

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Alum Rock Union Elementary School District

Option for ensuring safe in-person instruction and continuity of services:
will amend its plan

1. Please choose one:

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The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

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The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving

<https://resources.finalsite.net/images/v1661355788/arusdorg/j8exxlcgku153fojv326/IIPP-22-23.pdf>

funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: the option of wearing of face masks; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; monitoring communicable diseases and outbreaks, in collaboration with the State, local, territorial, or Tribal health departments; efforts to provide vaccination information to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health

officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

Alum Rock School District has implemented safety protocols to ensure that staff and students are as protected as possible from communicable diseases, including COVID-19. Anyone on district property was expected to wear a properly fitting mask and socially distance from each other until Governor Newsom ended the COVID-19 state of emergency by proclamation on February 28, 2023. Currently, masks are encouraged for anyone who has symptoms or has been exposed to anyone having COVID-19. Information on when and why to wear a mask can be found here: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Respiratory-Viruses/When-and-Why-to-Wear-a-Mask.aspx>

Cleaning and disinfection protocols were updated to meet communicable disease and COVID-19 standards from the CDC. CDC cleaning and disinfection information is on the web at <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

Air filters have been upgraded and portable air purifiers have been placed in all rooms to provide an extra layer of air circulation and ventilation. According to Santa Clara County Public Health Guidance, spaces occupied by students and staff increase the risk of communicable disease and COVID-19 transmission. To decrease this risk, Alum Rock School District encourages ventilation of all indoor spaces. In addition to keeping windows and doors open, the use of fans blowing air away from students and staff correlates directly with the county's guidance "to avoid blowing air from one person to another." This increased ventilation moves air from indoors to the outdoors, which creates an effective airflow. More information on ventilation in schools can be found from the CDC at:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ventilation.html>

CDPH suggests that schools and districts have OTC rapid antigen tests available for students and staff. As a district we provide families with OTC COVID-19 rapid antigen tests upon request and have OTC COVID-19 rapid antigen tests available at all school sites and the district office for pick up from 8:00 a.m. – 3:30 p.m.

See below and the attached for recent CDPH OTC antigen test information.

The recent Public Health Guidance for K–12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases for the 2023-2024 School Year communication resources available on the web is <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx>

Alum Rock School District has implemented safety protocols to ensure staff and

students are as protected as much as possible from communicable diseases, including COVID-19.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices. Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

As we continue to make progress towards providing a rigorous instructional program for our students our leadership team and site leadership teams use data analysis to find areas of need, areas of success as well as looking at what might be getting in the way of success. We use our local assessments three times a year - FASTbridge, ESGI and leveled screener to monitor progress. Frequent data chats allow teachers to better understand their students and what strategies they might want to use. This data assists us in identifying student learning gaps and opportunities for growth, and guide our professional development efforts for teachers and families.

Teachers on special assignment -intervention specialists are at the majority of our sites. They focus on working in small groups to support students in designated areas such as math, ELD, and reading. Students are pulled in in cycles with a pre and a post assessment. Teachers scaffold their teaching as needed with ELD strategies and reteaching. Intervention Para educators are in our TK-K classes to support additional small group instruction. Educational platforms and programs continue to provide learning support with Moby Max, Nearpod, RAZ Plus and Flocabulary.

With support from external providers students have access to reading partners, tutorworks (1:1 tutoring) and other after school programs. At the sites many teachers will provide additional after school interventions for their students in reading or math. Each site has after school programs in which many have academic support in addition to enrichment activities. These include cooking, dance, art to mention a few. For our Tk- Grade 2 students Imagine Learning provides instruction in foundational skills that students can access in class or at

home to accelerate their literacy abilities. This year we have added Imagine Math, providing practice and skills work at the child's individual level.

ARUSD provides our students with an extensive summer offering, both academically and enrichment. Our early learning children participate in Bridge to Kinder and Bridge to 1st preparing them for a school day. We have Elevate math, Springboard, ELD summer program, Jazz Band, Mariachi Summer session, and just had our first year with Galileo Camp.

For 2022-2023 in order to support our students and families we continued to provide an Independent virtual learning program. This being on a much smaller scale due to declining enrollment. Students work on a standards aligned, grade level specific program in addition to meeting on zoom with their teacher. In 2023- 2024 we have one class and continue to provide short term independent contracts for students when needed.

In 2023-2024 Reviewing our Panorama Data as a team – we felt that School climate and safety was at the center of our support for students in person learning. Our data showed that students were not feeling connected or a sense of community. Each site level came up with ways to strengthen this for each classroom and site level.

School wide student expectations assemblies were created and shared at all grade levels. Anti bullying was also a focus for classroom presentations and how to get help. Additionally, one of our district webpages was developed specifically focused on bullying prevention, which provided the following points of information:

- Tips for responding to bullying
- Anti-Bullying Resource Guide & Information Pamphlet
- Defining Bullying per California Education Code
- Types of Bullying
- Bullying Prevention, Social Media, & Cyberbullying Resources

Additionally, our elementary sites currently utilize Social Emotional Learning

(SEL) programs to encourage students to express themselves, build an understanding of the different emotions we can experience, and build capacity for students to use communication skills to solve problems. One program in particular, Kimochis, has been utilized by teachers and school counselors to support students at Tier I, II, & III. In terms of the middle school sites, each school will have access to Sown to Grow which gives students and teachers access to SEL programming & curriculum, and serves as a means of connecting & expressing what a student may be struggling with or experiencing.

School Counselors, Counselor Interns, and SLS Supervisors work together to provide access to layered support depending on level of need. Students who present at a Tier 1 or Tier 2 level could be supported by the School Counselor or Counselor Intern with individual, small group, or guidance lessons. A student who presents with Tier 3 intensive level need, once assessed by the School Counselor, will be referred for appropriately leveled therapeutic support by the SLS Supervisors. School Counselors & SLS Supervisors will continue to collaborate and provide case management as well as consultation.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan. Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

Alum Rock Union Elementary School District gathers public input in the development of district plans in a variety of ways. District teams including teachers, site administrators and district management engage in program evaluations and needs assessments on an annual basis. Information gathered from this process informs the actions and services we provide to our students and families. In addition, members of our district community are invited to participate and provide input through our annual LCAP forums, climate surveys, parent District level committees, and site level committees. The Panorama survey was key to providing insight to the needs of all district stakeholders. Students, teachers, and staff all were given several opportunities throughout to provide their feedback. Input from all of these sources is synthesized and analyzed for common themes emerging as high priority.

In addition, the LEA provides the following assurances:

☒ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

o Please insert link to the plan:

<https://resources.finalseite.net/images/v1661355788/arusdorg/j8exxlcgku153foiv326/IIPP-22-23.pdf>

☒ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

☒ The LEA will periodically review and, as appropriate revise its plan, at least every six months.

☒ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

☒ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

☒ The LEA has created its plan in an understandable and uniform format.

☒ The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.

☒ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Sandra Garcia, Barbara Campbell, Cesar Torrico, Imee Almazan, Annya Artigas