/14/2020	4004493 010	\$	670.00
	9/22/2020	4004601 010	\$	670.00
NORCAL TRUCK LEASING INC Total			\$	3,320.00
NOREDINK CORP.	9/10/2020	4004398 060	\$	7,600.00
NOREDINK CORP. Total			\$	7,600.00
OCCUPATIONAL HEALTH CTR OF CA	9/15/2020	4004501 010	\$	203.50
	9/21/2020	4004585 010	\$	132.50
OCCUPATIONAL HEALTH CTR OF CA Total			\$	336.00
OFFICE DEPOT	9/10/2020	4004399 010	\$	471.12
		4004402 010	\$	376.86
		4004403 010	\$	1,158.90
		4004404 010	\$	732.73

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
OFFICE DEPOT	9/10/2020	4004405 010	\$	516.68
		4004406 010	\$	962.57
		130	\$	131.70
		4004407 010	\$	862.47
		060	\$	497.73
	9/1/2020	4004342 010	\$	1,081.14
		4004343 010	\$	1,813.29
		4004344 010	\$	453.12
	9/4/2020	4004380 010	\$	359.76
		060	\$	7.53
		670	\$	65.71
		130	\$	30.68
		4004381 010	\$	575.49
		4004383 010	\$	1,466.45
	9/17/2020	4004550 010	\$	668.02
	9/21/2020	4004567 010	\$	642.76
		4004568 010	\$	1,029.80
		4004569 010	\$	2,090.76
		4004570 010	\$	984.97
		4004571 010	\$	313.28
		4004572 010	\$	202.53
	9/22/2020	4004590 010	\$	566.87
		4004609 010	\$	561.70
		4004610 010	\$	395.95
		4004611 010	\$	497.72
		4004612 010	\$	642.28
		4004613 010	\$	634.96
		4004614 010	\$	487.36
		4004615 010	\$	466.15
		060	\$	291.52
OFFICE DEPOT	Total		\$	22,040.56
OTC DIRECT INC	9/25/2020	4004643 010	\$	379.97
OTC DIRECT INC	Total		\$	379.97
OTICON INC.	9/25/2020	4004644 080	\$	475.50
OTICON INC.	Total		\$	475.50
P & R PAPER SUPPLY COMPANY	9/18/2020	4004566 130	\$	12,535.63
P & R PAPER SUPPLY COMPANY	Total		\$	12,535.63
PACIFIC EDUCATORS INC.	9/30/2020	4004676 010	\$	98.58
PACIFIC EDUCATORS INC.	Total		\$	98.58
PALOS SPORT	9/17/2020	4004556 010	\$	229.26
PALOS SPORT	Total		\$	229.26
PAPAS,ROMEO	9/22/2020	4004618 010	\$	204.18
PAPAS,ROMEO	Total		\$	204.18
PARTRIDGE CONSULTING INC.	9/1/2020	4004329 080	\$	5,500.00
PARTRIDGE CONSULTING INC.	Total		\$	5,500.00
PEARSON EDUCATION INCORPORATED	9/10/2020	4004445 060	\$	6.00
	9/22/2020	4004602 060	\$	620.00

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
PEARSON EDUCATION INCORPORATED Total				\$ 626.00
PEDRO GRIEGO	9/17/2020	4004521 010	\$	150.00
PEDRO GRIEGO Total			\$	150.00
PERSEUS ASSOCIATES	9/25/2020	4004657 010	\$	525.00
PERSEUS ASSOCIATES Total			\$	525.00
PETER P. IMPERIAL	9/25/2020	4004662 050	\$	17,395.59
PETER P. IMPERIAL Total			\$	17,395.59
PG&E	9/1/2020	4004348 010	\$	50.65
	9/11/2020	4004454 010	\$	155,583.74
PG&E Total			\$	155,634.39
POSITIVE PROMOTIONS INC	9/17/2020	4004557 010	\$	402.77
POSITIVE PROMOTIONS INC Total			\$	402.77
PRE-PAID LEGAL SERVICES INC.	9/30/2020	4004677 010	\$	297.39
PRE-PAID LEGAL SERVICES INC. Total			\$	297.39
PRIMO B VELAZQUEZ	9/25/2020	4004631 050	\$	150.00
PRIMO B VELAZQUEZ Total			\$	150.00
QI QIU	9/25/2020	4004632 010	\$	31.60
QI QIU Total			\$	31.60
QUADIENT, INC.	9/1/2020	4004330 010	\$	315.62
QUADIENT, INC. Total			\$	315.62
QUI NHON THI PHAM	9/17/2020	4004522 010	\$	209.77
QUI NHON THI PHAM Total			\$	209.77
R & R REFRIGERATION & AIR	9/10/2020	4004446 130	\$	1,160.74
	9/4/2020	4004373 130	\$	6,480.35
	9/25/2020	4004645 130	\$	1,340.37
R & R REFRIGERATION & AIR Total			\$	8,981.46
RANDALL E. KLEIN	9/10/2020	4004447 010	\$	882.00
RANDALL E. KLEIN Total			\$	882.00
REALLY GOOD STUFF LLC	9/25/2020	4004646 010	\$	199.45
REALLY GOOD STUFF LLC Total			\$	199.45
RECOLOGY SOUTH BAY	9/18/2020	4004562 010	\$	12,364.95
	9/22/2020	4004603 010	\$	1,753.06
RECOLOGY SOUTH BAY Total			\$	14,118.01
REHON & ROBERTS	9/4/2020	4004379 010	\$	34,850.00
		210	\$	4,450.00
REHON & ROBERTS Total			\$	39,300.00
RICK DELONG	9/10/2020	4004431 010	\$	830.00
RICK DELONG Total			\$	830.00
RMC A RAY MORGAN COMPANY	9/10/2020	4004400 010	\$	1,131.82
		060	\$	701.92
		4004451 010	\$	2,625.16
		060	\$	824.46
		050	\$	98.79
		4004452 010	\$	2,195.15
		060	\$	507.05
	9/15/2020	4004502 010	\$	2,678.48
		050	\$	379.74

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RMC A RAY MORGAN COMPANY	9/15/2020	4004502 080	\$	163.44
		130	\$	1,367.76
		4004503 010	\$	1,482.17
		060	\$	591.11
		080	\$	88.00
		4004504 010	\$	2,196.71
		060	\$	729.21
		4004505 010	\$	1,828.29
		060	\$	1,723.08
	9/17/2020	4004539 010	\$	51.55
RMC A RAY MORGAN COMPANY Total			\$	21,363.89
RO HEALTH INC.	9/17/2020	4004540 010	\$	765.00
	9/25/2020	4004647 010	\$	3,510.33
RO HEALTH INC. Total			\$	4,275.33
ROCKETSHIP FUERZA	9/14/2020	4004481 010	\$	102,578.00
		4004488 010	\$	205,156.00
ROCKETSHIP FUERZA Total			\$	307,734.00
ROCKETSHIP SI SE PUEDE	9/14/2020	4004482 010	\$	63,875.00
		4004489 010	\$	127,750.00
ROCKETSHIP SI SE PUEDE Total			\$	191,625.00
ROLLINS INC.	9/11/2020	4004457 050	\$	954.52
ROLLINS INC. Total			\$	954.52
ROSA PIMENTEL ALI	9/25/2020	4004633 010	\$	263.46
ROSA PIMENTEL ALI Total			\$	263.46
ROSELLE GILDORRE ANDACA	9/17/2020	4004523 010	\$	134.08
ROSELLE GILDORRE ANDACA Total			\$	134.08
RUSSELL SIGLER INC.	9/10/2020	4004432 050	\$	312.44
	9/17/2020	4004541 050	\$	24.05
RUSSELL SIGLER INC. Total			\$	336.49
SABINA MURESAN	9/10/2020	4004418 010	\$	33.93
SABINA MURESAN Total			\$	33.93
SAGE PUBLICATIONS INC.	9/17/2020	4004542 060	\$	494.96
		4004558 060	\$	1,319.88
SAGE PUBLICATIONS INC. Total			\$	1,814.84
SAN JOSE STATE UNIVERSITY	9/8/2020	4004386 010	\$	23,940.00
SAN JOSE STATE UNIVERSITY Total			\$	23,940.00
SAN JOSE WATER COMPANY	9/8/2020	4004385 010	\$	11,330.98
		4004387 010	\$	99,602.46
SAN JOSE WATER COMPANY Total			\$	110,933.44
SAN JOSE WINDOW SHADE CO	9/11/2020	4004458 050	\$	7,054.00
	9/21/2020	4004586 050	\$	6,866.00
SAN JOSE WINDOW SHADE CO Total			\$	13,920.00
SANDRA F FAUSTINA GARCIA	9/14/2020	4004495 060	\$	183.50
SANDRA F FAUSTINA GARCIA Total			\$	183.50
SANTA CLARA COUNTY OFFICE OF	9/17/2020	4004543 010	\$	1,180.65
SANTA CLARA COUNTY OFFICE OF Total			\$	1,180.65
SANTA CLARA COUNTY SHERIFF DPT	9/11/2020	4004475 010	\$	317.88

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SANTA CLARA COUNTY SHERIFF DPT Total			\$	317.88
SANTA CLARA COUNTY SUPT'S	9/23/2020	4004620 010	\$	700.00
SANTA CLARA COUNTY SUPT'S Total			\$	700.00
SARAH JIN KIM	9/17/2020	4004524 010	\$	173.08
SARAH JIN KIM Total			\$	173.08
SARAH M KRETOVICS	9/4/2020	4004374 010	\$	72.00
SARAH M KRETOVICS Total			\$	72.00
SC FUELS	9/25/2020	4004658 010	\$	4,206.85
SC FUELS Total			\$	4,206.85
SCHOLASTIC INC.	9/17/2020	4004559 010	\$	165.76
SCHOLASTIC INC. Total			\$	165.76
SCHOOL MATE	9/1/2020	4004331 010	\$	177.50
SCHOOL MATE Total			\$	177.50
SCHOOL SERVICES OF CALIFORNIA	9/17/2020	4004544 010	\$	325.00
SCHOOL SERVICES OF CALIFORNIA Total			\$	325.00
SCHOOL SPECIALTY INC.	9/25/2020	4004648 010	\$	135.91
SCHOOL SPECIALTY INC. Total			\$	135.91
SCREENCASTIFY LLC	9/10/2020	4004401 060	\$	1,000.00
SCREENCASTIFY LLC Total			\$	1,000.00
SECURITY CONTRACTOR SERVICES	9/10/2020	4004433 050	\$	84.38
	9/1/2020	4004340 050	\$	709.34
	9/4/2020	4004357 050	\$	169.04
SECURITY CONTRACTOR SERVICES Total			\$	962.76
SEESAW LEARNING INC	9/4/2020	4004384 060	\$	42,416.00
SEESAW LEARNING INC Total			\$	42,416.00
SELF INSURED SCHOOLS OF	9/11/2020	4004469 670	\$	806,932.00
SELF INSURED SCHOOLS OF Total			\$	806,932.00
SEVERIN INTERMEDIATE HOLDINGS	9/1/2020	4004349 010	\$	20,640.00
SEVERIN INTERMEDIATE HOLDINGS Total			\$	20,640.00
SEYEM DANIELLE ESTEP	9/21/2020	4004587 010	\$	154.41
SEYEM DANIELLE ESTEP Total			\$	154.41
SFCC INTERMEDIATEHOLDINGS INC	9/17/2020	4004545 010	\$	247.77
SFCC INTERMEDIATEHOLDINGS INC Total			\$	247.77
SHEDRA LYNN WHITE	9/11/2020	4004468 010	\$	283.26
SHEDRA LYNN WHITE Total			\$	283.26
SILICON VALLEY EDUCATION	9/10/2020	4004448 010	\$	83,200.00
		060	\$	16,000.00
SILICON VALLEY EDUCATION Total			\$	99,200.00
SILICON VALLEY SECURITY &	9/22/2020	4004604 010	\$	7,402.40
SILICON VALLEY SECURITY & Total			\$	7,402.40
SITHAN LY	9/21/2020	4004588 130	\$	87.38
SITHAN LY Total			\$	87.38
SJSU NSSLHA	9/18/2020	4004565 010	\$	125.00
SJSU NSSLHA Total			\$	125.00
SPOTIFY USA INC.	9/25/2020	4004634 060	\$	249.00
SPOTIFY USA INC. Total			\$	249.00
SPRINGBOARD COLLABORATIVE	9/4/2020	4004375 060	\$	103,500.00

AP Check Register - Pivot Table Summary by Vendor
September 2020

Vendor Name	Date	Warrant #	Fund	Sum of Amount
SPRINGBOARD COLLABORATIVE Total			\$	103,500.00
STANDARD INSURANCE CO.	9/30/2020	4004678 010	\$	16,501.78
STANDARD INSURANCE CO. Total			\$	16,501.78
STARFALL EDUCATION FOUNDATION	9/1/2020	4004332 010	\$	62.40
	9/17/2020	4004546 060	\$	270.00
	9/25/2020	4004659 010	\$	120.30
STARFALL EDUCATION FOUNDATION Total			\$	452.70
STATE DISBURSEMENT UNIT	9/30/2020	4004679 010	\$	844.00
STATE DISBURSEMENT UNIT Total			\$	844.00
STATE OF CALIFORNIA	9/17/2020	4004547 010	\$	817.00
	9/30/2020	4004680 010	\$	1,894.30
STATE OF CALIFORNIA Total			\$	2,711.30
STEVEN WAYNE DOTY	9/1/2020	4004341 050	\$	187.50
STEVEN WAYNE DOTY Total			\$	187.50
STLR CORPORATION	9/10/2020	4004449 010	\$	600.00
	9/14/2020	4004494 010	\$	480.00
STLR CORPORATION Total			\$	1,080.00
STUDIES WEEKLY INC	9/4/2020	4004376 060	\$	7,122.01
STUDIES WEEKLY INC Total			\$	7,122.01
SULCA, SILVIA	9/25/2020	4004635 010	\$	294.94
SULCA, SILVIA Total			\$	294.94
SUNBELT RENTALS INC.	9/22/2020	4004605 050	\$	1,655.62
SUNBELT RENTALS INC. Total			\$	1,655.62
SUPER DUPER INC	9/1/2020	4004333 060	\$	199.00
SUPER DUPER INC Total			\$	199.00
TAG/AMS. INC.	9/25/2020	4004660 010	\$	283.50
TAG/AMS. INC. Total			\$	283.50
TARGET SPECIALTY PRODUCTS	9/10/2020	4004434 050	\$	912.04
TARGET SPECIALTY PRODUCTS Total			\$	912.04
TEACHER CREATED RESOURCES	9/25/2020	4004649 010	\$	179.99
TEACHER CREATED RESOURCES Total			\$	179.99
TEACHERS' CURRICULUM	9/4/2020	4004377 060	\$	7,829.56
TEACHERS' CURRICULUM Total			\$	7,829.56
TEAMSTERS LOCAL #150	9/30/2020	4004681 010	\$	10,491.00
TEAMSTERS LOCAL #150 Total			\$	10,491.00
TEAMSTERS MANAGED TRUST FUNDS	9/11/2020	4004470 670	\$	227,184.00
TEAMSTERS MANAGED TRUST FUNDS Total			\$	227,184.00
TERESA AMADOR	9/21/2020	4004589 130	\$	150.00
TERESA AMADOR Total			\$	150.00
TEXAS LIFE INSURANCE	9/30/2020	4004682 010	\$	6,578.64
TEXAS LIFE INSURANCE Total			\$	6,578.64
THANH PHU	9/17/2020	4004525 050	\$	150.00
THANH PHU Total			\$	150.00
THINK TOGETHER	9/17/2020	4004560 060	\$	172,046.20
THINK TOGETHER Total			\$	172,046.20
TURF AND INDUSTRIAL EQUIPMENT	9/22/2020	4004606 050	\$	385.46
TURF AND INDUSTRIAL EQUIPMENT Total			\$	385.46

AP Check Register - Pivot Table Summary by Vendor
September 2020

Vendor Name	Date	Warrant #	Fund	Sum of Amount
TXL HOLDING CORPORATION	9/25/2020	4004661	010	\$ 911.15
TXL HOLDING CORPORATION Total				\$ 911.15
U.S. BANK	9/29/2020	4004663	010	\$ 4,108.65
			060	\$ 66.78
			130	\$ 2,730.70
U.S. BANK Total				\$ 6,906.13
UNITED PARCEL SERVICE	9/17/2020	4004548	010	\$ 155.00
UNITED PARCEL SERVICE Total				\$ 155.00
UNITED REFRIGERATION INC.	9/4/2020	4004358	050	\$ 69.96
	9/22/2020	4004607	050	\$ 16.99
UNITED REFRIGERATION INC. Total				\$ 86.95
UPKEEP TECHNOLOGIES INC.	9/1/2020	4004334	010	\$ 30,720.00
UPKEEP TECHNOLOGIES INC. Total				\$ 30,720.00
VISION SERVICE PLAN	9/11/2020	4004473	670	\$ 12,186.36
VISION SERVICE PLAN Total				\$ 12,186.36
VISTA CENTER FOR THE BLIND &	9/17/2020	4004549	080	\$ 1,045.00
VISTA CENTER FOR THE BLIND & Total				\$ 1,045.00
VIVIANNE NGUYEN	9/10/2020	4004419	010	\$ 125.03
VIVIANNE NGUYEN Total				\$ 125.03
W.W. GRAINGER INC.	9/4/2020	4004359	050	\$ 206.21
	9/22/2020	4004608	050	\$ 426.35
W.W. GRAINGER INC. Total				\$ 632.56
WASHINGTON STATE SUPPORT	9/30/2020	4004683	010	\$ 930.00
WASHINGTON STATE SUPPORT Total				\$ 930.00
YMCA OF SILICON VALLEY	9/4/2020	4004378	010	\$ 10,000.00
YMCA OF SILICON VALLEY Total				\$ 10,000.00
ZOOM VIDEO COMMUNICAITONS INC.	9/25/2020	4004636	060	\$ 31,320.00
ZOOM VIDEO COMMUNICAITONS INC. Total				\$ 31,320.00
Grand Total				\$ 4,824,451.80

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

8.05

2930 Gay Avenue
San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees:

Subject : **CONTRACTS FOR PROFESSIONAL SERVICES – FIRMS/ORGANIZATIONS**

Staff Analysis:

The following contracts for professional services are being presented to the Board of Trustees for review and approval.

Recommendation:

Staff recommends approval of the following contracts for professional services on the attached sheets.
Contract details are on file in the Purchasing Office.

Prepared by: Maria Martinez m.m. Title: Procurement Manager

Approved by: Kolvira Chheng K Title: Assistant Superintendent of Business Services

To the Board of Trustees:

Meeting: October 8, 2020

Recommend Approval

Regular Board Meeting

8.05

Hilaria Bauer

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
October 8, 2020 Board Meeting

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

<u>DEPARTMENT</u>	<u>DATE OF SERVICE</u>	<u>CONSULTANT NAME</u>	<u>COST & FUNDING</u>	<u>PURPOSE</u>
Lyndale Kasturi Basu	10/09/20- 06/08/21	Community School of Music and Art	\$3,402.00	Provide flexible 15 one-hour art lessons online/in person to grades TK through 5 th grade students. Also provide online/ in person 20 one-hour sessions and recorders for 3 rd , 4 th and 5 th grade classes. The two programs will serve approximately 300 Lyndale students. Fund: Restricted
Academic Services Brittany Rykels	10/08/20- 06/30/21	Resource Area For Teaching (RAFT)	\$10,500.00	Provide district-wide teacher training, STEAM activities and kits, help support approximately 200 students who participate in our annual STEAM Showcase and create student-centered Makerspaces that will accelerate student STEAM learning. Site TBD. Funding: Restricted
Academic Services Jason Sorich	10/08/20- 06/30/22	Westat	No Cost	Provide an evaluation of the VILS program. The study will provide Verizon with program impact and improvement information on the effects of providing middle school students at Hubbard M.S with access to mobile technology in preparing them with 21 st century skills. Funding: N/A
Human Resources Carlos Moran	10/09/20- 06/30/21	Swing Education	\$25,000.00 NTE	Provide access to the Swing Education platform and services which allows the District to post and manage requests for substitute teachers and substitute classified staff. Based on District requests, Swing Education will assign qualified substitutes. Funding: General

**Alum Rock Union Elementary School District
October 8, 2020 Board Meeting**

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Special Education Anthony Colonna	07/01/20- 06/30/21	AchieveKids	\$86,365.00	Provide individualized instruction & behavior support services to autistic or severe behaviorally disordered students. Due to the severity of their disability, a nonpublic school requirement is required. Funding: Special Education
State & Federal Sandra Garcia	10/09/20- 06/30/21	Girl Scouts of Northern California	No Cost	Girls Scouts will serve 60 students, specifically 3 rd -5 th grade girls from approximately 6 ARUSD sites (TBD) with a free 16-week STEM program (15 girls minimum per class). The program is 1 day a week for 1 hour after school. Activities will teach students about the impact if contaminants entering waterways and an ecology focused field trip. Funding: N/A
State & Federal Sandra Garcia	10/09/20- 06/30/21	Paper Education Company, Inc.	\$85,000.00	Provide chat-based tutoring services for 2,000 middle school ARUSD students throughout the district to support student academic engagement. This service includes teacher user and administrator accounts, online PD, student orientations for participating students, routine check-ins and additional training, as needed. Funding: Restricted
Student Services Norma Flores	10/09/20- 06/30/21	The Health Trust, Family Support Services (THT)	No Cost	THT will meet with families with children 0-5 years' old who are homeless or on the verge of homelessness to provide housing services or referral to other agencies. THT can participate in staff meetings, family outreach, and other school events. Services are available to all ARUSD families with children 0-5 years old either in person or remotely. Funding: N/A

**Alum Rock Union Elementary School District
October 8, 2020 Board Meeting**

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Business Services 10/01/20- Informed K-12
Kolvira Chheng 09/30/21

\$29,094.00 Provide an easy-to-use workflow
NTE automation and digital forms solution
that will help school district
administrators: manage all forms and
paperwork electronically, automate
critical school business processes,
and track approval workflows across
departments.
Funding: Restricted



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Lyndale Elementary (School/Dept.) VENDOR NO. _____

Submitted by: Kasturi Basu

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

Name of Individual/Company: Community School of Music and Art

Address: 230 San Antonio Circle City: Mountain View State: CA Zip: 94040

Phone: (650) 917-6800 Email Address: jmineer@arts4all.org

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date October 9, 2020 end date June 8, 2021
3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

Arts for Schools program will provide flexible on line/ in person art sessions at Lyndale 15 one hour art lessons to grades TK through 5th Grade. They will also provide on line / in person 20 one hour sessions and recorders for 3 4th and 5th grade classes. The two programs will serve approximately 300 students.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

 a. **Fee Rate:** \$ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

 X b. **Other:** \$3,402.00 (describe rate agreement) for 15 one hour art sessions and 20 one hour music sessions.

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	\$AMOUNT	BUS. OFC Initials
060	3010	0	5815	00	1110	1000	000000	030	1190	\$3,402.00	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.
7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.
8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING



Overview of CSMA In School Distance Learning Model

In response to the COVID-19 pandemic, CSMA has developed for the 2020-2021 school year flexible instructional units that may be delivered online, in person, or by a combination of the two formats. CSMA will work with school personnel to schedule live online* sessions. Each live session will be supported by a written lesson plan and a video recording of the lesson plan (screencast) that may be shared with students as supplemental tools.

The CSMA approach to distance-learning offers the following components:

- 1) Live online* lessons with CSMA professional art faculty
- 2) A PDF of the lesson taught during the live session
- 3) A video file of a page-by-page reading of the lesson plan
 - The video offers the opportunity to pause/review the lesson
 - Videos are beneficial when asynchronous learning is required

CSMA curriculum teams continue to develop the three curriculum components for each lesson/unit in alignment with California State Standards for Visual Art. Pricing for each instructional unit is \$99. The length of the live online lessons may vary by grade level, but will typically be approximately 20-30 minutes. CSMA will work with administrative staff at each school site to schedule the live sessions, develop file sharing protocols, and transition when needed to alternate learning models.

*Zoom or Google Meet platforms available

Please click the links below to view samples of lesson components:

- [CSMA Online/live Art class demonstration](#) - 1st grade
- [CSMA Art lesson PDF sample](#) - 2nd grade
- [CSMA Art lesson PDF sample](#) - 5th grade
- [CSMA Art lesson video \(screencast\) sample](#) - 1st grade
- [CSMA Art lesson video \(screencast\) sample Spanish](#) - 2nd grade



New Art4Schools Program Components

The A4S distance learning model features two new program components to enhance student learning experience and communications with families regarding the art curriculum and student progress and to showcase student work. The new components are:

- A sample monthly newsletter featuring and explanation of concepts taught and examples of student artwork
- A sample virtual student art show offered two times a year. Artwork will be labeled by classroom and student (first name, last initial).

Both components are included in the lesson unit pricing.

CSMA will work with district and school sites to guide a back-to-school supply list addition of suggested art items that each student might use as part of their lessons. Lessons are written and taught with the understanding that not all students might have access to the same materials.

- Suggested art supply lists



community school of music and arts

September 8, 2020

CSMA 2020-2021 PROPOSAL

Lyndale Elementary School

ART	Sessions	Classrooms	Rate	Cost
Grade TK - 5	15	13	\$99	\$19,305
*Onsite Art Shows				\$1,000
Subtotal for Art4Schools				\$20,305

MUSIC	Sessions	Classrooms	Rate	Cost
Grade 4 - 5	20	3	\$49.50	\$2,970
Recorders for 3 classrooms of students		3	\$182	\$546
Subtotal Music4Schools				\$3,516

CSMA Instructional Cost	\$23,821
2019-2020 CSMA credit	-\$419.43
CSMA subsidy	-\$20,000
Total 2020 - 2021 School Year Program Cost	\$3,402

* This program component is included in the proposal amount above. If it cannot be offered due to state and county guidelines, the January invoice will be adjusted to remove \$1,000.

Program Adaptation to Schools Reopening Following COVID

CSMA will provide flexible instructional units that may be delivered online, in person, or by a combination of the two formats. Online classes will include a written lesson plan and a video of the lesson to be shared with the students by the classroom teacher. The school will work directly with the CSMA Instructor to schedule live online sessions. Onsite classes will be one hour duration.

Art4Schools Virtual Art Show(s)

CSMA anticipates continued restrictions on school attendance and social gatherings for the 2020-21 school year. In response, CSMA has created new program components to enhance communications with families regarding the art curriculum and student progress and to showcase student work. The new components are:

- A monthly newsletter featuring examples of student artwork
- A virtual student art show to be offered one to two times a year

arts4all



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: BUSINESS OFFICE Contract No.: _____ Vendor No.: 13054

Academic Services (School/Dept) and the Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor wishes to enter a:

☒ **MOU** (negotiated Agreement) ☐ **MASTER CONTRACT PARTICIPATION**
☐ Exhibit B & C (Fingerprinting and TB Test) ☒ Scope of Work/Proposal

Note: All Contracts over \$5,000 require pre-approval.

* Use Independent Contractor Agreement (PUR-116) for unincorporated individuals or in the absent of negotiated agreement.

Name of Individual/Company: Resource Area For Teaching (RAFT)

Address: 1355 Ridder Park Drive City: San Jose State: CA Zip: 95131

Phone: (408) 451-1420 Email: membership@raft.net

SSN: _____ Fed I.D. #: _____

CONTRACT TERM: start dates October 8, 2020 end date June 30, 2021

CONTRACTOR'S OBLIGATION:

Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

ARUSD will partner with RAFT to provide district-wide teacher training, STEAM activities and kits, help support approx 200 students who participate in our annual STEAM Showcase and create student-centered Makerspaces that will accelerate student STEAM learning. Sites TBD. This MOU describes activities and support for the 2020-2021 school year.

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a or b)

 a. **Fee Rate:** \$ _____ per _____ Not to Exceed _____ of services.

X b. **Other:** \$ 10,500.00

Describe other related costs: _____

BUDGET CODE: 060 4035 0 5815 00 1110 1000 000000 305 1461 (TITLE II)

CS 9/2/20
Accountant Initials

JK 9/3/2020

Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: Brianne F. Ryfisch Date: 9.15.2020

Director of Fiscal Services: _____ Date: _____

Asst. Supt., of Business Services: _____ Date: _____

Superintendent: _____ Date: _____

MEMORANDUM OF UNDERSTANDING

Between

Alum Rock Union School District

And

Resource Area For Teaching

1355 Ridder Park Drive

San Jose, CA 95131

This Memorandum of Understanding (MOU) is entered by and between **the Alum Rock Union School District (ARUSD) and Resource Area For Teaching (RAFT)** to support integrated STEAM initiatives and Maker Education aligned to the Next Generation Science Standards.

A. PERIOD OF AGREEMENT

This MOU will be in effect October 9, 2020 - June 30, 2021.

B. PROJECT SUPERVISION

Alum Rock Union School District's Assistant Superintendent of Instructional Services, Rene Sanchez, and RAFT's CEO, Jason Morrella, will oversee execution of this Memorandum of Understanding on behalf of the District and RAFT.

C. Project Goal

The goals of this project is to create a Makerspace demonstration site for ARUSD teachers to explore, create and design hands-on STEAM learning activities as well as support the integration of Next Generation Science Standards aligned STEAM and Maker Education activities, projects and outcomes in the core curriculum.

D. SCOPE OF WORK

RAFT will support Alum Rock Union School District and the objectives of this MOU by providing the following services. Consistent with County/District COVID restrictions, most of these services can be provided remotely via web conferencing.

1. Provide professional development/lesson planning collaboration (up to 40 teachers) focused on developing maker education and hands-on STEAM design challenge activities. (Initially, PD will be focused on integrating maker ed and STEAM in the distance learning environment.)
2. Pending ARUSD COVID -19 guidelines, facilitate a teacher demonstration makerspace design and build event. In lieu of an in-person build event, provide materials and project kits for at-home maker activities.
3. Provide materials and facilitate activities for community engagement in a District virtual or in-person STEAM Showcase. In lieu of an in-person event, provide materials and project kits for at-home maker activities.
4. Ongoing project management.
5. Pursue joint funding opportunities with Alum Rock School District for the scope of work in this MOU.

ARUSD will support RAFT and the objectives of this MOU by providing the following services:

1. Designate a district liaison/project coordinator
2. Identify PLC participants and element schools for year one
3. Manage all outreach for district-related events such as STEAM Showcase
4. Provide access to RAFT staff, prospective funders, and other schools to visit BHS makerspace as a model for other makerspaces, if appropriate.
5. Pursue joint funding opportunities with Resource Area for Teaching for the scope of work in this MOU.

See Attachment A for Scope of Work and associated costs.

E. PAYMENT AND COST REIMBURSEMENT

The District will pay RAFT directly for the costs listed in **Attachment A**. The District will pay 50% at the start of the project and 50% at least 30 days after services have been rendered. If services are cancelled after initial payment, then all services will be prorated.

F. PARTNERSHIP REVIEW

RAFT and ARUSD project lead staff will meet in May 2021, to discuss the continuation of the partnership, scope of work, and fundraising needs, should the District wish to pursue the initiative in the year 2021-2022.

G. INTELLECTUAL PROPERTY AND PUBLICATIONS

Curriculum developed by RAFT will be owned by RAFT. Participants will have full access to all STEAM family night activity related curriculum, and our intent is to broadly share content created by all of our partner schools and organizations.

H. MUTUAL INDEMNIFICATION

1. Resource Area For Teaching shall defend, indemnify and hold Alum Rock Union School District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.
2. Alum Rock Union School District shall defend, indemnify and hold Resource Area For Teaching, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Resource Area for Teaching, its officers, employees, or agents.

Attachment A

Scope of Work and Cost Proposal for October 9, 2020 - June 30, 2021

Item	Cost	Description
Teacher Professional Development	\$1,000	Up to 6 hours of PD/collaboration for Elementary PLC training for up to 40 educators
STEAM/Maker project materials	\$2,000	Materials to support at-home STEAM and Maker Education projects. (In lieu of STEAM - Showcase materials)
Makerspace Design and Build Event or additional materials and support for at-home maker activities.	\$7,000	Teacher Makerspace demonstration site consultation and design and Makerspace Community Build Event. Or pending SiP restrictions, create custom maker/STEAM activity kits for at-home use.
Project Management	\$500	
RAFT Membership (Parents)	Free	Free one-day shopping passes for all ARUSD parents. (\$15)
Total	\$10,500	

I. TERMINATION

Either party may terminate this agreement with a thirty (30) day written notice. Written notices of termination must be forwarded to Alum Rock Union School District Office 2930 Gay Avenue San Jose, CA 95127 or to the CEO of RAFT at 1355 Ridder Park Drive, San Jose, CA 95131.

**Authorized Representative,
Alum Rock Union School District**



**Jason Morrella, CEO
Resource Area For Teaching**

Date

7-15-20

Date



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: BUSINESS OFFICE Contract No.: _____ Vendor No.: 22533

Academic Services (School/Dept) and the Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor wishes to enter a:

☒ **MOU** (negotiated Agreement) ☐ **MASTER CONTRACT PARTICIPATION**
☐ Exhibit B & C (Fingerprinting and TB Test) ☐ Scope of Work/Proposal

Note: All Contracts over \$5,000 require pre-approval.

* Use Independent Contractor Agreement (PUR-116) for unincorporated individuals or in the absent of negotiated agreement.

Name of Individual/Company: Westat

Address: 1600 Research Blvd. City: Rockville, State: MD Zip: 20805

Phone: (301) 251-1500 Email: VILSresearch@westat.com

SSN: _____ Fed I.D. #: _____

CONTRACT TERM: start dates October 8, 2020 end date June 30, 2022

CONTRACTOR'S OBLIGATION:

Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

Westat, an independent research organization, is conducting an evaluation of the VILS program. The study will provide Verizon with program impact and improvement information on the effects of providing middle school students at Hubbard Middle School with access to mobile technology in preparing them with 21st century skills.

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a or b)

 a. **Fee Rate:** \$ _____ per _____ Not to Exceed _____ of services.

 X b. **Other:** \$ NO COST

Describe other related costs: _____

BUDGET CODE: _____

Accountant Initials

Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: [Signature] Date: 9/28/2020

Director of Fiscal Services: _____ Date: _____

Asst. Supt., of Business Services: _____ Date: _____

Superintendent: _____ Date: _____

Westat –Alum Rock Cohort 7 Research Memorandum of Understanding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Westat and **Alum Rock** to cooperate in the evaluation of the Verizon Innovative Learning Program (VILS) in **Alum Rock**.

Purpose

Westat, an independent research organization, is conducting an evaluation of the Verizon Innovative Learning program (hereafter VILS program). The study will provide the Verizon Foundation with program impact and improvement information. Specifically, the Verizon Foundation seeks to understand how providing middle school students' access to mobile technology affects both teachers and students in preparing students with 21st century skills.

Districts participating in the VILS program have an opportunity, and are strongly encouraged, to participate in the research program. While districts may opt out of the optional aspects of research, participation is highly recommended. The data collected will help the Verizon Foundation and the participating districts understand the benefits of the VILS program and enhance the design and implementation of the program.

The mandatory research component is the provision of administrative data such as test scores, attendance, and information on behavioral infractions for all schools serving middle school students for the following time periods:

- Each participating year and
- Five years preceding program participation

The full research design also includes:

- Surveys of teachers and students in the fall of the first year of participation and each spring thereafter
- Telephone interviews with the principal, coach, and three teachers in the spring of year 1; a site visit in fall of year 2

Districts who choose to participate in all research components will receive the following grant to offset time requirements: schools with 500 students or less will receive \$2500 per year. Schools with more than 500 students will receive \$4000 per year.

To receive funds, schools must ensure an 80% return rate where active consent is used, and all schools must achieve an 80% response rate on teacher and student surveys.

Aside from monetary incentives districts who opt-in to research will be considered first for other VIL opportunities, such as Verizon Innovation Labs (note, program compliance, network availability, among other factors will contribute to opportunities offered). Participating districts will also be given a briefing on their own survey findings compared to the rest of the cohort.

All VIL schools within a participating district must participate in the research process. Moreover, districts that successfully complete the VILS program and are invited to participate for an additional two years must also participate in research in years 3 & 4 (a new MOU will be

required for Y3 & Y4). Lastly, districts that participate in research acknowledge and agree that all primary data collected through Westat will be owned by the Verizon Foundation.

Data Collection

As a district participating in the research component of cohort 7 of the Verizon Innovative Learning School program, [District] agrees to participate fully in the following types of data collection:

- Teacher and student surveys—Fall 2020 and each spring during participating years; 80% response rates required
- Interviews with principals, coaches, and teachers—spring of year 1
- 2-day site visits in year 2 that include 1) interviews with principals, coaches, and teachers, 2) classroom observations, and 3) focus groups with students and parents
- Provision of administrative data—test scores, attendance and behavioral indicators for each participating year and for the five years preceding program participation. (see appendix for details) .

Research Point of Contact (RPOC)

Districts participating in the research component must also appoint a district research point of contact (RPOC) and a liaison at each school that will assist with specific evaluation activities (i.e., obtaining teacher and student rosters, obtaining parental consents, administering teacher and student surveys, scheduling telephone interviews in Year 1, and scheduling a site visit in Year 2). The RPOC will be responsible for supporting all data collection activities and for keeping Westat informed of any critical changes at schools—changes in principals, coaches, introduction of new academic programs introduced, etc. The RPOC should be an individual who is well-versed in how research is conducted within their District and within the participating schools. This includes understanding what review processes need to be undertaken, e.g. IRB reviews, and what forms of consent need to be administered to research participants. The RPOC should have the bandwidth to complete all activities and address all concerns in a timely manner. If this individual does not have this authority, then a process should be put in place where RPOC is able to escalate concerns within the schools and Districts, as needed.

Key responsibilities:

- Work with Westat to coordinate data requests and facilitate activities at the school level as relevant.
- Provide Westat with teacher lists that include school, name, email address, subject(s) taught, and grade level(s) taught in a timely manner. Lists will be required the beginning of October 2020 and 2021 and March 2021 and 2022.
- Provide Westat with student lists that include school, student name or the ID number, homeroom teacher and student grade level in a timely manner. Lists will be required by October 2020 and reviewed and updated in February 2021 and 2022.

- Work with Westat and school liaisons to schedule survey administration in fall 2020 and spring 2021 and 2022.
- Follow up with the school-based liaisons in cases where students and teachers do not respond promptly to the surveys to ensure response rates of at least 80% at each school within a two-week survey administration window.
- Work with Westat to obtain District IRB clearance for data collection (if this is required), identify type of parental consent that is needed for the data collection, and obtain parental consent.
- Work with the school-based liaisons to schedule all telephone interviews and site visit activities—spring 2021, fall 2021, and spring 2022.
- Work with District-level data specialists to provide Westat with the administrative data described below in a timely manner.

Confidentiality

Westat will comply with the provisions of privacy law including the Family Educational Right to Privacy Act (FERPA) 20 USC 1232g. Westat will not use student and teacher data gathered during this research for any purpose other than the evaluation of the VILS program. Access to data will be limited only to Westat researchers on the VILS study team.

Data Security

Westat will securely store and maintain all personally identifiable data collected as part of this evaluation. All data transmissions will be provided through a secure FTP site. All personally identifiable data will be destroyed at the end of the program.

Reporting

Westat will report all results to the Verizon Foundation. Districts will be provided with district-level and school level reports of survey results and briefed on findings for their district and the overall cohort. No teachers or students will be identified in any report.

District Representatives

Superintendent

Signature

Superintendent

Title

Date

Westat Representative

Joy Frechtling Digitally signed by Joy Frechtling
Date: 2020.09.16 13:35:48 -04'00'

Signature

Vice President

Title

09/16/2020

Date



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: BUSINESS OFFICE Contract No.: _____ Vendor No.: _____

Human Resources (School/Dept) and the Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor wishes to enter a:

☒ **MOU** (negotiated Agreement)

☒ Exhibit B & C (Fingerprinting and TB Test)

☐ **MASTER CONTRACT PARTICIPATION**

☐ Scope of Work/Proposal

Note: All Contracts over \$5,000 require pre-approval.

* Use Independent Contractor Agreement (PUR-116) for unincorporated individuals or in the absent of negotiated agreement.

Name of Individual/Company: Swing Education

Address: Dept LA 24916 City: Pasadena State: CA Zip: 91185

Phone: (916) 266-1417 Email: brett@swingeducation.com

SSN: _____ Fed I.D. #: 47-4349654

CONTRACT TERM: start dates October 9, 2020 end date June 30, 2021

CONTRACTOR'S OBLIGATION:

Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

Provide access to the Swing Education platform and services which allows the District to post and manage requests for substitute teachers and substitute classified staff. Based on District requests, Swing Education will assign qualified substitutes.

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a or b)

X a. **Fee Rate:** \$ 210 - \$280 per day Not to Exceed \$25,000 of services.

 b. **Other:** \$ _____

Describe other related costs: _____

BUDGET CODE: 010-0000-0-5815-00-0000-7200-000000-600-1000

Accountant Initials _____

Accountant Initials _____

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: _____ Date: _____

Director of Fiscal Services: _____ Date: _____

Asst. Supt., of Business Services: _____ Date: _____

Superintendent: _____ Date: _____



Swing Education Platform & Services Agreement

This **Platform & Services Agreement** ("Agreement") is entered into on October 9, 2020 by and between Swing Education, Inc. ("Swing Education," "we" or "us") and the School(s) listed on the signature page ("School" or "you"). Swing Education agrees to provide you with access to the Swing Education Platform & Services ("Platform"), which allows the School and School representatives to post and manage Requests for substitute teachers and related professionals ("SwingSubs") on the Swing Education Website at www.swingeducation.com ("Website").

The pricing information in this Agreement will apply for all SwingSubs starting August 1, 2020. This Agreement will apply regarding the obligations and relationships between School, Swing Education and each SwingSub (though the SwingSubs are not party to this Agreement) when that SwingSub is enrolled on Swing Education's payroll. Before such enrollment, the most recent Agreement signed by School and Swing Education will apply to such obligations and relationships, but will apply not to pricing, which will be controlled by this Agreement.

1. Services. Swing Education agrees to provide you with:

(a) **Access to the Services**, which allows authorized School users to post Requests for SwingSub on the Platform, track and manage those Requests, and view information about the SwingSubs.

(b) **Access to Our Verification Services - California**

- i. **Teaching Credentials.** Swing Education verifies whether a SwingSub teaching professional holds a substitute teaching permit or standard professional teaching credential, by having the SwingSub upload or submit such document to the Platform. Swing Education marks such SwingSubs as credentialed (or similar language) on the Platform. Swing Education also tracks the expiration date (if one exists) of such document. If such document expires while the SwingSub is a registered member of the Service, Swing Education will shortly thereafter label the SwingSub teaching professional as non-credentialed (or similar language). Note that School is responsible for ensuring accuracy of SwingSub Requests where a permit or credential is or is not required.
- ii. **CA DOJ Live Scan Fingerprint Background Check.** Swing Education verifies that a SwingSub working in California is eligible to work as a teacher before the SwingSub is allowed to fill Requests on the Website. Swing Education does this by reviewing the results of the individual's completed Live Scan check issued by the State of California Department of Justice (DOJ) using California Education Code guidelines. Subsequent changes to the SwingSub's status are sent from the DOJ to Swing Education. Swing Education prevents a SwingSub from filling Requests on the Website if such changes render the SwingSub ineligible to teach, shortly after receiving notice of such changes.
- iii. **TB Test.** Swing Education determines whether a SwingSub has obtained required TB tests before allowing a SwingSub to fill Requests on the Website (according to this form, www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/TBCB-CA-School-Staff-Volunteer-TB-Risk-Assessment.pdf).
- iv. **Child Abuse Reporting - Mandated Reporter.** Swing Education will make all SwingSubs aware of their child and dependent adult abuse reporting obligations. Swing Education will also require all SwingSubs to confirm that they have undergone CA state Mandated Reporter Training within 6 weeks of completion of their first assignment



through the Platform and annually thereafter, by signing a Suspected Child Abuse Reporting Acknowledgement Form. A copy of each signed form will be kept on file with Swing Education.

- (c) **Verification Process.** Swing Education reserves the right to change any of the verification processes described above if such processes become impossible or impractical to carry out as described.
- (d) **Limitations.** Swing Education provides the Services as a venue for connecting Schools and SwingSubs. Swing Education does not provide any education training, equipment, curriculum for teaching classes or students at any School, nor any other education services to either Schools or SwingSub, other than that specified below. Swing Education does not participate in, and the Services expressly do not include, the relationship or interaction between Schools and SwingSubs, except to provide a Website for Schools to post Requests and for SwingSubs to review and accept those Requests.
- (e) **Relationship with SwingSubs.** Swing Education withholds and pays payroll taxes with regard to SwingSub wages but does not exercise any control over their schedules. School issues work Requests for SwingSubs to fill. School works with SwingSubs on-site and in person and thus has direct feedback and information on the actions and performance of SwingSubs. Swing Education makes no warranty or representation as to the effectiveness, competence, skill, background, record, or behavior of the SwingSubs beyond what is covered by the Verification Services above.

2. Acceptance of Appendix Terms and Website Terms of Service. By signing this Agreement, you agree to the terms in any Appendix, including Appendix A: Standard Terms. You also agree to the Website Master Terms of Service and Privacy Policy (the "Website Terms") available on the Swing Education website at www.swingeducation.com/tc.

3. Payments. Payments will be made to Swing Education according to the following:

- (a) **Work Requests & Daily Rates.** School shall fill out work Requests for SwingSubs, specifying the work stop and start times for each work day of the Request. The School works with Swing Education to designate a "Daily Rate" or Rates, via the Website and/or by separate communication with Swing Education, and/or as listed below. The "Half Daily Rate" is 50% of the Daily Rate. The Daily Rate applies to any Day over four (4) and no more than eight (8) hours ("Full Day") and the Half Daily Rate applies to any Day of four (4) hours or less ("Half Day"). A "Short-Term" Request is a Request up to and including 21 days, and a "Long-Term" Request is a Request that exceeds 21 days.
- (b) **Amounts Due.** The "Preliminary Amount Due" is the sum of the "Estimated Daily Amounts" for each Day of the Request, based on the Daily Rate and Half Daily Rate. Swing Education will adjust each Estimated Daily Amount with relevant surcharges for overtime or if the SwingSub is not given legally-required meal or rest breaks, to arrive at "Daily Adjusted Amounts", and a total "Adjusted Amount Due".
- (c) **Cancellation.** Request(s) accepted by a SwingSub, then canceled outside of 24 hrs of the initial work time, are not subject to any fees. If a Request is canceled less than 24 hrs from the initial work time, then the Amount Due will be subject to the Preliminary Amount Due for the first Day of the Request.



- (d) **Invoicing.** Payment for the services of a SwingSub will be made to Swing Education according to the following. Swing Education charges and invoices according to Pay As You Go, as outlined in Exhibit A: Payment Options.
- (e) **Deviations from Request.** While SwingSubs will be instructed to track their actual time worked, School must also inform Swing Education of any Work Deviations (from School's point of view) between the work times in a Request and actual time worked (including Work Deviations from mandated breaks) by 11:59pm on Friday of the same week of the relevant day for such Work Deviations to be reflected on an invoice, via the appropriate interface on the Platform. SwingSubs shall also have the right to submit such Work Deviations, and the actual invoice will be reconciled using all known facts about the actual time worked.
- (f) **Invoice Disputes.** School must identify any invoice item Dispute to Swing Education within 14 days of the invoice by emailing support@swingeducation.com, in order to Dispute such invoice item. All known facts about the actual time worked shall be used in amending such invoice items.

4. Recruitment & Off-Platform Use. If you wish to hire or contract directly with a SwingSub, you agree to pay Swing Education a \$2,500 finder's fee. This recruitment fee does not apply to SwingSubs who previously worked directly for the School. School shall not issue off-Platform requests to SwingSubs, including by communicating directly with a SwingSub. Making such an off-platform request is grounds for Termination with Cause. If School wishes to provide an additional (bonus) wage to a SwingSub not related to a Request, School will make prior arrangements with Swing Education by emailing support@swingeducation.com or via other means as directed by Swing Education. Swing Education will invoice School for such additional (bonus) wage(s). For additional (bonus) wage(s) requested through means other than those outlined above, Swing Education will invoice School for such additional (bonus) wage(s) plus an additional 100% handling fee.

5. Term and Termination. Term. This Agreement shall be in effect for one year from the Effective Date, thereafter this Agreement shall automatically renew at the anniversary date of the Effective Date unless provided 30 days prior written notice of the intent to terminate this Agreement by either party.

- (a) **Termination for Cause.** Either party may seek Termination for Cause of this Agreement at any time during its term for a breach of obligations under this Agreement. Upon timely written notice of such breach, the breaching party has 30 days to cure such breach to reasonable satisfaction of both parties. Failure to cure the breach after 30 days will allow the aggrieved party to terminate the Agreement immediately upon receipt of such written notice by the aggrieved party.
- (b) **Termination.** This Agreement may terminate by election of either party in accordance with the above, or shall terminate naturally if School fails to seek Engagement of any SwingSub for a period of more than 9 months.
- (c) **Effect of Termination.** Termination does not extinguish obligations to pay or rights to seek payment for Invoices outstanding under this Agreement. Upon termination, Swing Education shall have 30 days to reconcile all payments due, and return any remaining Account Balance. All or any portion of the Account Balance may be used by Swing Education to (i) cure School's default in payment of invoices and (ii) pay services completed at the School in advance of the Amount Due being collected from the School.

6. Disclaimer of Warranties. The Services are provided "as is" without any warranty and Swing Education expressly disclaims any and all warranties, express, implied or statutory, including warranties of title, noninfringement, merchantability, and fitness for a particular purpose. Except as expressly set forth herein, Swing Education expressly disclaims, and you expressly release Swing Education from, any and



all liability whatsoever for any damages, suits, claims and/or controversies that have arisen or may arise from and/or in any way relate to any acts or omissions of users on or off the Platform, including without limitation the provision of any services by any SwingSub. Furthermore, beyond the Verification set forth above, Swing Education makes no warranty, representation or condition as to the effectiveness, competence, skill, background, record, or behavior of the SwingSubs. You hereby release Swing Education from any and all liability whatsoever for any damages, suits, claims, and/or controversies that have arisen or may arise from and/or in any way relate to any acts or omissions of the SwingSubs while they are engaged by you, on your premises, and/or performing the duties for which you engage with them.

7. Insurance. Swing Education shall, at its own cost and expense, acquire and maintain at all times while Swing Education is providing services to School, sufficient insurance to adequately protect the respective interests of the parties, including:

- (a) Commercial General Liability insurance, including Product Completed Operations, Personal Injury and Advertising Injury insurance of \$1,000,000 per occurrence, \$2,000,000 aggregate
- (b) Umbrella Liability insurance of \$2,000,000 Each Occurrence and in the Aggregate
- (c) Workers' Compensation insurance
- (d) Professional (Errors and Omissions) Liability insurance covering Swing Education's legal liability for damages arising out of Swing Education's performance of the services of \$2,000,000 per claim
- (e) Sexual Abuse & Molestation insurance of \$1,000,000 per occurrence and \$3,000,000 in the aggregate

8. Limitation of Liability. Swing Education takes its verification responsibilities seriously, including all the verification listed in Section 1. However, our verification responsibilities are limited to the Services specifically outlined in this Agreement, and we cannot ensure the accuracy of the results we receive from any third party. Each party to this Agreement shall defend, indemnify and hold harmless the other party, including affiliates and each of their respective officers, directors, shareholders, employees, representatives, agents, successors and assigns from and against all claims of third parties, and all associated losses, to the extent arising out of (a) that party's gross negligence or willful misconduct in performing any of its obligations under this Agreement, or (b) a material breach by that party of any of its representations, warranties, or covenants under this Agreement. Except as required by law, neither party will be liable to the other for more than the amount received by Swing Education from you in the twelve month period preceding the date a claim is first asserted.

9. Federal & State Mandated Obligations to SwingSubs Employees/Workers.

- (a) While Swing Education will be the personnel employer of SwingSubs, by the nature of the work involved, School determines the schedules of SwingSubs and directs them as to the manner and means of work on a daily basis. Therefore, School agrees to treat SwingSubs as both workers and employees with respect to all federal and state laws protecting the rights of employees, including but not limited to non-discrimination, harassment, timekeeping, overtime, meal and rest periods, fair employment and housing, and sick time.
- (b) School shall provide a safe, clean work environment that complies with all applicable local, state and federal laws, including but not limited to, all federal OSHA and equivalent state agency requirements, guidelines and standards. School agrees to train, certify, evaluate and orient all SwingSubs in all applicable safety (IIPP), hazardous communication (SDS information, etc.), ergonomic and operational instructions in the same manner as required by policy or by law, and to treat SwingSubs as School employees for such matters. School Requests will include and incorporate any required training time so that SwingSubs will be compensated for such training. School will be responsible for all OSHA and other recordkeeping required by law. School shall indemnify Swing Education and hold us harmless against and from any claims made or brought by a SwingSub or a third party as a result of School's breach of these obligations except in case of a workers' compensation claim finding.



10. Third-Parties and Subsidiaries. School understands that Swing Education may use third-parties, such as its own subsidiaries, as well as administrative organizations ("ASOs"), and professional employer organizations ("PEOs"), to carry out its obligations under this Agreement.

11. Entire Agreement. This Agreement constitutes the sole and entire agreement with respect to the subject matter contained herein, and supersedes all others, both written and oral, except as otherwise explicitly provided above. This Agreement is valid only if signed by School within 60 days of the Effective Date listed above.

[Signature Page Follows]



IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the Effective Date by their respective officers thereunto duly authorized.

SWING EDUCATION, INC.

Michael Teng

Michael Teng
CEO

Date: _____ 8/7/2020 _____

Email:
mike@swingeducation.com

Address:
700 S. Claremont Street
San Mateo, CA 94402

ALUM ROCK UNIFIED SCHOOL DISTRICT:

Name: Hilaria Bauer, Ph.D.

Title: Superintendent

Date: October 9, 2020

Email: hilaria.bauer@arUSD.org

Address: 2930 Gay Avenue, San Jose, CA 95127



Exhibit A: Payment Options

Swing Education charges a Daily Rate or Rates as agreed to with School, according to the below. Swing Education will invoice school on a periodic basis, no less than once a month.

Pay As You Go. Upon execution of this contract, Swing Education will invoice the School for Amounts Due on a regular basis. School shall pay all amounts due under each invoice within 30 days of the invoice date. For a Short-Term Request Swing Education will charge a \$240 Daily Rate for a Request that requires a Teaching Credential (as described in Section 1) and a \$210 Daily Rate for a Request that does not require a Teaching Credential. For a Long-Term Request, Swing Education will charge a \$280 Daily Rate for a Request that requires a Teaching Credential and \$240 Daily Rate for a Request that does not. Swing Education will maintain ongoing records of the above transactions, which will be reported to the school at least quarterly.

Late Payments. Any invoice not paid within 30 days will be considered late. Late payments shall accrue interest at a rate equal to the lesser of one and one half percent (1.5%) per month or the maximum rate permitted by applicable law, from due date until paid, plus Swing Education's reasonable cost of collection. If any invoice is not paid within 90 days, Swing Education also reserves the right to immediately suspend or terminate School from the Platform, with notice.



Appendix A: Standard Terms

1. FERPA Compliance. The Family Educational Rights and Privacy Act ("FERPA") requires that U.S. Schools that receive certain federal funds obtain prior written consent from a parent or guardian of a minor student ("Parent") before disclosing any educational records regarding such student ("Educational Records") to third parties. While Swing Education does not anticipate any disclosure of records, if you are a School and FERPA applies to you, you hereby agree to the following:

- (a) You shall designate your selected SwingSub as an "other school official" under FERPA, who has a "legitimate educational interest" in using and accessing such Educational Records, and you hereby represent and warrant that (a) You have obtained all consents necessary in connection with disclosing any Educational Records directly or indirectly to Swing Education, Users, or otherwise in connection with the Services, and (b) Your disclosures described in (a) are not and will not be a violation of FERPA; and
- (b) You shall not disclose to Swing Education any information protected by FERPA, and that you shall indemnify and hold harmless Swing Education for any disclosures, inadvertent or otherwise, from you, your authorized users, administrators, teachers, staff, students, or other persons who have access to such information.

2. Dispute Resolution. Please read this section carefully. It is part of your contract with Swing Education and affects your rights. It contains procedures for MANDATORY BINDING ARBITRATION AND A CLASS ACTION WAIVER.

- (a) **Applicability of Arbitration Agreement.** All claims and disputes (excluding claims for injunctive or other equitable relief as set forth below) in connection with this Agreement or the use of any product or service provided by Swing Education, including the Services, that cannot be resolved informally or in small claims court shall be resolved by binding arbitration on an individual basis under the terms of this Arbitration Agreement. Unless otherwise agreed, all arbitration proceedings shall be held in English. This Arbitration Agreement applies to you and Swing Education, and to any subsidiaries, affiliates, agents, employees, predecessors in interest, successors, and assigns, as well as all authorized or unauthorized users or beneficiaries of services or goods provided under this Agreement.
- (b) **Notice Requirement and Informal Dispute Resolution.** Before either party may seek arbitration, the party must first send to the other party a written notice of dispute ("Notice") describing the nature and basis of the claim or dispute, and the requested relief. A Notice to Swing Education must be sent to: Michael Teng, CEO, Swing Education, Inc., 700 S. Claremont Street, San Mateo, CA 94402 and mike@swingeducation.com. After the Notice is received, you and Swing Education may attempt to resolve the claim or dispute informally. If you and Swing Education do not resolve the claim or dispute within thirty (30) days after the Notice is received, either party may begin an arbitration proceeding. The amount of any settlement offer made by any party may not be disclosed to the arbitrator until after the arbitrator has determined the amount of the award, if any, to which either party is entitled.
- (c) **Arbitration Rules.** Arbitration shall be initiated through the American Arbitration Association ("AAA"), an established alternative dispute resolution provider ("ADR Provider") that offers arbitration as set forth in this section. If AAA is not available to arbitrate, the parties shall agree to select an alternative ADR Provider. The rules of the ADR Provider ("Arbitration Rules")



shall govern all aspects of the arbitration, including but not limited to the method of initiating and/or demanding arbitration, except to the extent such rules are in conflict with this Agreement. The arbitration shall be conducted by a single, neutral arbitrator. Any claims or disputes where the total amount of the award sought is less than Ten Thousand U.S. Dollars (US \$10,000.00) may be resolved through binding non-appearance-based arbitration, at the option of the party seeking relief. For claims or disputes where the total amount of the award sought is Ten Thousand U.S. Dollars (US \$10,000.00) or more, the right to a hearing will be determined by the Arbitration Rules. Any hearing will be held in a location within 100 miles of your residence, unless you reside outside of the United States, and unless the parties agree otherwise. If you reside outside of the U.S., the arbitrator shall give the parties reasonable notice of the date, time and place of any oral hearing. Any judgment on the award rendered by the arbitrator may be entered in any court of competent jurisdiction. Each party shall bear its own costs (including attorney's fees) and disbursements arising out of the arbitration and shall pay an equal share of the fees and costs of the ADR Provider.

- (d) **Additional Rules for Non-Appearance Based Arbitration.** If non-appearance based arbitration is elected, the arbitration shall be conducted by telephone, online and/or based solely on written submissions; the specific manner shall be chosen by the party initiating the arbitration. The arbitration shall not involve any personal appearance by the parties or witnesses unless otherwise agreed by the parties.
- (e) **Time Limits.** If you or Swing Education pursue arbitration, the arbitration action must be initiated and/or demanded within the statute of limitations (i.e., the legal deadline for filing a claim) and within any deadline imposed under the Arbitration Rules for the pertinent claim.
- (f) **Authority of Arbitrator.** If arbitration is initiated, the arbitrator will decide the rights and liabilities, if any, of you and Swing Education, and the dispute will not be consolidated with any other matters or joined with any other cases or parties. The arbitrator shall have the authority to grant motions dispositive of all or part of any claim. The arbitrator shall have the authority to award monetary damages, and to grant any non-monetary remedy or relief available to an individual under applicable law, the Arbitration Rules, and this Agreement. The arbitrator shall issue a written award and statement of decision describing the essential findings and conclusions on which the award is based, including the calculation of any damages awarded. The arbitrator has the same authority to award relief on an individual basis that a judge in a court of law would have. The award of the arbitrator is final and binding upon you and Swing Education.
- (g) **Waiver of Jury Trial.** THE PARTIES HEREBY WAIVE THEIR CONSTITUTIONAL AND STATUTORY RIGHTS TO GO TO COURT AND HAVE A TRIAL IN FRONT OF A JUDGE OR A JURY, instead electing that all claims and disputes shall be resolved by arbitration under this Arbitration Agreement. Arbitration procedures are typically more limited, more efficient and less costly than rules applicable in a court and are subject to very limited review by a court. In the event any litigation should arise between you and Swing Education in any state or federal court in a suit to vacate or enforce an arbitration award or otherwise, YOU AND SWING EDUCATION WAIVE ALL RIGHTS TO A JURY TRIAL, instead electing that the dispute be resolved by a judge.
- (h) **Confidentiality.** All aspects of the arbitration proceeding, including but not limited to the award of the arbitrator and compliance therewith, shall be strictly confidential. The parties agree to maintain confidentiality unless otherwise required by law. This paragraph shall not prevent a party from



submitting to a court of law any information necessary to enforce this Agreement, to enforce an arbitration award, or to seek injunctive or equitable relief.

- (i) **Severability.** If any part or parts of this Arbitration Agreement are found under the law to be invalid or unenforceable by a court of competent jurisdiction, then such specific part or parts shall be of no force and effect and shall be severed and the remainder of the Agreement shall continue in full force and effect.
- (j) **Right to Waive.** Any or all of the rights and limitations set forth in this Arbitration Agreement may be waived by the party against whom the claim is asserted. Such waiver shall not waive or affect any other portion of this Arbitration Agreement.
- (k) **Survival.** This Arbitration Agreement will survive the termination of your relationship with Swing Education.
- (l) **Small Claims Court.** Notwithstanding the foregoing, either you or Swing Education may bring an individual action in small claims court.
- (m) **Emergency Equitable Relief.** Notwithstanding the foregoing, either party may seek emergency equitable relief before a state or federal court in order to maintain the status quo pending arbitration. A request for interim measures shall not be deemed a waiver of any other rights or obligations under this Arbitration Agreement.
- (n) **Claims Not Subject to Arbitration.** Notwithstanding the foregoing, claims of defamation, violation of the Computer Fraud and Abuse Act, and infringement or misappropriation of the other party's patent, copyright, trademark or trade secrets shall not be subject to this Arbitration Agreement.
- (o) **Courts.** In any circumstances where the foregoing Arbitration Agreement permits the parties to litigate in court, the parties hereby agree to submit to the personal jurisdiction of the courts located within San Mateo County, California, for such purpose.

3. General Provisions

- (a) **Attorneys' Fees.** The prevailing party in any suit, action or proceeding, including arbitration, arising out of or relating to this Agreement shall be entitled to receive in addition to all other damages, the costs incurred by such party, including reasonable attorneys' fees and expenses and court costs.
- (b) **Notices.** All notices, and other communications hereunder (each, a "Notice") shall be in writing and addressed to the parties at the designated email for Notice of a party. A Notice is effective only upon receipt by the receiving party, either at the below or or as designated on the Signature Page.
 - i. Swing Education Address: Michael Teng, CEO, Swing Education, Inc., 700 S. Claremont Street, San Mateo, CA 94402, mike@swingeducation.com
 - ii. School Address: See Signature Page
- (c) **Severability.** If any term or provision of this Agreement is invalid, illegal or unenforceable in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.



- (d) **Waiver.** No waiver by any party of any of the provisions hereof shall be effective unless explicitly set forth in writing and signed by the party so waiving. No waiver by any party shall be construed as a waiver of any failure, breach or default not expressly identified by such written waiver. No failure to exercise, or delay in exercising, or any single or partial exercise of any right, remedy, power or privilege arising from this Agreement shall operate or be construed as a waiver thereof.
- (e) **Assignment.** Neither party may assign any of its rights or delegate any of its obligations hereunder without the prior written consent of the other party. Any purported assignment or delegation in violation of this Section shall be null and void. No assignment or delegation shall relieve the assigning or delegating party of any of its obligations hereunder.
- (f) **Successors and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.
- (g) **Governing Law.** This Agreement and all matters arising out of or relating to this Agreement shall be governed by and construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule (whether of the State of California or any other jurisdiction).
- (h) **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.
- (i) **Non-Discrimination.** Swing Education represents that it will exercise equal opportunity in the registration and assignment of all SwingSubs and acknowledges that it shall not subject any person to unlawful discrimination based on race, color, gender, age, religion, national origin, U.S. military veteran status, marital status, sexual orientation, disability, source of income, or political affiliation in programs, activities, services, benefits, or employment in connection with this Agreement. Swing Education agrees not to discriminate on any of these bases in its practices and policies.
- (j) **Confidentiality.** Both parties may receive information that is proprietary to or confidential to the other party, or to its affiliated companies and their clients. Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this agreement or as required by law. No knowledge, possession or use of School's confidential information will be imputed to Swing Education as a result of a SwingSub's access to such information.
- (k) **Personnel Employer For Wages.** Swing Education shall be the personnel employer (similar to a professional employer organization) of SwingSubs for purposes of wages/payroll taxes and workers' compensation. Swing Education may also, in its discretion, provide health or other benefits to SwingSubs, even if not required by law.



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: BUSINESS OFFICE Contract No.: _____ Vendor No.: 10558

Special Education (School/Dept) and the Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor wishes to enter a:

☐ MOU (negotiated Agreement) ☒ **MASTER CONTRACT PARTICIPATION**
☐ Exhibit B & C (Fingerprinting and TB Test) ☐ Scope of Work/Proposal

Note: All Contracts over \$5,000 require pre-approval.

* Use Independent Contractor Agreement (PUR-116) for unincorporated individuals or in the absent of negotiated agreement.

Name of Individual/Company: AchieveKids

Address: 3860 Middlefield Rd. City: Palo Alto State: CA Zip: 94303

Phone: () _____ Email: _____

SSN: _____ Fed I.D. #: 77-0412221

CONTRACT TERM: start dates July 1, 2020 end date June 30, 2021

CONTRACTOR'S OBLIGATION:

Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

AchieveKids is a certified, highly specialized nonpublic school that provides individualized instruction & behavior support services to autistic or severe behaviorally disordered students. Due to the severity of their disability, a nonpublic school placement is required.

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a or b)

☒ a. **Fee Rate:** \$ 326.00 per day Not to Exceed 218/days of services.

☒ b. **Other:** \$ \$15,297,297 + \$71,068 = 86,365

Describe other related costs: Counseling, Speech, Behavioral Services

BUDGET CODE: 080-6500-0-5100-00-5750-1120

Accountant Initials

000000-380-1820

Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: [Signature] Date: 9/2/20

Director of Fiscal Services: _____ Date: _____

Asst. Supt., of Business Services: _____ Date: _____

Superintendent: _____ Date: _____



MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA Alum Rock Elementary School District

Contract
Year 2020-2021

Nonpublic
School Achievekids

Nonpublic
Agency _____

Type of Contract:

X

Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

When this section is included as part of any Master Contract, the changes specified above shall amend Section 2 – Term of Master Contract.

SANTA CLARA COUNTY SELPAs
INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2020 or the date the student begins attending a Non-public school and / or receiving services from Non-public agency. The agreement terminates at 5:00 pm on June 30, 2021, unless terminated earlier in accordance with the terms of the Master Contract and applicable law.

NAME OF LOCAL EDUCATION AGENCY ("LEA"): Alum Rock Elementary School District

ADDRESS OF LOCAL EDUCATION AGENCY ("LEA"): 2930 Gay Avenue, San Jose, CA 95127

NAME OF NONPUBLIC SCHOOL/ AGENCY ("NPS/NPA"): AchieveKids

ADDRESS OF NONPUBLIC SCHOOL/ AGENCY ("NPS/NPA"): 3860 Middlefield Road, Palo Alto, CA 94303

PUPIL NAME: _____ GENDER ☒ M ☐ F

Last First Middle

ADDRESS: 1313 2nd St. CITY: San Jose STATE: CA ZIP: 95131

PUPIL TELEPHONE NUMBER	DOB
------------------------	-----

PUPIL ID/SS NUMBER: _____ GRADE _____

RESIDENTIAL SETTING: ☒ HOME ☐ JCS ☐ FOSTER/LCI NAME: _____
☐ OTHER _____

PARENT/GUARDIAN: _____ PHONE: _____
(Residence) (Business)

ADDRESS _____ CITY: _____ STATE: _____ ZIP: _____
(If different from pupil)

CONTRACT TERMS:

- 1 The Contractor will implement all elements of the Master Contract.

Master Contract approved by the governing board

- 2 CONTRACTOR will provide written progress reports to the Office of Special Education before
October 2020, January 2021 March 2021, June 2021

- 3 Other Provisions (provide attachments as necessary):

**INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN
SCHOOL / AGENCY SERVICES**
(Education Code Sections 56365, et seq.)

PUPIL NAME _____

(Last)

(First)

(Middle)

A. BASIC EDUCATION PROGRAM (Applies to NPS only)Number of days 218 X Per Diem \$326.00 = TOTAL BASIC EDUCATION COSTS (A) \$ **71,068.00**

(Include extended school year days as appropriate to the pupil's IEP.)

B. RELATED SERVICES:

	SERVICE PROVIDER			TOTAL MINUTES PER WEEK OR SESSION	COST PER SESSION					MAX TOTAL COST FOR CONTRACT PERIOD
	Freq	Duration	Start Date		HOURLY	DAILY	WEEKLY	INDIV	GROUP	
1 Aide Support										
2 Counseling										
a Individual										
b Group										
c Family										
3 OT										
a Individual										
b Consult	1 x mo			30 min	\$176.00					\$1,056.00
5 Speech /Language										
a Individual	1 x wkly			30 min	\$176.00					\$4,136.00
b Group	1 x wkly			30 min	\$88.00					\$2,068.00
c Consult										
6 Transportation										
9 Behavioral Service	Weekly			Weekly			\$171.00			\$8,037.00
10 Vocational Services										

MAXIMUM TOTAL RELATED SERVICES COST (B)

\$ **15,297.00**

MAXIMUM TOTAL BASIC EDUCATION AND RELATED SERVICES COSTS (A+B)

\$ **86,365.00**

All terms and conditions of the current Master Contract for NPS / NPA Service(s) previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the IEP in accordance with this ISA and the Master Contract, and will request an IEP review prior to any change in the service(s).

The parties hereto have executed this contract by and through their duly authorized agents or representatives. This contract is effective on July 1, 2020 and terminates at 5:00 p.m. on June 30, 2021 unless sooner terminated as provided herein.

LEA

Date: _____

Signature

Type or Print Name

Alum Rock Elementary School District

Name of LEA

2930 Gay Avenue

Mailing Address

San Jose, CA 95127

City, State, Zip Code

CONTRACTOR

Date: 6/4/2020

DocuSigned by:

Skye Cary

Signature

Skye Cary, Program Specialist

Type or Print Name

AchieveKids

Name of NPS/NPA

3860 Middlefield Road

Mailing Address

Palo Alto, CA 94303

City, State, Zip Code



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____
 FROM: State & Federal Dept. (School/Dept.) VENDOR NO. 18293
 PROGRAM MANAGER: Sandra Garcia

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

Name of Individual/Company: Girl Scouts of Northern California
 Address: 1650 Harbor Bay Pkwy Ste#100 City: Alameda State: CA Zip: 94502
 Phone: (510) 562-8470 Email Address: MHolzheimer@gsnorcal.org
 SSN: _____ or Fed I.D. #: 94-1551410

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date October 9, 2020 end date June 30, 2021
 3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

Girl Scouts will serve 60 students, specifically 3rd-5th grade girls from approximately 6 Alum Rock Schools (TBD) with a FREE 16 WEEK STEM program (15 girls min. per class.) The program is 1 day/week for 1 hour after school. Activities will teach students about the impact of contaminants entering waterways and an ecology focused field trip.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

 a. **Fee Rate:** \$ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

X b. **Other:** \$ 0.00 (describe rate agreement) "No Cost"

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	\$ AMOUNT	PROG. TITLE	BUS OFC

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.
7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.
8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

2020-2021 MEMORANDUM OF UNDERSTANDING BETWEEN

GIRL SCOUTS OF NORTHERN CALIFORNIA
1310 S. Bascom Avenue, San José, CA 95128

&

ALUM ROCK UNION SCHOOL DISTRICT
2930 Gay Ave., San Jose, CA 95127

Girl Scouts of Northern California (GSNorCal) and Alum Rock Union School District wish to enter into a collaboration to provide students with Girl Scout's afterschool STEM/STEAM program. To assist in this project, this memorandum of understanding provides as follows:

Girl Scouts of Northern California will:

1. Provide agency contact person:
Asako Pettinger, Community Based Program Manager
E-mail:
apettinger@girlscoutsnorcal.org
Phone: (408) 287-4170 x 2003, FAX: (408) 287-8025, Cell (408) 219-0659
2. Will handle minor 1st aid situations.
3. Recruit 20 girl participants /site
4. Provide the STEM/STEAM Program (Space Science, Girl Scout Leadership Experience, Environment) at no cost to participants or Alum Rock Union School District ; **1 day per week for 1 hr for 16 weeks at approximately 6 elementary schools (TBA).**
5. Coordinate times and dates directly with the school liaison or principal.
6. Provide 1 science-based virtual or in-person fieldtrip, if permitted including transportation. TBA.
7. Host 1 family night
8. Share survey results with schools and district upon request
9. Will clean-up the designated classroom, community room, library, etc. after each use, if applicable.
10. Provide trained screened and TB tested staff to facilitate program
11. Ensure all participants are directly supervised at all times.
12. Be in contact with authorized staff to notify of any cancellations or changes in schedule.
13. Offer the opportunity to participate in Girl Scout Troop experience and Girl Scout's financial literacy program (cookie and nut sale)

Alum Rock Union School District/Schools will:

1. Provide contact person for each of the selected school sites
2. Designate a safe space w/access to a bathroom during program days/times at each school
3. Ensure there is a school staff member or volunteer on campus with the Girl Scout instructor at all times.
4. Assist in promotion by allowing Girl Scout staff to recruit of a minimum of 20 participants/site by i.e. posting/distributing flyers and notifying students & parents of our program.
5. Help distribute and collect GS program registration forms.

Representative of Girl Scouts of Northern California
Asako Pettinger, Community Based Program Manager

Date: 09/14/2020

Representative of Alum Rock Union School District

Date:

Hilaria Bauer, Ph.D., Superintendent



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____
 FROM: State & Federal Dept. (School/Dept.) VENDOR NO. _____
 PROGRAM MANAGER: Sandra Garcia

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

Name of Individual/Company: Paper Education Company Inc.
 Address: 279 Sherbrooke St. W #410 City: Montreal State: QC Zip: X2X1Y2
 Phone: (855) 800-2082 Email Address: _____
 SSN: _____ or Fed I.D. #: 810489039

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date October 9, 2020 end date June 30, 2021
 3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

Paper will provide chat-based tutoring services for 2000 ARUSD students at middle schools throughout the district to support student academic engagement. This service includes teacher user and administrator accounts, online PD, student orientations for participating students, routine check-ins and additional training, as needed.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

 a. **Fee Rate:** \$ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

X b. **Other:** \$42.50 pr student (describe rate agreement) _____

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	\$ AMOUNT	PROG. TITLE	BUS OFC
				85,000.00		
060-	3220-0-5846-	00-1110-1000-	000000-	360-7380		

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.
7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.
8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING



Paper Education
Company Inc.
279 Sherbrooke St. W #410
Montreal, QC
H2X1Y2
www.Paper.co
September 17, 2020

DESCRIPTION OF SERVICES

Alum Rock Union School District to purchase the chat-based tutoring services and actionable insights provided through Paper's online platform for students studying at Alum Rock Union School District

Paper will provide the Alum Rock Union School District with teacher user accounts, administrator accounts, at no additional cost.

Paper will execute professional development and student orientations for the students participating in the agreement.

Paper will provide the Alum Rock Union School District with routine check-ins and extra training as needed.

Paper will provide the Alum Rock Union School District with marketing materials and marketing strategies to ensure student engagement grows.

Tier 1 Partnership option:

Student Licenses	Price Per Student	Total Per Year
1,800	\$45.00	\$81,000.00

Tier 2 Partnership option:

Student Licenses	Price Per Student	Total Per Year
2,000	\$42.50	\$85,000.00



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Student Services (School/Dept.) VENDOR NO. _____

PROGRAM MANAGER: Norma Flores

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

Name of individual/Company: The Health Trust, Family Support Services (THT)

Address: 1400 Parkmoor Ave City: San Jose State: CA Zip: 95126

Phone: (408) 961-9818 Email Address: jorgew@thehealthtrust.org

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date 10/9/2020 end date 6/30/2021

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

THT will meet with families with children 0-5 years old on school campus, who are homeless or on the verge of homelessness. To provide housing services or referral to other agencies. THT can participate in staff meetings, outreach and other school events. Services are available to all ARUSD families with children 0-5 in the family, in person and remotely.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

_____ a. **Fee Rate:** \$ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

☒ b. **Other:** \$ _____ (describe rate agreement) No Cost to District

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	\$ AMOUNT	PROG. TITLE	BUS OFC

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING



HEALTHTrust

Scope of work

Description of services at school campus:-

Meeting with the families with children between (0-5 yrs.) at school campus who is homeless or on the verge of homelessness to provide housing services and referral to other agencies for their other needs. Service can be provided remotely or in person. FSS would be able to participate in the quarterly meeting and outreach at the school event.

Cost: - Free

Duration of job: - 2 hours max. Per visit

Terms and condition: - To provide services at school campus,

Need space to demonstrate the assessment with families.

Participate in the meeting to be aware of the current issues and challenges

Staff:-

Babita Kumari (PM)

Roxana Mendoza (FSS)

Hanh Huynh (FSS)

Diana Ramos (FSS)

Stacey Trejo (FSS)



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 • Phone: 408-928-6800 • Fax: 408-928-6416 • www.arusd.org

To: Hilaria Bauer, Ph.D., Superintendent

From: Kolvira Chheng, Assistant Superintendent of Business Services

Re: Contract Approval – InformedK-12

Date: October 8, 2020

Summary:

Informed K12 is an easy-to-use workflow automation and digital forms solution that helps school district administrators to:

- Manage all forms and paperwork electronically
- Automate critical school business processes
- Track approval workflows across departments

Recommendation:

Staff recommends that the Board of Trustees approve the contract with InformedK-12 in the amount not to exceed \$29,094.00 for fiscal year 2020-2021.



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES

CONTRACT NO. _____

FROM: Business Services (School/Dept.)

VENDOR NO. _____

Submitted by: Kolvira Chheng

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

Name of Individual/Company: Informed K12

Address: 230 California Street, Suite 601 City: San Francisco State: CA Zip: 94111

Phone: (____) _____ Email Address: justinc@informedk12.com

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date October 1, 2020 end date Sept June 30, 2021

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

To provide an easy-to-use workflow automation and digital forms' solution that helps school district administrators to: Manage all forms and paperwork electronically; automate critical school business processes; and track approval workflows across departments.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

_____ a. **Fee Rate:** \$_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

☒ b. **Other:** \$ NTE \$29,094.00 (describe rate agreement) fiscal year 2020-2021

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCN	COST-CNTR	LOC	PROG	\$AMOUNT	BUS. OFC Initials
060	3220	0	5846	00	1110	1000	000000	400	7380	\$29,094.00	OK 9/29/20

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING



Memorandum of Understanding

Alum Rock Union School District - Informed K12

Our Mission

At Informed K12, we're on a mission to build the single best workflow platform for K12 schools. One system that supports all district forms and processes, from permission slips to personnel requisitions, significantly reducing cost from buying module after module and improving time training with one unified user experience.

Expected Outcomes

Accountability and internal reconciliation

- Transparency for where things are in delivering resources to sites
- Identify and remove bottlenecks in current processes

Access to information for Cabinet and Board

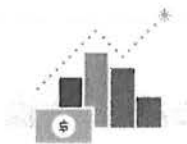
- Report on any data year over year for any form or workflow across our schools and departments
- For example, Employee exit surveys and retention data, Bus pass application and service planning data, Field trip and PD reporting to support learning initiatives

Visibly improved service to our community and personnel

- Fast online/mobile access to services and requests for students, parents, and staff
- Less waiting time and routine administrative work for teachers, principals, and district leaders
- Structured roll out of 5 new processes every 2 months so sites and departments have enough interaction with the new system to learn quickly and see immediate results

One solution, unlimited possibilities

Tasked with doing more with less, the need to improve operational efficiency has never been greater. Streamline paper-based processes so you can dedicate more time and resources to what matters most.

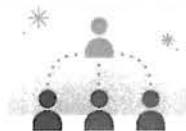


Business & Finance

Maximize productivity by improving resource allocation and standardizing business critical processes.

INFORMED K12 HELPS WITH

- ✓ Purchase orders
- ✓ Travel reimbursement
- ✓ Free & reduced lunch
- ✓ Transportation
- ✓ Facilities & maintenance



Human Resources

Shorten turn-around times, see teacher hiring improve, and boost staff and faculty retention.

INFORMED K12 HELPS WITH

- ✓ Personnel requisitions
- ✓ On-boarding & benefits
- ✓ Letters of intent
- ✓ Leave requests
- ✓ Emergency contact



Student Services

Free teachers and staff to do their jobs. Watch engagement and customer satisfaction rise.

INFORMED K12 HELPS WITH

- ✓ Registration packets
- ✓ Student information
- ✓ Field trip permission
- ✓ Acceptable use policies
- ✓ Incident reports

Proposed first on site: October 2020

Best practice consultation with expert IK12 manager starting with quick wins and mission critical time-sensitive needs

Transition mission critical employee processes for 2020- 2021 SY. Ensure nothing grinds to a halt due to COVID 19 and remote work.

Batch 1:

1. Requisition to Hire | Owner: _____
2. Requisition to Post | Owner: _____
3. Master Agreement | Owner: _____
4. Onboarding Classified | Owner: _____
5. Onboarding Certificated | Owner: _____
6. Onboarding Classified Substitutes | Owner: _____

Batch 2:

1. Intern Application | Owner: _____
2. Leave Request | Owner: _____
3. COVID Leave Request | Owner: _____
4. Attendance Sheet Substitutes | Owner: _____
5. Attendance Sheet Classified | Owner: _____

30 day 1:1 outreach for sites and departments

IK12 adoption specialist to follow up short announcement at leadership and office manager meetings with 1:1 training

First data review: March 2020

Review launch data, feedback from staff, and discuss potential in depth Board/strategic planning reports

120 Days to First Win

Bi-weekly Status Report Updates to all Cabinet Members

District Executive Sponsor: Kolvira Chheng (kolvira.chheng@arUSD.org)

- Status reports: Will receive reports on baseline success metrics and sign off on major priority and launch decisions

District Project Manager: TBD

- Convening Power: Schedules meetings with departments, responsible for Informed K12 announcements and training
- Decision making Power: Is or acts as an extension of Cabinet when making decisions about workflow design and rollout

Form owners are responsible for setup decisions and manage their department's workflows on a day to day basis

Informed K12 Implementation Team

Customer Success Manager: TBD

Adoption Manager: Rachel Lucero

Support Specialist: Maya Espinoza

Confirmation Call: TBD District Executive Sponsor and District Project Manager

Kick Off with Informed K12 Implementation Team: TBD District Project Manager and Form Owners

Platform Implementation (Licenses Only)

InformedK12 Form Creators Certification:

Names

Queue and Quality Control Team (Example template):

Alum Rock Union School District
2930 Gay Ave
San Jose, CA 95127

Date: September 29, 2020

Terms and Cost Valid Until: October 29, 2020

Service	Unit Price
Internal Office forms and workflow processes <ul style="list-style-type: none">10 Plan: 10 process package, internal forms for up to 2 departments All processes include: <ul style="list-style-type: none">Unlimited electronic signatures, interactive form fields, pre-filled data fields, and reusable templates to automatically collect, route, and track responses and approvalsUnlimited responses archived with full access search and nightly back-ups for all dataPhone, chat, and email support for form managers and recipientsContinuous upgrades and extensive browser and device supportOnline webinars and resources for form managers	\$24,204 / year
Implementation Package <ul style="list-style-type: none">Dedicated implementation specialist to lead 120-day implementation and change management consultationInformed K12-supported set up for high value processesCustom district-wide trainings and outreachSchool site adoption programData review and report for initial launches	\$4,890
TOTAL FIRST YEAR COST DUE NOW:	\$29,094
ANNUAL COST DUE OCTOBER 2021:	\$24,204

Included	10 Plan Pilot	All Departments License	All Departments and Sites License
eSignatures	Unlimited	Unlimited	Unlimited
Accounts (Seats/Users)	Unlimited	Unlimited	Unlimited
Storage	Unlimited	Unlimited	Unlimited
Support	All users	All users	All users
Processes <i>A form or set of forms that travel together through a unique workflow</i>	10	Unlimited Internal Processes	Unlimited Internal Processes & External Processes
Department managed Internal Processes <i>A process owned and actively managed by a District Administrative Office. Examples: Field trip requests, leave or travel requests, student or staff transfer requests, student or staff incident reports, contracts, timesheets, requisitions, reimbursements, new hire packets, benefits enrollment, etc.</i>	Included	Included	Included
School Site managed External Processes <i>A process owned and actively managed at the Site level. Examples: Permission slips, student back to school packets/handbooks, student emergency cards, course add/drop or change, independent study, tardy policy, class schedules, student counseling forms, student or parent consent etc.</i>	Not Included	Not Included	Included
1:1 Adoption Program <i>Training and outreach for accounts</i>	All School Sites and Departments relevant to the 10 Processes	All School Sites and Departments	All School Sites and Departments
Self-Service Creators Program <i>Training and outreach for workflow design and digital form conversion by district staff</i>	None	All Departments Staff	All Departments and School Site Staff
Full Service Consultation <i>Expert workflow design and digital form conversion by InformedK12</i>	One-time MOU 10 processes	Annual MOU 10 processes per year	Annual MOU 10 processes per year

Informed K12 Agreement

This Agreement is made as of October 1, 2020 between Informed K12 and Alum Rock Union School District, covering the services to be provided below from the commencement of this Agreement through September 30, 2021. This Agreement supersedes and replaces any and all prior written and oral agreements between Informed K12 and Alum Rock Union School District. This agreement automatically renews each year in October unless Alum Rock Union School District provides written notice of cancellation at least 45 days prior to the end of each 365-day period. Pricing is subject to increase after September 2021 by up to a maximum of 5% annually. Payment is due to Informed K12 30 days after the initiation or renewal of services.

Informed K12 will provide the following:

- Ongoing assistance and staff support. Informed K12 will provide a dedicated client success and implementation specialist as the primary contact for your district.
- Advanced access to new features, and full access to the Informed K12 system. You will receive first notice and early review of all new developments.
- Dedicated accounts with setup and configuration. Account services will adhere to the terms and definitions outlined in our Privacy Policy. In sum, you control your account information, documents, and settings. We will not rent or sell your information to third parties outside Informed K12 and its group companies (including any parent, subsidiaries and affiliates) without your consent.

During the term of this Agreement, Alum Rock Union School District will provide:

- **Dedicated Project Manager:** Identify one staff member as your primary contact, who convenes staff and provides direct input to the Informed K12 team in order to ensure success.
- **Implementation resources necessary to execute the Memorandum of Understanding.**
- **Feedback and review:** As a valued Informed K12 customer, you will have the ability to help to shape and improve the tool for all educators by providing feedback and reviewing any findings together for continuous improvement.

We look forward to a long lasting and mutually beneficial relationship.

Signature page follows

Informed K12

Authorized Signature

Print Name

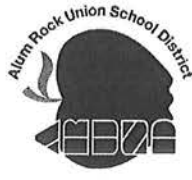
Date

Alum Rock Union School District

Authorized Signature

Print Name

Date

	10 PROCESS PILOT	DISTRICT ADMINISTRATOR PLAN	DISTRICT ADMINISTRATOR PLAN + ALL SITES LICENSE
	Ideal for getting started and automating 10 high-impact processes within your district.	Lets all district departments implement their processes. Unlimited signatures and accounts for district office impacted by Covid-19.	For school districts that are prepared to automate internal and external processes across departments and school sites.
	Up to \$24,204	Up to \$50,570	Up to 79,670
	Up to \$4,890	Up to \$10,115	Up to \$27,880
	\$29,094	\$60,685	107,550
Processes (Forms)	10	Unlimited - district departments	Unlimited - every district department & school site
Dedicated Implementation and Form Set up	120 Days	1 Year	1 Year
Dedicated 1:1 Outreach	30 Days	90 Days	120 Days
Users	Unlimited	Unlimited	Unlimited
Departments	2	Unlimited	Unlimited



Offer valid through September 30, 2020

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

8.06

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve/Ratify Notices of Employment and Changes of Status/October 8, 2020/
Human Resources Department**

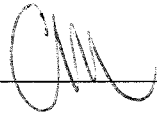
Staff Analysis:

This item includes recommendations such as new hires, leaves of absence, or other changes in employee status.

Recommendation:

District administration is recommending that the Board of Trustees approve the hiring of any new employee, and any change of status for existing employees.

Submitted by: Carlos Moran



Title: Assistant Superintendent, Human Resources

To the Board of Trustees:

Meeting:

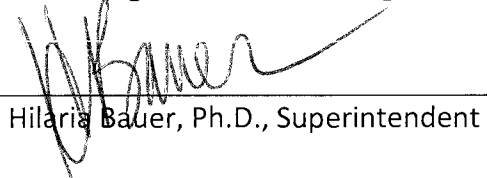
October 8, 2020

Recommend Approval

Regular Board Meeting

8.06

Agenda Placement



Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

**ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT-
HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES
October 8, 2020**

CERTIFICATED OFFER OF EMPLOYMENT:

I. NEW HIRES:

1. Walters, Melissa	4/APTITUD Community at Goss	10/05/2020
2. Oldham, Viviana	4/Hubbard Media Arts Academy	09/23/2020
3. Butler, Tanisha	1/Linda Vista Elementary	09/23/2020

II. Substitute Residential Teacher Contracts:

1. Ravishanker, Uma	08/27/2020-10/30/2020
---------------------	-----------------------

III. Employee Contracts:

1. Abogado, Christine	Short Term Counselor	10/11/2020 – 06/30/2021
2. Arias Esquivel, Guadalupe	Short Term Counselor	10/11/2020 – 06/30/2021
3. Bohorquez, Emilie	Short Term Counselor	10/11/2020 – 06/30/2021
4. Centeno Garcia, Laura	Short Term Counselor	10/11/2020 – 06/30/2021
5. Correa-Davila, Genesis	Short Term Counselor	10/11/2020 – 06/30/2021
6. Davis, Samantha	Short Term Counselor	10/11/2020 – 06/30/2021
7. Gutierrez, Lucas	Short Term Counselor	10/11/2020 – 06/30/2021
8. Martinez, Jenifer	Short Term Counselor	10/11/2020 – 06/30/2021
9. Medina, Jose	Short Term Counselor	10/11/2020 – 06/30/2021
10. Mazariegos, Claire	Short Term Counselor	10/11/2020 – 06/30/2021
11. Mendoza-Green, Anissa	Short Term Counselor	10/11/2020 – 06/30/2021
12. Miller, Jasmin	Short Term Counselor	10/11/2020 – 06/30/2021
13. Ortiz, Mariah	Short Term Counselor	10/11/2020 – 06/30/2021
14. Regla-Gutierrez, Ernesto	Short Term Counselor	10/11/2020 – 06/30/2021
15. Rocha, Kimberly	Short Term Counselor	10/11/2020 – 06/30/2021
16. Sepulveda-Navarro, Jessica	Short Term Counselor	10/11/2020 – 06/30/2021
17. Valenzuela-Tovar, Danielle	Short Term Counselor	10/11/2020 – 06/30/2021
18. Vigil, Destiny	Short Term Counselor	10/11/2020 – 06/30/2021
19. Walker, Kristin	Short Term Counselor	10/11/2020 – 06/30/2021
20. Wimer, Christian	Short Term Counselor	10/11/2020 – 06/30/2021
21. Bauer, Oscar	Test Examiner	10/01/2020 – 12/18/2020
22. Caragan, Vanessa	Test Examiner	10/01/2020 – 12/18/2020
23. Castro, Patrice	Test Examiner	10/01/2020 – 12/18/2020
24. Chiang, Wendy	Test Examiner	10/01/2020 – 12/18/2020
25. Dias, Andrew	Test Examiner	10/01/2020 – 12/18/2020
26. Giang, Linh	Test Examiner	10/01/2020 – 12/18/2020
27. Martin, Luz	Test Examiner	10/01/2020 – 12/18/2020
28. Moran, Elba	Test Examiner	10/01/2020 – 12/18/2020
29. Nguyen, Brendan	Test Examiner	10/01/2020 – 12/18/2020
30. Pama, Leland	Test Examiner	10/01/2020 – 12/18/2020
31. Pantell, April	Test Examiner	10/01/2020 – 12/18/2020
32. Williams, Cathy	Test Examiner	10/01/2020 – 12/18/2020

CERTIFICATED CHANGES OF STATUS:

IV. Change of Temporary Status to Probationary 0 Status Effective 08/12/2020:

- | | |
|----------------------|------------------------|
| 1. Orozco, Melissa | Russo/McEntee Academy |
| 2. Mann, Parveen | Fischer Middle School |
| 3. Peterson, Chester | L.U.C.H.A. Academy |
| 4. Lee, Jinjoo | Renaissance Academy II |
| 5. Lozano, Jesus | V.A.P.A. Program |
| 6. Martinez, Jessica | Mathson Middle School |
| 7. Sanchez, Maria | Sheppard Middle School |

V. Change of Temporary Status to Probationary I Status Effective 08/12/2020:

- | | |
|-------------------------|------------------------|
| 1. Nguyen, Teresa | Fischer Middle School |
| 2. Sarmiento, Kaithlynn | Renaissance Academy I |
| 3. Saxton, Rochelle | Sheppard Middle School |
| 4. Dam, Tuan | Renaissance Academy I |

VI. Change of Temporary Status to Probationary II Status Effective 08/12/2020:

- | | |
|--------------------|------------------------|
| 1. Riedstra, Robyn | Sheppard Middle School |
| 2. Haro, Sara | Fischer Middle School |

VII. Variable Term Waiver Renewal:

- | | |
|----------------|--------------|
| 1. Friga, Ayla | CBEST Waiver |
|----------------|--------------|

VIII. Initial Variable Term Waiver Request:

- | | |
|-------------------|--|
| 1. Tenorio, Clara | Multiple Subject Teaching credential with BCLAD: Spanish |
|-------------------|--|

CLASSIFIED PERSONNEL – October 8, 2020

CLASSIFIED OFFERS OF EMPLOYMENT:

I. Personal Leave of Absence:

- | | | |
|------------------------|---|-------------------|
| 1. Ayon-Zarate, Ramona | Campus Paraeducator/Dorsa | 09/18/20-03/02/21 |
| 2. Quesada, Patricia | Paraeducator Special Education I &
Campus Paraeducator/Meyer | 09/01/20-09/30/20 |

II. Retirement:

- | | | |
|-----------------|--------------------------------------|------------|
| 1. Parden, Euel | Lead Mechanic/Transportation | 09/01/2020 |
| 2. Lewis, Laura | Child Nutrition Assistant I/Sheppard | 09/30/2020 |

III. Termination:

- | | | |
|----------------------|-----------------------------|------------|
| 1. Casanova, Lourdes | Campus Paraeducator/Painter | 08/24/2020 |
|----------------------|-----------------------------|------------|

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San Jose, CA 95127

8.07

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees:


Date: September 24, 2020

Subject: **Seal of Biliteracy Achievement Awards
CRITERIA**

Staff Analysis: In awarding the Pursuit of Bilingualism Award to outstanding young leaders, ARUSD seeks to:

- Encourage and reward students who develop biliteracy skills.
- Recognize and honor our rich and diverse language assets.
- Affirm positive attitudes toward multilingualism.
- Validate the use of multiple languages for all students.

Recommendation: Staff recommends Acceptance and Approval of the Seal of Biliteracy – CRITERIA, as submitted.

Submitted by: Barbara Campbell 

Title: Director, Academic Services

Approved by: Rene Sanchez 

Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Meeting: October 8, 2020
Regular Board Meeting

Recommend Approval

8.07

Agenda Placement


Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127

Phone: 408-928-6800

Fax: 408-928-6416

www.arusd.org

2020 Pathway to the Seal of Biliteracy

In awarding the Pathway to Seal of Biliteracy Award to students, ARUSD seeks to:

- Encourage and reward students who develop biliteracy skills.
- Recognize and honor our rich and diverse language assets.
- Affirm positive attitudes towards multilingualism
- Validate the use of multiple languages for all languages

Students meeting the below criteria will be recognized at a ARUSD school board meeting and awarded a certificate.

Middle School Pursuit of Bilingualism Award Eligibility (8th grade)

Application sent to parents of students that may be eligible and must be returned with parent signature.

- **Criteria 1:** Using the beginning of the year Fastbridge Assessment, a student needs to be **proficient** in Reading AND be either an EO, RFEP, IFEP, or an EL with an ELPAC overall score of 3 or above.
- **Criteria 2:** If a student passes criteria 1, the student will write an essay in Spanish. The essays will be assessed using a Common Core State Standards writing rubric.
 - Option 1: Argumentative essay explaining why knowing multiple languages is important
 - Option 2: Personal narrative describing your participation or your knowledge gained at two cultural events (each one a minimum of one hour) targeting the second language being studied.
- **Criteria 3:** If a student passes criteria 2, the student will take the speaking portion of the IPT and show proficiency on the assessment.
- **Criteria 4:** If student passes criteria 3, student will do an oral presentation in Spanish
 - Prompt: Make an oral presentation in a target language identifying the importance of cultural understanding and explaining why being culturally respectful is a benefit in the 21st Century.

Hilaria Bauer, Ph.D., Superintendent

Board of Trustees: Ernesto Bejarano, President · Corina Herrera-Loera, Vice-President
Andrés Quintero, Clerk · Linda Chavez, Member · Dolores Márquez-Frausto, Member



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

Elementary School Pursuit of Bilingualism Award Eligibility (5th grade)

Application sent to parents of students that may be eligible and must be returned with parent signature.

- **Criteria 1:**
 - Using the beginning of the year Fastbridge Assessment, a student needs to be **proficient** in Reading AND be either an EO, RFEP, IFEP, or an EL with an ELPAC overall score of 3 or above.
- **Criteria 2:** If a student passes criteria 1, the student will write an essay in Spanish and Spanish. The essays will be assessed using a Common Core State Standards writing rubric.
 - **Prompt #1 in English:** Write an opinion essay persuading or explaining why bilingualism is important to you personally to your community and to the world.
 - **Prompt #2 in Spanish:** Write a personal narrative describing how you intend to use your bilingual skills in the future.
- **Criteria 3:** If student passes criteria 2, student will take the speaking portion of the IPT and show proficiency on the assessment.
- **Criteria 4:** If student passes criteria 3, student will do an oral presentation in Spanish
 - **Prompt:** Explain how you intend to use your bilingual skills in the future.

Hilaria Bauer, Ph.D., Superintendent

Board of Trustees: Ernesto Bejarano, President · Corina Herrera-Loera, Vice-President
Andrés Quintero, Clerk · Linda Chavez, Member · Dolores Márquez-Frausto, Member

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San Jose, CA 95127

8.08

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees:

Subject: **Resolution # 15-20/21 Inventory Disposal**

Staff Analysis:

Authorize the sale, donation, and/or disposal of surplus property under the direction of the Procurement Manager, Assistant Superintendent of Business Services and the Superintendent.

Recommendation:

Staff recommends approval of the sale, donation and/or disposal, of surplus property listed on the attached sheets dated October 8, 2020.

Prepared by: Maria Martinez *m.m.* Title: Procurement Manager

Approved by: Kolvira Chheng *K* Title: Assistant Superintendent of Business Services

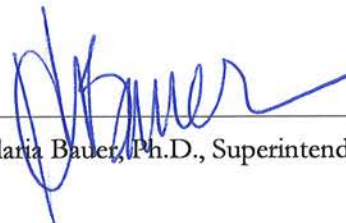
To the Board of Trustees:

Meeting: October 8, 2020

Recommend Approval

8.08

Agenda Placement



Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

**ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
OF
SANTA CLARA COUNTY, STATE OF CALIFORNIA**

**RESOLUTION # 15-20/21
SALE, DONATION - AND/OR DISPOSAL OF SURPLUS PROPERTY**

WHEREAS, Education Code 39520 authorizes the sale for cash of any property belonging to the District if the property is not required for school purposes, or it should be disposed for the purpose of replacement, or it is unsatisfactory or not suitable for school use.

WHEREAS, Education Code 39520 and 39521 provides procedures to implement such a sale, public or private, conducted by staff;

WHEREAS, Education Code 39521 provides for donations to charitable organizations or disposal if property is of insufficient value to defray costs of arranging a sale;

NOW, THEREFORE, BE IT RESOLVED, that this Board does hereby authorize such a sale, donation, and/or disposal of surplus property, under the direction of the Procurement Manager, Assistant Superintendent of Business Services, and /or Superintendent.

PASSED AND ADOPTED this 8th day of October, 2020, by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, and State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Ernesto Bejarano, President

Corina Herrera-Loera, Vice President

Andrés Quintero, Clerk

Dolores Márquez-Frausto, Member

Linda Chávez, Member

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on October 8, 2020.

Hilaria Bauer, Ph.D., Superintendent

GEORGE SURPLUS EQUIPMENT DISPOSAL**DATE: October 8, 2020****Resolution# 15-20/21**

DEVICE	ARD	SN	LOCATION	DEPARTMENT
MT40	N/A	CNU350BH94	GEORGE	GEORGE
MT40	N/A	CNU3199YBZ	GEORGE	GEORGE
MT40	N/A	CNU350DVRW	GEORGE	GEORGE
MT40	N/A	CNU350DRGV	GEORGE	GEORGE
MT40	N/A	CNU350BGVL	GEORGE	GEORGE
MT40	N/A	CNU350DW3R	GEORGE	GEORGE
MT40	N/A	CNU350BGRR	GEORGE	GEORGE
MT40	N/A	CNU350BH9W	GEORGE	GEORGE
MT40	N/A	CNU3199YF2	GEORGE	GEORGE
MT40	N/A	CNU350BGXB	GEORGE	GEORGE
MT40	N/A	CNU350BGXL	GEORGE	GEORGE
MT40	N/A	CNU3199YW1	GEORGE	GEORGE
MT40	N/A	CNU3199YLX	GEORGE	GEORGE
MT40	N/A	CNU3199YQW	GEORGE	GEORGE
MT40	N/A	CNU347BSNC	GEORGE	GEORGE
MT40	N/A	CNU350BGRZ	GEORGE	GEORGE
MT40	N/A	CNU3199YK2	GEORGE	GEORGE
MT40	N/A	CNU347BSVG	GEORGE	GEORGE
MT40	N/A	CNU3199YLR	GEORGE	GEORGE
MT40	N/A	CNU350DVY8	GEORGE	GEORGE
MT40	N/A	CNU3199Y8X	GEORGE	GEORGE
MT40	N/A	CNU350BG8P	GEORGE	GEORGE
MT40	N/A	CNU319BML7	GEORGE	GEORGE
MT40	N/A	CNU3199YD2	GEORGE	GEORGE
MT40	N/A	CNU3199Y99	GEORGE	GEORGE
MT40	N/A	CNU3199Y79	GEORGE	GEORGE
MT40	N/A	CNU350DS9F	GEORGE	GEORGE
MT40	N/A	CNU350DW46	GEORGE	GEORGE
MT40	N/A	CNU350DTX0	GEORGE	GEORGE
MT40	N/A	CNU3199YHB	GEORGE	GEORGE
MT40	N/A	CNU3449VVH	GEORGE	GEORGE
MT40	N/A	CNU347BS7Z	GEORGE	GEORGE
MT40	N/A	CNU350BGXN	GEORGE	GEORGE
MT40	N/A	CNU3199YLK	GEORGE	GEORGE
MT40	N/A	CNU3199YB3	GEORGE	GEORGE
MT40	N/A	CNU3199Y6T	GEORGE	GEORGE
MT40	N/A	CNU347BT6N	GEORGE	GEORGE
MT40	N/A	CNU347BTND	GEORGE	GEORGE
MT40	N/A	CNU347BTRS	GEORGE	GEORGE

MT40	N/A	CNU344BRMX	GEORGE	GEORGE
MT40	N/A	CNU344BRR7	GEORGE	GEORGE
MT40	N/A	CNU350BG96	GEORGE	GEORGE
MT40	N/A	CNU344B4RL	GEORGE	GEORGE
MT40	N/A	CNU347BSPJ	GEORGE	GEORGE
MT40	N/A	CNU3199Y3B	GEORGE	GEORGE
MT40	N/A	CNU3199YJK	GEORGE	GEORGE
MT40	N/A	CNU350BGLD	GEORGE	GEORGE
MT40	N/A	CNU350BGSQ	GEORGE	GEORGE
MT40	N/A	CNU350BH9T	GEORGE	GEORGE
MT40	N/A	CNU350DVY4	GEORGE	GEORGE
MT40	N/A	CNU3199YF0	GEORGE	GEORGE
MT40	N/A	CNU3199YC6	GEORGE	GEORGE
MT40	N/A	CNU350BGV8	GEORGE	GEORGE
MT40	N/A	CNU350BG4F	GEORGE	GEORGE
MT40	N/A	CNU350DS2K	GEORGE	GEORGE
MT40	N/A	CNU350DRBG	GEORGE	GEORGE
MT40	N/A	CNU350BGL2	GEORGE	GEORGE
MT40	N/A	CNU350DS4R	GEORGE	GEORGE
MT40	N/A	CNU350DTZP	GEORGE	GEORGE
MT40	N/A	CNU350DWCV	GEORGE	GEORGE
MT40	N/A	CNU350BG13	GEORGE	GEORGE
MT40	N/A	CNU350BGVN	GEORGE	GEORGE
MT40	N/A	CNU350BGM1	GEORGE	GEORGE
MT40	N/A	CNU350DV1L	GEORGE	GEORGE
MT40	N/A	CNU350BGCC	GEORGE	GEORGE
MT40	N/A	CNU3199YXD	GEORGE	GEORGE
MT40	N/A	CNU350DVSC	GEORGE	GEORGE
MT40	N/A	CNU350DTZB	GEORGE	GEORGE
MT40	N/A	CNU350DRGZ	GEORGE	GEORGE
MT40	N/A	CNU350DW07	GEORGE	GEORGE
MT40	N/A	CNU350CSCW	GEORGE	GEORGE
MT40	N/A	CNU350DW7R	GEORGE	GEORGE
MT40	N/A	CNU350DWCL	GEORGE	GEORGE
MT40	N/A	CNU350DW69	GEORGE	GEORGE
MT40	N/A	CNU350DVZL	GEORGE	GEORGE
MT40	N/A	CNU350CRKJ	GEORGE	GEORGE
MT40	N/A	CNU350CSF7	GEORGE	GEORGE
MT40	N/A	CNU350CRTG	GEORGE	GEORGE
MT40	N/A	CNU350DRJ3	GEORGE	GEORGE
MT40	N/A	CNU350DV5B	GEORGE	GEORGE
MT40	N/A	CNU350DVLG	GEORGE	GEORGE
MT40	N/A	CNU350DRNK	GEORGE	GEORGE
MT40	N/A	CNU350CRNH	GEORGE	GEORGE

MT40	N/A	CNU350DV4D	GEORGE	GEORGE
MT40	N/A	CNU350CRKP	GEORGE	GEORGE
MT40	N/A	CNU350DTYL	GEORGE	GEORGE
MT40	N/A	CNU350DVXM	GEORGE	GEORGE
MT40	N/A	CNU350CRQ1	GEORGE	GEORGE
MT40	N/A	CNU350CRNF	GEORGE	GEORGE
MT40	N/A	CNU350DWFL	GEORGE	GEORGE
MT40	N/A	CNU350DVZC	GEORGE	GEORGE
MT40	N/A	CNU347BSB1	GEORGE	GEORGE
MT40	N/A	CNU347BTK9	GEORGE	GEORGE
MT40	N/A	CNU350BMZD	GEORGE	GEORGE
MT40	N/A	CNU347BT5Q	GEORGE	GEORGE
MT40	N/A	CNU350DVC5	GEORGE	GEORGE
MT40	N/A	CNU350BH8V	GEORGE	GEORGE
MT40	N/A	CNU3199YJV	GEORGE	GEORGE
MT40	N/A	CNU3199YC1	GEORGE	GEORGE
MT40	N/A	CNU3199YKG	GEORGE	GEORGE
MT40	N/A	CNU350BH0J	GEORGE	GEORGE
MT40	N/A	CNU347BSGB	GEORGE	GEORGE
MT40	N/A	CNU350DW5W	GEORGE	GEORGE
MT40	N/A	CNU3199YM3	GEORGE	GEORGE
MT40	N/A	CNU350BGNW	GEORGE	GEORGE
MT40	N/A	CNU350BGWP	GEORGE	GEORGE
MT40	N/A	CNU347BSGH	GEORGE	GEORGE
MT40	N/A	CNU350DV5F	GEORGE	GEORGE
MT40	N/A	CNU344BRN7	GEORGE	GEORGE
MT40	N/A	CNU350BH9N	GEORGE	GEORGE
MT40	N/A	CNU350BG1J	GEORGE	GEORGE
MT40	N/A	CNU344B5W3	GEORGE	GEORGE
MT40	N/A	CNU350BGMK	GEORGE	GEORGE
MT40	N/A	CNU350BHCC	GEORGE	GEORGE
MT40	N/A	CNU350DVCP	GEORGE	GEORGE
MT40	N/A	CNU350BGF3	GEORGE	GEORGE
MT40	N/A	CNU350BGQK	GEORGE	GEORGE
MT40	N/A	CNU350BG67	GEORGE	GEORGE
MT40	N/A	CNU350BGS8	GEORGE	GEORGE
MT40	N/A	CNU350BGMV	GEORGE	GEORGE
MT40	N/A	CNU350DWRZ	GEORGE	GEORGE
MT40	N/A	CNU350DW5K	GEORGE	GEORGE
MT40	N/A	CNU350CRX2	GEORGE	GEORGE
MT40	N/A	CNU350DRT6	GEORGE	GEORGE
MT40	N/A	CNU350CRTJ	GEORGE	GEORGE
MT40	N/A	CNU350DW11	GEORGE	GEORGE
MT40	N/A	CNU350DWHS	GEORGE	GEORGE

MT40	N/A	CNU350CRPV	GEORGE	GEORGE
MT40	N/A	CNU350BGMP	GEORGE	GEORGE
MT40	N/A	CNU347BSKV	GEORGE	GEORGE
MT40	N/A	CNU350BG8S	GEORGE	GEORGE
MT40	N/A	CNU350BGM7	GEORGE	GEORGE
MT40	N/A	CNU350DRC0	GEORGE	GEORGE
MT40	N/A	CNU350DRMV	GEORGE	GEORGE
MT40	N/A	CNU350CRTM	GEORGE	GEORGE
MT40	N/A	CNU350CRQK	GEORGE	GEORGE
MT40	N/A	CNU350DRMM	GEORGE	GEORGE
MT40	N/A	CNU350DRTT	GEORGE	GEORGE
MT40	N/A	CNU347BSY9	GEORGE	GEORGE
MT40	N/A	CNU350BGPQ	GEORGE	GEORGE
MT40	N/A	CNU347BSS3	GEORGE	GEORGE
MT40	N/A	CNU344BRYG	GEORGE	GEORGE
MT40	N/A	CNU350BG9S	GEORGE	GEORGE
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MT40	N/A	CNU3199YYB	GEORGE	GEORGE
MT40	N/A	CNU350DW72	GEORGE	GEORGE
MT40	N/A	CNU350BHBC	GEORGE	GEORGE
MT40	N/A	CNU350BGY5	GEORGE	GEORGE
MT40	N/A	CNU350BGSB	GEORGE	GEORGE
MT40	N/A	CNU350BHBY	GEORGE	GEORGE
MT40	N/A	CNU347BSHZ	GEORGE	GEORGE
MT40	N/A	CNU347BSLS	GEORGE	GEORGE
MT40	N/A	CNU344B54L	GEORGE	GEORGE
MT40	N/A	CNU344B4FT	GEORGE	GEORGE
MT40	N/A	CNU350BG8V	GEORGE	GEORGE
MT40	N/A	CNU347BS02	GEORGE	GEORGE
MT40	N/A	CNU350DV70	GEORGE	GEORGE
MT40	N/A	CNU347BS3G	GEORGE	GEORGE
MT40	N/A	CNU350DV6F	GEORGE	GEORGE
MT40	N/A	CNU347BSQC	GEORGE	GEORGE
MT40	N/A	CNU347BSD3	GEORGE	GEORGE
MT40	N/A	CNU344B55K	GEORGE	GEORGE
MT40	N/A	CNU347BT5C	GEORGE	GEORGE
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MT40	N/A	CNU344B4SQ	GEORGE	GEORGE
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MT40	N/A	CNU350BG3Y	GEORGE	GEORGE
MT40	N/A	CNU350BG4H	GEORGE	GEORGE
MT40	N/A	CNU350BG5N	GEORGE	GEORGE

MT40	N/A	CNU350BG52	GEORGE	GEORGE
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MT40	N/A	CNU347BT9C	GEORGE	GEORGE
MT40	N/A	CNU347BSCB	GEORGE	GEORGE
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MT40	N/A	CNU350BGFF	GEORGE	GEORGE
MT40	N/A	CNU350DTXQ	GEORGE	GEORGE
MT40	N/A	CNU350DVPV	GEORGE	GEORGE
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MT40	N/A	CNU350DVY0	GEORGE	GEORGE
MT40	N/A	CNU350DW27	GEORGE	GEORGE
MT40	N/A	CNU350DWH3	GEORGE	GEORGE
MT40	N/A	CNU350DW2F	GEORGE	GEORGE
MT40	N/A	CNU350DV7H	GEORGE	GEORGE
MT40	N/A	CNU344B874	GEORGE	GEORGE
MT40	N/A	CNU350BGK9	GEORGE	GEORGE
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MT40	N/A	CNU3199YN7	GEORGE	GEORGE
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MT40	N/A	CNU350DTZW	GEORGE	GEORGE
MT40	N/A	CNU350BGHK	GEORGE	GEORGE
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DELL LAT E6320	N/A	E150123	GEORGE	GEORGE
DELL LAT E6320	N/A	E201155	GEORGE	GEORGE
DELL LAT E6320	N/A	E201273	GEORGE	GEORGE
DELL LAT E6320	N/A	E201844	GEORGE	GEORGE
DELL LAT E6320	N/A	E201286	GEORGE	GEORGE
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MT41	N/A	5CG5062D0V	GEORGE	GEORGE

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MT41	N/A	5CG5062CYK	GEORGE	GEORGE
MT41	N/A	5CG5062CY5	GEORGE	GEORGE
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MT41	N/A	5CG5062CN8	GEORGE	GEORGE
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MT41	N/A	CNU420CJ5W	GEORGE	GEORGE
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MT41	N/A	5CG5062CWM	GEORGE	GEORGE
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MT41	N/A	CNU420CJ6S	GEORGE	GEORGE
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MT41	N/A	CNU420BXKC	GEORGE	GEORGE
MT41	N/A	CNU420C6D7	GEORGE	GEORGE
MT41	N/A	5CG50607Y2	GEORGE	GEORGE
MT41	N/A	CNU420BY69	GEORGE	GEORGE
MT41	N/A	CNU420CJ4T	GEORGE	GEORGE
MT41	N/A	CNU420BXP0	GEORGE	GEORGE
MT41	N/A	CNU420CJZF	GEORGE	GEORGE
MT41	N/A	CNU420CJ9F	GEORGE	GEORGE
MT41	N/A	5CG5062D5D	GEORGE	GEORGE
MT41	N/A	CNU420BYLF	GEORGE	GEORGE
MT41	N/A	5CG50607WB	GEORGE	GEORGE
MT41	N/A	CNU420CJ82	GEORGE	GEORGE
MT41	N/A	5CG5062CXD	GEORGE	GEORGE
MT41	N/A	CNU420BYGB	GEORGE	GEORGE
BRETFORD LAP30EULBA	N/A	9CA4	GEORGE	GEORGE
BRETFORD AROCK38	1001093	2.01311E+11	GEORGE	GEORGE
DELL 2330DN	N/A	51WQSG1	GEORGE	GEORGE
HP DESKJET 990CXI	N/A	MY1BR1909V	GEORGE	GEORGE
DELL OPTIPLEX GX280	10840	JWBP071	GEORGE	GEORGE
DELL OPTIPLEX GX270	9103	58Q2341	GEORGE	GEORGE
14"	N/A	N/A	GEORGE	GEORGE
14"	N/A	N/A	GEORGE	GEORGE
14"	N/A	N/A	GEORGE	GEORGE
17"	N/A	N/A	GEORGE	GEORGE
17"	N/A	N/A	GEORGE	GEORGE
17"	N/A	N/A	GEORGE	GEORGE