

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

In close consultation with the San Benito County Office of Education (County) and the San Benito County Public Health officials, Aromas-San Juan USD (ASJUSD) closed all schools on Monday, March 16, 2020. School closures in ASJUSD have impacted administrators, teachers, students, and families, which has affected inequities and presented new challenges. The student population is comprised of 62% socioeconomically disadvantaged students, 3.4% of students with disabilities, and 29% English Learners.

Many students and families have been impacted by their ability to access basic services. The pandemic has affected the economy, from unemployment, housing, to meals. To combat the impact on our community, the District received a waiver from the California Department of Education to serve meals to all children in the community, ages 0 to 18 years old. The Food Services Department began providing meals on March 16th and continued throughout the summer. The United States Department of Agriculture (USDA) has recently extended the Seamless Summer Program guidelines to continue providing support to children and families as part of the COVID-19 crisis. As of September 1, 2020, the District reinstituted the Seamless Summer Program for children and families in the community.

In the Spring, the District jumped in quickly into distance learning. Initially, the District implemented distance learning on March 16, 2020, the first day our schools were closed. As a District without 1:1 devices, the change to a digital environment was a challenge. Our school site leadership and staff, teachers and support staff jumped to support our students and families in this new educational model. We distributed over 200 Chromebooks, and the District facilitated access to WiFi on our buses throughout the community through local partnerships. As we began our planning for the 2020-21 school year and the possible reopening of schools, we first reviewed the student, parent, and teacher survey data and feedback from the Spring related to distance learning. The District convened a "Reopening Committee" consisting of administrators, managers, teachers, parents, labor association members, and community daycare providers to assess the March through June 2020 distance learning educational model. The feedback provided insight into the challenges in the Spring by students, teachers, and parents. The preschool, elementary and secondary administrators, and district administrators drafted preliminary ideas for three reopening options: hybrid, full distance, and full return. Ideas were shared with the Reopening Committee to solicit feedback on the three options, which included administrators, managers, teachers, parents, labor association members (ASJTA and AFCE), and community daycare providers.

Information was shared from the Reopening Committee members out to the respective groups that were represented on the Reopening Committee. The representatives from the Reopening Committee provided a report to the Superintendent for review to open in the Fall in a distance learning model. The distance learning model was presented at a Special Board meeting to the Governing Board via a Zoom meeting. The Superintendent and all school site principals presented information to the Governing Board. The Governing Board accepted public comment on the educational model presented. With Governor Newsom's guidance for reopening, San Benito County was placed on the "Watch List," and it was determined ASJUSD could only open in full distance learning. Plans were then finalized, and District staff worked closely with both labor associations to draft and finalize Memorandums of Understanding (MOU). Both MOUs have been signed with our bargaining units.

As we prepared for the reopening of school, teachers and administrators have put in countless hours of preparation and practice to become more proficient in a virtual environment. The classified staff has also adapted their duties to meet the current demands of supporting Distance Learning and implementation of health and safety protocols. And finally, funding and expenditures have remained a focus throughout due to budget reductions, changes in funding streams, and adjusting expenditures to align with current demands, such as the increased need for technology resources.

Our English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have seen a change in the service delivery models with the separation from school. For example, Special Education has continued to receive meaningfully engaging parents/guardians, 'pushing into' virtual classroom activities, conducting consultations/counseling sessions via videoconference or telephone, and home visits making materials available in a variety of formats, and supporting caregivers to deliver instruction at home. The District continued with a summer program offered to our migrant students via home visits.

Personal Protection Equipment was purchased, and Plexiglas structures were installed at work areas to allow ASJUSD staff to work with the public safely.

Students and families have also been impacted by the disconnect and separation ensuing from physical and social separation from the classroom and school community. To support the health and well-being of all, the District has continued to provide counseling services via video conferencing.

The school sites continue to monitor student progress and needs through weekly meetings, in-class administrative visits, and review of student assessments.

## Stakeholder Engagement

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

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The representatives from the Reopening Committee provided a report to the Superintendent for review to open in the Fall in a distance learning model. The distance learning model was presented at a Special Board meeting to the Governing Board via a Zoom meeting. The Superintendent and all school site principals presented information to the Governing Board. The Governing Board accepted public comment on the educational model presented. With Governor Newsom's guidance for reopening, San Benito County was placed on the "Watch List," and it was determined ASJUSD could only open in full distance. Plans were then finalized, and District staff worked closely with both labor associations to draft and finalize the MOU. Both MOUs have been signed with our bargaining units.

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

The Aromas-San Juan Unified School District Board of Education is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20, published on March 18, 2020. During the 2020-21 Learning Continuity and Attendance Plan (LCP) for Aromas-San Juan Unified School District public hearing, the community can provide written comments regarding the LCP to be read aloud during the meeting. Video conferencing and webinars is used to conduct virtual meetings with stakeholder groups. The public can provide feedback prior to the meeting that can be read aloud. Feedback prior to the meeting can be sent to Janet Watson at [jwatson@asjUSD.k12.ca.us](mailto:jwatson@asjUSD.k12.ca.us). In September, the District will be conducting additional meetings with stakeholder groups, to include but not limit to Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), both local bargaining units.

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

In reviewing the feedback shared by stakeholder groups, the following ideas, trends, and input emerged: the need for every student and teacher to have the technology and internet connection needed to engage in distance learning, and hard copies when needed; supports and training for all on technology; limit the number of learning management systems used to minimized confusion for students/families; social and

emotional needs of students and available supports; safety measures for when students return for in-person learning; student engagement strategies and rigorous lessons; academic supports for struggling students; reasonable expectations and supports for students and families due to extenuating circumstances, particularly as it relates to student attendance and engagement; the importance of physical activity and sports; and on-going communication with teachers, admin, students, and parents.

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

Our biggest challenge in the District is not only the lack of digital devices, i.e., Chromebooks and hot spots, but the "White Spaces" that exists in our community. These "White Spaces" account for approximately 15% of our families that are in areas without access to cell towers, which indicates that even when a student has with a digital device, phone or computer with internet capability, they are unable to access the internet. We have partnered with the local Rotary Club to address an equity issue that impacts some of our students. The significant need for technology and equitable access, including the need for limited learning management platforms, has had a tremendous impact on the development of the LCAP. This also includes the need for ongoing training and support for students, teachers, and parents in the use of technology in the context of teaching and learning virtually. The social and emotional needs of students prompted the immediate expansion of social emotional learning efforts, strategies, training, and support services, which included SEL training before the school year began.

## 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.]

The Aromas-San Juan Unified School District (ASJUSD) is committed to reopening schools and campuses safely. The commitment to resuming in-person instruction will be done with an assurance to students and staff safety, student's and staff's social-emotional well-being, and academic success. The re-engagement cannot be completed successfully without stakeholder engagement opportunities in both English and Spanish. Just as we saw the necessity for communication virtually regarding the process, academics, and campus protocols, we will again re-engage students, staff, family, and community through outreach and support. Once San Benito County is removed from the state COVID monitoring list, we will assess our District's positivity rate and determine how the District can safely open schools and when they can be opened, meeting our established principles. We met with our bargaining units to revisit the current MOU and negotiate any areas that were necessary to allow for students to receive instruction on campuses. Special Education students and English Language Learners, along with our Foster Youth and Homeless Youth, will be prioritized in any type of return that is permissible. Beyond our unduplicated students, ASJUSD will utilize universal screeners within the first three weeks of instruction to identify students who are at greatest risk and have demonstrated significant learning loss. Students in grades TK-2nd grade will also be prioritized to return to campus, if possible. District and site leadership have developed plans to ensure students will have access to high quality, rigorous instruction. Ongoing formative assessment

processes will be utilized to continually monitor student progress and areas of need, which will initiate additional levels of academic, mental, and emotional supports for identified students.

When we can return students to in-person or on-campus learning environments as prioritized above, we will ensure that safety and health is the top priority for students and staff. Whether we have a full return or hybrid return, we have outlined protocols and procedures for families and staff members, and students will be assigned to cohorts to limit the exposure to other students and staff. Staff and families will be asked to "Screen at Home" and take temperatures daily before sending their child to school. Mandatory face-masks will be required for children in third grade and older and/or in accordance with state and local guidelines. All staff members will utilize masks and/or face shields. All students and staff will be required to wash/clean their hands regularly, and personal hygiene protocols (hand-washing, sneezing/coughing into the bend of the arm, etc.) will be followed. Each school has ample quantities of hand sanitizer in each classroom and common areas throughout the school campuses. Classroom furniture will be arranged to minimize the risk of exposure and adhere to physical distancing requirements according to state and local public health guidelines. Schools will limit the sharing of supplies between students and disinfect between uses if sharing is unavoidable. Student cohorts will follow protocols and procedures established for lunches, recesses, and other transition times as necessary. ASJUSD will follow disinfecting guidelines developed by state and local public health for classrooms, work-spaces, outdoor spaces, and playgrounds. No visitors or volunteers will be allowed on campuses. Any student displaying signs of illness will be immediately referred to an isolation room for assessment. Each school will have an isolation room where symptomatic individuals can remain until they are able to go home. These rooms will be free from other individuals accessing the area. The room will be disinfected after anyone has entered or occupied the room.

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

Description	Total Funds	Contributing
Classroom Aides to support learning loss with small group instruction September 1 - December 30, 2020.	\$65,000	Yes
After School/Breaks/Saturday Academies to continue supporting learning loss with small group instruction September 1 - December 30, 2020.	\$55,000	Yes

## Distance Learning Program

### Continuity of Instruction

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

The Mission of Aromas-San Juan Unified School District is, in partnership with our families and culturally rich community, empowers students to be self-directed learners, effective communicators, and global critical thinkers. We educate in an inclusive, caring, collaborative, creative, learning community engaged in real-world problem solving, learning to learn, and habits of mind. Our collaborative effort through multiple virtual meetings and the work of the Reopening Committee provided an opportunity to share the learning. We educate in an inclusive, caring, collaborative, creative, experiences from the Spring closure. Distance Learning Model is intended to enable every student to continue along the continuum of learning with curriculum, programs, and support options to be made available for a successful distance learning model in a changing environment under COVID-19. We have developed the plan to be flexible to allow those without access to the internet to continue to be fully engaged in the continuum of learning, receiving the same level of rigor and California academic standards.

Teachers and staff began the COVID-19 endeavor in the Spring and quickly came together as a community of teaching and learning. They shared best practices from their own training and experiences. Also, they researched best practices via the internet and/or collaborating with colleagues in other school districts across the state and nation on lessons learned. Also, the researched best practices in collaboration with colleagues, discussions in regular staff meetings, online professional development, and in communication with out community partners. The Learning Management System (LMS) is used to connect with students and utilize the tools in a virtual environment that allows efficiency and effectiveness on the part of the teacher and student. The District is using Google Classroom, Zoom or Google Meets, Class Dojo, and School Loop.

Each grade level has required daily (synchronous and asynchronous) instructional minutes in English, Math, Social Studies, Science, PE, etc. to be taught using our established instructional practices (whole group, small group, 1:1, enrichment/intervention, etc.)

The District curriculum will continue to be used in distance learning. This process is to ensure access to a full curriculum of substantial-quality, similar to an in-person learning experience. The following link provides curriculum and supplemental materials by grade ranges.

[https://docs.google.com/spreadsheets/d/1X893dNMMJw9kNT1\\_XMgoaf5tED\\_dQCVTURzt5xaFfq0/edit#gid=24300959](https://docs.google.com/spreadsheets/d/1X893dNMMJw9kNT1_XMgoaf5tED_dQCVTURzt5xaFfq0/edit#gid=24300959)

To ensure students have internet access, the District has five buses with WiFi deployed throughout the communities of Aromas and San Juan Bautista for students to access the internet. The Rotary Club of San Juan Bautista will provide two repeaters that will allow the internet to extend from the school out to the school parking lots as another area for students to access the internet during distance learning.

All textbooks and workbooks, internet devices, and school supplies for students were organized and distributed for appropriate grade level use at the beginning of the school year for each student at their respective schools.



The Professional Development days, August 6 through August 11, included preparation for online learning and social-emotional well-being to be utilized in a daily routine.

In preparation for distance learning in the Fall, we focused on the use of a single LMS (i.e., Google Classroom). Approximately 98% of our teachers were using Google Classroom in the Spring. We now have 100% of our teachers using Google Classroom. Teachers are utilizing the online access to the District's curriculum. The ELA and math programs for K-8 grades are online. Teachers have stepped into the digital world with classes and lessons that are presented online, with assignments distributed and turned in through Google Classroom. Parents/guardians have access to all of the information that students are required to complete for their children. Teachers are also providing 1:1 interaction with students. All students are required to check-in and participate in the online classes and the assigned work. Teachers are choosing between Zoom and Google Meets for the live synchronous courses. For those students who do not have access to the internet, teachers are preparing work packets—all students, whether online or receiving packets, will receive supplemental materials once a week. Student work is turned in weekly, and materials are picked up weekly.

The District developed a Guide for teachers and parents with links embedded in the document that provides resources regarding adopted curriculum and supplemental materials. Also, instructional meetings were presented to parents by the administrators before the start of the school year to demonstrate the use of Google Classroom and other digital programs used for distance learning. The Guide is available at the link below:

<https://5il.co/j86b>

The presentations were recorded for parents to be able to review if they missed the training or if they wanted to review it again.

Parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. The District will continue to provide written and virtual meetings and training. We are fully immersed in distance learning and will continue to reach out to our teachers, students, and parents via surveys to request feedback on what is going well and what challenges are present. Also, all three schools held back-to-school nights. Parent meetings were held in early August to keep parents informed on the 2020-21 school year and what to expect. We provide translation at all meetings.

## **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.]

The District applied for 200 Chromebooks and 100 Hot Spots from the State of California through the California Department of Education in April 2020. Unfortunately, the District did not receive those devices. The District distributed approximately 500 laptops from all three sites to students. The laptop pick-up schedules by site was shared with families through the district webpage, Facebook, all-calls, and text messages by the school sites. Information on affordable internet was made available to parents via email and the district webpage in partnership with California Emerging Technology Fund. Through the Migrant program, we were able to distributed five Hot Spots. For the first time, the

District offered insurance coverage to parents for computers. Upon distribution of the laptops, parents/guardians signed computer authorization/liability forms. We utilized our outside contract to support our Technology Analyst. In addition, the Data Analyst is covering the administration of the applications used by the District (i.e., Clever, ST Math, etc.). Site administration and staff will be responsible for contacting parents of students unable to access class virtually to identify solutions so students can engage in learning.

## **Pupil Participation and Progress**

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

ASJUSD will continue to use Power School, Student Information System, to electronically process attendance on a daily basis. Student engagement and participation will be recorded daily through the Google Classroom, as the main LMS for the District. Teachers will monitor engagement and participation through synchronous and asynchronous activities, which will be recorded and certified through Google Classroom to track participation and completion of work for learning activities. Teachers certify on a weekly basis by student the synchronous and asynchronous instructional minutes based on the identified schedule for each class/grade level. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using Zoom or Google Meets. School Loop and DoJo will also be used as a means of continued communication with parents/guardians. Students on instructional packets will be evaluated using the time value of work performed. Time value of work performed will be measured using priority standards as a guide to ensure adequate progression through grade level and/or content standards. Various protocols and guidelines have been developed to support student assessments in the distance learning environment.

## **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.]

ASJUSD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning and/or in-person programs for students. Both voluntary, live training opportunities and mandatory staff development days have been dedicated to supporting administrators and teachers in the instructional platforms. To ensure teachers were receiving ongoing training, two days of voluntary training in a peer-to-peer format on the Google Classroom, ST Math, Screencastify, etc. as provided. We received positive feedback on this format of training and will continue to offer training using this model. As a small district, we continue to seek out opportunities for all staff. The San Benito County Office of Education is offering a plethora of online digital trainings that have been and will continue to be offered to staff in support of the online work. Principals are also going through online trainings to increase their knowledge of the programs and further the support to staff. Staff at many of the sites have also volunteered to provide ongoing training and support to their colleagues on their campus and often across the District.

## **Staff Roles and Responsibilities**

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

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction. School site administrators, teachers, and instructional support staff are reaching out to students encouraging continued engagement in distance learning. Administrators, teachers, and instructional support staff have gone



above and beyond to make themselves available outside of their professional day to respond to students. Although ASJUSD was using the LMS in the Spring, we have expanded the use of it with more of the staff. Also, additional applications have been purchased to continue to support instructional staff with the tools necessary to maintain rigorous academic instruction. Teachers have embraced the digital environment through self-teaching of many of the programs used to enhance teaching and learning and to encourage engagement by students.

The mental and physical health of students is critical. ASJUSD has added a Social Worker through a second three-year grant, Prop 47. The Grant will provide one day a week for each of the three school sites in the District. Last year, the District increased the number of counseling days that each of the school sites received from 1 and a half days a week to three and four days a week. These services continue to be provided through the San Benito County Behavior Health and Harmony-at-Home. Several classified staff are supporting distance learning by working out of their job description to support technology and the distribution of laptops, supporting centralized online enrollment, reaching out to individual students and families to provide support. Staff will also assume responsibility for taking student temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes.

## **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.]

Four basic questions are being reviewed for use by the District and its school sites to ensure high levels of learning for all, including our students with unique needs.

- 1) What knowledge and skills do students need to know and be able to do to show their understanding as a result of a unit within a subject at his/her grade level?
- 2) How will we know when the student has acquired the essential knowledge and skills based on evidence of student work?
- 3) How will we respond when a student did not learn the knowledge and skill?
- 4) How will we extend the learning for students who have mastered and showed proficiency in learning?

The goal is to use an appropriate assessment that includes the identification of the most essential standards for students to learn and demonstrate proficiency. Data will be collected and reviewed on a trimester/semester schedule by a collaborative team of administrators and teachers from each site to determine the efficacy of the instructional program and make adjustments as needed.

To align with our District Mission, we will continue to forge a partnership with our families and culturally rich community that empowers students to be self-directed learners, effective communicators, critical thinkers, and global citizens. We will also deepen our commitment to creating a collaborative culture that is based on evidence of student learning to inform and improve professional practice and responds to the individual needs of students who need intervention and enrichment. A diligent effort to answer the questions above will assist our learning community in providing a systemic process that supports all our students with the necessary time and tools to be successful.

The differentiation of curriculum to meet the unique needs of students has always been and continues to be an important part of daily lesson planning. Teachers and staff have an awareness and connection with our English Language Learners, students with exceptional needs, students who are experiencing trauma or isolation, and our Foster and Homeless Youth. These students are contacted individually to assure that they have access to the curriculum, are participating in distance learning, and are being successful.

To meet the needs of unduplicated students, District staff are reaching out to students directly, and monitoring student engagement and well-being to identify needs in the distance-learning context. The closure of schools and the transition to a distance-learning model has highlighted existing inequities and, in some cases, widened gaps. This is particularly true for our unduplicated students, who are more likely to experience technology gaps and require instructional and other supports that are still being adapted to the remote context. ASJUSD acknowledges the importance of fully engaging and providing necessary supports to unduplicated students and will continue its efforts to meet the needs of English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students during the time of school closures.

With over 67% of students eligible for free and reduced paid lunches, ASJUSD was focused on meeting the needs of low-income students from the start of the pandemic. Over 500 Chromebooks have been distributed to students who needed devices to access distance learning. The District is continuing to support low-income students by providing referrals to resources as individual needs are identified. ASJUSD is committed to supporting our English Learners (ELs) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. Although we were unable to conduct ELPAC testing in the Spring, we can continue to utilize our local reclassifying criteria to assess students along with the Common Formative Assessments, such as Interim Assessment Blocks (IABs). The use of IABs, in combination with current assessments for ELA through a Benchmark Level Screener and other assessment tools, will support the proper reclassification of EL students.

Foster Youth students are also part of the population that we are reaching out to ensure success during remote learning, including connecting them to devices and hotspots as needed. The District is part of the San Benito County Office of Education Consortium in support of our Foster Youth students. The County Liaison helps facilitate Foster/Homeless Youth enrollment and provides school supplies as needed. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning. Foster Youth also continues to receive support services from our staff. Case management services provide reoccurring check-ins with students to ensure students have access to Chromebooks, are actively engaged in distance learning and giving students the opportunity to discuss their current health and wellness. The staff continues to meet the needs of Homeless Youth through targeted efforts to identify, connect with, and provide support to students and families experiencing homelessness.

ASJUSD Special Education teachers and related service providers stay in constant communication with families. Communication is offered in a variety of ways, such as phone calls, conferencing platforms, or email. Communication will help families assist their students in learning outside of the school environment. Students with moderate to severe disabilities will receive personalized communication more frequently to assist families and their student(s). Teachers will provide curriculum packets to send home for those students who cannot access technology as a learning platform. Teachers will communicate weekly to check on students, parents, and provide additional support if needed.

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

Description	Total Funds	Contributing
Technology Stipends for teaching staff to build capacity among site level instructional staff - peer technology leaders	\$37,000	Yes
Student 1:1 technology devices for student distance learning	\$154,000	Yes
Teacher/staff laptops to allow teachers to have access to distance learning	\$75,000	Yes
Hot Spots for students to access the internet for distance learning	\$65,000	Yes
Child Information Protection Act (CIPA) Compliance Chromebook Licenses	\$5,700	Yes
Zoom-all Staff access	\$20,000	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.]

ASJUSD implemented the Multi-Tiered System of Support (MTSS) two years ago. MTSS is an integrated and comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of the systems necessary for all student's academic, behavioral, emotional, and social success. MTSS will continue to be used during distance learning. MTSS will be used along with other measures to identify learning loss for students. The school site teams are beginning to reconvene for the 2020-21 school year and will utilize MTSS as one of the systemic processes. The San Benito County Office of Education has provided

training and guidance to support school sites in meeting the needs of each student. The County will continue to provide training during the 2020-21 school year.

ASJUSD will also address learning loss through the work of the intervention teacher at San Juan School. Tutoring hours will be available online for all three sites to be conducted by teachers. The District will utilize the restricted CARES Act funding to offer different formats of tutoring after school, during breaks, Saturday Academies. These offers will be a collaboration through the school site administrators and teachers. We will again this year include training by Dr. Pisano for the newest version of the IABs, which will provide more teaching tools for staff. The IABs will be used in assessing learning loss for grades 3 - 8 along with the Multi Measures of Assessment Reporting System (MMARS). The IABs can be given at intervals determined by the teacher. Also, there is an Interim Comprehensive Assessment available through the CAASPP system, which mirrors the length of the test taken in the spring each year. These baseline assessment scores will determine the scope and sequence for the essential standards for curricular coverage for the first quarter/trimester.

For students in grades 9-12, teachers in ELA and math will utilize the CAASPP assessment system's IABs to assess specific skills and target areas of need and focus for each student. Also, teacher-created formative assessments will be administered regularly to assess student learning. Assessments will include quizzes, tests, exit tickets along with authentic assessments based on a rubric for individual and group projects, presentations, and other activities. Parents/guardians can view ELA and math achievement through the Google Classroom and School Loop. Students who demonstrate academic challenges can seek tutorial help through teacher virtual office hours and virtual advisories. Students can also seek additional academic support during virtual after school tutoring sessions and an online credit recovery program through Acellus. Progress reports will be distributed during the school year to inform parents and/or guardians about his/her child's academic status.

ASJUSD will administer the initial ELPAC and the optional summative ELPAC assessment this Fall in addition to the assessments described above to assist in identifying learning loss in academic skills as well as language development skills for all English Language Learners. Our English Language learners will be prioritized in gaining access to in-person instruction when County guidelines permit us to do so. Formative assessments will be ongoing and frequent, and the frequency will be determined by teachers based upon pacing guides, student progress, and data analysis to determine if reteaching and reassessment needs to reoccur. Diagnostic assessments/district benchmarks will be given three times a year for all K-8 students in ELA, ELD, and mathematics. Secondary assessments will be given at the end of each unit.

## **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.]

ASJUSD will follow research-based, system-wide practices of data-based decision making to meet the academic, behavior, and social-emotional needs of all students. School staff are committed to continuous improvement by creating a school leadership team that includes: administrators, teachers, counselors, attendance liaison, social worker, and specialized personnel. This leadership team at each school site will utilize comprehensive data systems to inform decisions regarding student needs and ensure implementation effectiveness that includes: universal screeners, including CHKS California Healthy Kids Survey for grades 5-12, as the Star 360 Suite for TK-12, and MMARS for grades

3 - 12 to determine which tiered level of support is needed. Star 360 Suite will be implemented this year, supported by the Prop 47 Grant. These assessment results will be utilized in conjunction with diagnostic assessment/tools, progress monitoring data to check student improvement, student outcome data (discipline, academic assessments, attendance, school climate surveys). Staff will utilize and analyze the data to benefit the whole child.

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practice academic language. The District has some training on the books for GLAD training. This training will support ELD strategies for all teachers. Also, other training will now be more accessible in a virtual format for administrators and teachers. Staff will monitor students' academic progress by reviewing transcripts and ensuring all EL students are receiving the appropriate support. The District has requested a review of the Speech and Language disability data as it relates to EL students. It is important that we are providing our students with the appropriate supports for their success.

Low-income students may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food, shelter, or clothing resources in the home can contribute to a decline in a student's academic performance. Staff is acutely aware of the challenges that some of our families were facing before COVID-19. These same families are feeling the impact of COVID-19 on a deeper level. The District partnered with the San Benito County Health Foundation to distribute food to the agricultural community. The Homeless and Foster Youth District Counselor supports our homeless students by making sure they have access to a free, appropriate public education by providing tutoring, transportation, the technology needed to access their education, and school supplies. We also provide resources/referrals where they can get clothing, food, and health services. We make sure that we enroll students promptly by obtaining necessary records. Foster and homeless students are also able to talk with counselors for social and emotional support.

Students with disabilities can experience regression if the instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced a regression of some skills. The Special Education teams work collaboratively with the General Education teams to ensure learning gaps are identified and filled, and IEP goals are monitored. Students with mental health concerns can receive telehealth services by a school counselor or school psychologist, depending on the level of support needed. Academic concerns may be addressed using online remedial programs such as Acellus or IABs for teacher assigned lessons. Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access.

## **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.]

Learning loss is one of the biggest concerns and challenges for the District or any district under COVID-19. To that end, ASJUSD is committed to the following protocol and process: 1. Districtwide formative assessment windows (three times a year) for students in K-8 in

ELA and mathematics. 2. Secondary access to IABs to support assessments, data collection, and teacher collaboration in grades 9-12. 3. Ongoing teacher-based formative assessment and analysis of individual student work and progress towards mastery of proficiency scales will provide evidence that any learning loss a student may have experienced has been or is being addressed. Academic achievement is not the only impact of learning loss. Social/emotional, behavioral, and mental health aspects of learning loss are just as important, and the District is requiring a daily check-in with students through SEL strategies. The District provided training on August 10th and will provide three more trainings during the 2020-21 school year. A teacher's relationship with the student and the frequent (daily) communication makes that teacher uniquely qualified to notice the more subtle aspects of learning loss, such as motivation, engagement, or participation. Teachers and support staff can address the needs of the students, and teachers will monitor students for signs and symptoms of emotional distress and behavioral changes that could signal mental health issues.

The school leadership team will meet regularly, virtually, and/or in-person to discuss specific student needs—school staff can check-in with students individually or during classroom walkthroughs, whether virtually or in-person.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
Classroom Aides to support learning loss through small group instruction September 1 - December 30, 2020	\$65,000	Yes
After School/Breaks/Saturday Academies intervention for scaffolding to achieve an maintain grade-level standards and mitigate learning loss	\$55,000	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.]

ASJUSD is committed to providing the emotional support that our students require to be successful in a learning environment. A beneficial learning environment for students will provide the tools to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The District contracted with Harmony-at-Home during the 2019-20 school year to provide trauma counseling districtwide. We are continuing to contact them for trauma counseling and have added social-emotional counseling, as well. Also, we will continue to receive services districtwide from the San Benito County Behavioral Health Department for counseling. Teachers are building in social-emotional activities into their daily routines in support of our students in the short-term, with a long-term goal of support towards a cultural change.

The District will have a Social Worker for the first time, beginning with the 2020-21 school year supported by the Prop 47 Grant. We are very pleased to be able to support our students in this area, as the need is growing through the COVID-19 environment. The focus of the Social Worker will be a combination of chronic absenteeism and mental health. The lead agency for this grant is the San Benito County Office of Education. ASJUSD is sharing a Social Worker with the County's alternative programs. We will receive three days per week, one day per week, per school site in the District. Social Workers are developing a Universal Screener to be used in the work they are doing to provide data for decision-making. The goal of the grant is to build capacity among the staff in the District and establish a systemic process that can be used after the grant is no longer available.

The California Healthy Kids Survey (CHKS) is administered every other year. It will not be administered during the 2020-21 school year. We will develop an internal survey that can be used as another measurement tool based on data for use in the overall analysis for student's health and well-being. Some of the topics typically surveyed include school connectedness, coping with stress, alcohol and drug use, etc. A collaborative team of administrators and counselors will determine the number of surveys for the year.

Professional development for staff will be provided on social-emotional well-being three more times during the 2020-21 school year for a total of four trainings. Also, site-level meetings will provide training on tools available to staff in the area of social-emotional well-being.

## **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.]

The District's learning community is supportive of continued student engagement to learn and achieve at the highest levels possible. The District distributed all of the laptops available at the beginning of the school year, approximately 500 laptops. We have procured another 250 Chromebooks for students in grades TK through 5. We are thankful that the Migrant Program provided five Hot Spots for our migrant students. We applied for 200 Chromebooks and 100 Hot Spots in April 2020 from the California Department of Education but have not received them to date. Communication with students and families has increased via Dojo, School Loop, District website, text messaging, all-calls, emails, and school webpages. The District is reaching out to those students who are not engaged or absent from Distance Learning via phone calls and home visits. Many things contribute to regular attendance and engagement, such as building strong connections and relationships with students, high leverage engagement strategies, empowering students to own their learning, and providing meaningful feedback, to name a few.

Student engagement and outreach includes documenting the synchronous and asynchronous participation in PowerSchool. Each day students are expected to participate in both synchronous and asynchronous activities according to their grade level. Teachers in Google Classroom will record weekly engagement logs and levels of participation. Teachers track attendance and participation daily and will certify weekly on the system reports. We are monitoring student attendance and participation closely. When a student is not present to participate, parent(s) will be contacted and inform the parent the student was not present. Connecting with students is essential for encouragement and emotional support. The loss of one or two days during a distance learning model can be detrimental to a student's learning. We are following the statutory provision for truancy, as the Governor has not lifted the provisions. After a student has missed three days without an excuse, parents will receive a letter indicating that the student is meeting truancy criteria. Once a student is absent five times without any communication with the school site, the student is considered chronically truant. The District will schedule a time for the parent to participate in a school panel with teachers and administrators.

## 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.]

The distribution of meals, not only to our students but to the community, was a necessity during COVID-19. ASJUSD filed for a waiver with the California Department of Education prior to the closing of schools. The filing of the waiver was done in preparation for closure to serve meals to children ages 0 to 18.

ASJUSD has a 67% free and reduced-price meal percentage. The District has continued to provide meals to the community from March 16, 2020, and will continue until school is back in session. Meals are served daily at Aromas School and San Juan School from 11:45 a.m. to 1:00 pm Monday through Friday at Aromas and San Juan Schools. When a holiday occurs during the week, extra meals are prepared and distributed a day before the close. Meals are distributed in a drive-thru curbside fashion at each of the schools for grab-and-go meals. We are providing 2,000 to 2,500 meals a week.

Our families and community have been notified through email, districtwide phone calls, website postings, flyers, and social media. District staff prepares and distributes meals. When the staff is off or during school breaks, District Office staff and administration support the program with the distribution.

Food Services implemented social distancing practices and limit the total amount of public exposure while continuing to provide the most meals possible to students and families in the community. Currently, Food Services offers five days of meals served Monday -Friday. Each child 18 years of age or younger receive breakfast and lunch daily. Meals are delivered through a drive-thru, curbside process that ensures 6- 10 feet of social distancing for staff. Staff serving meals are provided masks, gloves, and hand sanitizer. Signage is posted at the school's meal distribution to reinforce social distancing.

The USDA has extended the Seamless Summer Program from September 1, 2020, to December 31, 2020, all children 18 years and under. Families may pick up free breakfast and lunch from Aromas or San Juan Schools as part of the Summer Feeding waiver extension from the USDA. Children do not have to be enrolled in ASJUSD to participate. Parents and guardians may pick up meals for their children. Starting on January 1, 2021, ASJUSD will return to charging breakfast and lunch under the National School Lunch Program. Families should complete the Eligibility Application for the National School Lunch due on September 25, 2020. It will be particularly important if there is a return to school in a Hybrid or Full in-person format. We continue to follow the positivity cases in the County through the San Benito County Public Health Department's website.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	Classroom Aides to support learning loss through small group instruction September 1 - December 30, 2020	\$65,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	After School/Breaks/Saturday Academies intervention for scaffolding to achieve an maintain grade-level standards and mitigate learning loss September 1 - December 30, 2020	\$55,000	Yes
Distance Learning Program (Distance Learning Professional Development)	Peer-to-Peer Training in August on Learning Management Systems August 2020	\$28,000	Yes
Mental Health and Social and Emotional Well-Being	SEL Curriculum to address the need and achievement for those students who have been isolated due to stay-at-home orders.	\$55,000	Yes
Distance Learning Program	Technology Stipends for teaching staff to build capacity among site level instructional staff - peer technology leaders	\$37,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Student technology/staff technology and internet connectivity	\$320,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.48%%	-0-

## Required Descriptions

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

The District has taken into consideration the rankings and needs of our English Learners and Low-socio Economic, and Foster Youth students. Teachers and administrators can access data to determine student levels and needs to meet goals. Additional levels of intervention, described above, will be focused on the unduplicated students population in achieving and maintaining proficiency levels.

Teachers in collaboration with school and District administration are invested in student-centered data. The District will utilize synchronous and asynchronous measurement in combination with curriculum assessment data in reading, writing, and speaking and grade-level assessments to identify the academic support. Students will receive access to meals, technology and academic supports and additional assistance from the classroom teacher and/or specialized instructional staff. Student and family engagement with the teacher is necessary to understand the purpose of the goal and how the individual goals can be reached.

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

The unduplicated student population will also be provided tutoring to support academic achievement and continued educational options to ensure no loss of grade level standards and mastery of content. The level of collaboration between teachers and the students will be key to success in distance learning. When internet access makes it difficult for the student(s) families from home, the teacher and administrator will assess options for the student regarding packets and/or home visits keeping in alignment with safety and health provisions for all involved.