



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



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

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|-------------------------------------|------------------------------|--|
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## General Information

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

In response to school closures to address the COVID-19 emergency, Aspen Meadow Public School adopted a Remote/Distance Learning Plan that is prominently displayed on the school's website. The goal of the plan is to provide a robust and engaging remote learning education for Aspen Valley Prep students. The primary focus is to master the ELA and Math Common Core State Standards; the secondary focus is to master the Next Generation Science Standards and Social Studies Standards. However, as noted throughout this LCP, Social and Emotional Learning is also a priority, alongside of the state standards.

Anticipating the statewide closures, Aspen Meadow prepared teachers for the possibility of Remote Learning on Wednesday, March 9th. On March 13, 2020, Aspen Valley Prep announced that it would transition to remote/distance learning on March 16, the following Monday. The plan sets forth a distance remote learning experience for all Transitional Kindergarten through sixth-grade students. Core instruction is imparted by classroom teachers Monday through Friday. Specialists, including visual performing arts and physical education, provide instruction during scheduled times ensuring that all children continue to receive a comprehensive learning experience. One major SEL impact on students and families continues to be the lack of socialization for the students and the support that must be provided by parents/guardians, particularly in the lower grades. We will address these concerns later in this report.

Like most districts, Aspen Public Schools did not realize back in March of 2020 that distance learning would continue through fall 2020. However, due to fast transitioning in March of 2020 to distance learning, Aspen staff had already trained for distance learning and were ready for instruction to begin on August 6, 2020. Students met one-on-one (virtually) with their teacher the first week of school to develop the Individualized Learning Plan (ILP). All students at Aspen Public Schools began the school year with an ILP. The ILP includes social and emotional learning supports, as many students struggle with challenges, associated with distance learning at home. Students have a voice in the ILP meetings, as well as, in student led conferences planned for October 2020. Student voice was also noted through a surveys, daily interaction with teachers, support staff, and special education support, when appropriate.

Aspen Valley remains very concerned for our students that may face greater food insecurity, loss of family income, loss of family members to the coronavirus, and fear of catching the virus themselves. In response, Aspen Valley has continued to monitor student's progress, provide SEL supports, assure connectivity, check-in through mentoring and Individualized Learning Plans (ILP) provide free curbside nutritious school breakfast and lunches throughout the COVID-19 emergency, including summer break.

Currently, Fresno County is on the state Monitoring list with 17,978 active cases. The Governor of California mandated that all counties on the monitor list must offer distance learning until the county is off the monitor list for 14 consecutive days.

The pandemic shifted the responsibilities of stakeholders schoolwide. This report will reveal how Aspen staff shifted their roles on March 13, 2020-Present: Site Director, Assistant Site Director, Executive Director, Academic Director, Special Education Director, School Psychologist, School Nurses, Custodians and Instructional Aides, ASES (after school programs), just to name a few.

## Stakeholder Engagement

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

### Parents and Guardians:

Parents/Guardians are vital to our 2020-21 planning. These valuable stakeholders will continue to have opportunities for input through parent surveys, parent/guardian workshops, parent Individualized Learning Plan (ILP) conferences (Aug., Oct., Mar.) and Board meetings. The monthly board meetings will be welcoming to Parents/Guardians, with outreach notifications that includes ParentSquare app, social media and website. Events such as Back to School Night and Parent Technology Night, have been well attended.

In addition to the survey schedule below, Aspen conducted parent/guardian surveys on June 23, 2020 to determine how our parents felt in terms of COVID-19 and school plans for reopening. On August 26, 2020, we surveyed Parents/Guardians to find out and address any challenges related to distance learning. The school will continue Parent/Guardian surveys on a monthly basis. (The results of our surveys and how we plan to address parents concerns is below.)

### Students:

Aspen Meadow conducted student surveys in August 2020 to get feedback from students on how they were feeling about distance learning and technology.

#### Students (The Mentor Meeting)

Student Mentor Meetings, Summit Learning Grades 5-6: Students meet with their teacher one-on-one to discuss personal and academic goals. This is a time for teachers to conduct SEL check-ins, as well. The mentorships are a part of the Summit Learning Program.

#### Students (Student Voice at the ILP)

Aspen held student-parent conferences to develop the individualized learning plan (ILP) and received input on how students learn best and communication preferences. Students have a voice in the conferences. In addition, a back to school night was held virtually to prepare students and their families for distance learning. This plan was developed, keeping in mind feedback from students and their parents/guardians. Please note: Most families desire to have their children back in school, at least in a hybrid setting. Aspen understands and agrees that students learn best when they are at school. Aspen will continue weekly Zoom phone calls with the Fresno County Superintendent of Schools and Fresno County Health Department, to determine when it is safe to return to our campus for in-person instruction.

#### Teachers and other staff:

In May and June 2020 Aspen conducted Staff and teacher surveys on weekly basis to get input how teachers were feeling and on reopening plans and distance learning. We also received input through staff and teacher Zoom meetings in June and July 2020--before the start of school on August 6, 2020.

Aspen Public School Board Members discussion, feedback July and August 2020, Survey, September 2020.

#### Stakeholder Surveys March 23-September 2020

AMP Parent Check-In- Parents - 3/23

Teacher Survey- Teachers - 4/16

Teacher Survey- Teachers - 4/24

Teacher Survey- Teachers - 5/1

Teacher Survey - Teachers - 5/15

Teacher Survey- Teachers - 5/22

Teacher Survey- Teachers - 6/4

AMP Teacher Survey- Teachers - 8/19

AMP Parent Survey- Parents - August 2020

Student Survey--August 2020

Counselor Support Survey- 8/24

Student Check-In - Students - September 2020

Aspen Public Schools Board of Directors LCP Survey September 14,2020

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

Aspen uses Zoom as a host system-Parent/Guardians and the public are welcome to participate as guests at the start of each meeting. Board meeting notification are sent on ParentSquare application, social media, school website, including calendar item with embedded agenda. The school website has past agendas, board bios and information for joining upcoming meetings. Back to School Night and Parent Technology nights were advertised through ParentSquare app in English and Spanish. Future Parent/Guardian meetings will be announced through ParentSquare, social media and the website.

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

### Aspen Meadow Parents/Guardians

#### Parents and Guardians:

Parents had opportunities for input through surveys. On June 23, the school sent out the Reopening of Schools Survey to determine how our parents felt in terms of COVID-19 and school plans for reopening. Our first survey in English had 63 parents/guardians respond participating. Our Spanish survey had 4 parent/guardians reply.

Parents/Guardians in English were asked their preference of traditional or face-to-face. A majority of this group's parent/guardians replied that they preferred for their child to be at school (67.74%). Parents/Guardians also said they preferred a hybrid model (79.03) with social distancing two-three days per week on-site. The survey asked what barriers have families experienced. Surprisingly 24% stated there were no barriers; however, homework activities (46%) and education resources (29%) were a barrier.

Spanish speaking parents responded that would prefer their child to have face-to-face instruction or a hybrid model of instruction (75%). Their barriers included, limited technology (25%), homework supervision or extra help (25%) and those with no barriers were 75%.

A Parent Survey from August 26, 2020 showed Parents/Guardians were struggling. The survey asked Parents/Guardians if their student had access for distance learning, 60 Parents/Guardians took the Aspen Meadow survey and 100% stated that they had access. However, 2 families stated that they had internet, but it was "glitchy". (The school responded by placing these families on a list to receive a hotspot).

Another question on the August survey asked if there was any area where parents/guardians needed additional training. Parents/Guardians responded (2 ) expressed that they needed more technology support (the school responded by scheduling 4, 1 hour sessions of parent/guardian technical support. Some parents received on-on-one support as needed).

The final survey question asked Parents/Guardians if there was any other need they would like to share any other needs. Parents/Guardians expressed the following: 1. Electricity issues (4) ( ), 2. Need for food (5) 3. Housing needs (2), 4. Need for technology support (added weekly 1 hour trainings) (7) 3. Child loses focus need motivation (17) ( school counselor to provide parent supports with SEL, student motivation, positive behavior supports, parent training, etc.), 4. SPED supports needed (one-on-one assessments scheduled beginning 8/25/2020 after receiving CA Health Dept. Guidance doc.) other SPED supports see below, 5. Positive Incentives needed, 6. Worksheets needed versus on-line, 7. Childcare concerns and too much screen-time concerns. We address the ways our school is addressing the concerns in the next section.

### Teacher Surveys

Staff Surveys were sent out weekly in the spring of 2020, beginning on March 23, 2020, at the onset of the COVID-19 emergency. Teachers began distance learning instruction planning on March 16 and prepared immediately for student lessons and supply curbside pickups. More official instruction, with attendance keeping, begin instruction on March 23. The teachers were asked, "How are you doing", "What is the thing that is stressing you out?", "What do you think will make teaching more sustainable or effective"? In response to these surveys, the school administrators provided the Guidance Document, that addressed survey concerns. This was living document that was updated weekly and shared with the teachers.

In August of 2020 a new teacher survey asked teachers, "

### Student Surveys, August 2020

70% said that Distance Learning was going well so far. Over 96% said that their internet connection was reliable some of the time or all of the time. 92% of the students said that they felt supported by their teachers all of the time or most of the time. Students all answered the question, "How are you feeling about the connection to your classroom community?" Some students indicated that they needed more socialization. The school administrators have asked teachers to have their instructional aides help host small social groups to address this need. The school continues to monitor student's requests, including the need for faster connectivity. Aspen Meadow responded supplied hot spots to students, parents/guardians that said their connectivity was too slow.

The above survey results as of August 26, 2020, were presented to the Aspen Board of Directors on August 26, 2020.

Aspen Board of Trustees Feedback at public hearing on August 26, 2020. The board stated that they were pleased with Aspen's instructional distance learning program to date. One member stated that her acquaintances informed her Aspen was leaps and bounds ahead of many other schools. In a survey provided to the board, one member expressed, "I have complete confidence in our learning staff to make the best decisions regarding curriculum. As students are the number one consideration, much time and thought go towards what is best learning practices." Two members of the board stated that the LCP was comprehensive and well written. A final LCP survey to the board was sent on September 14, 2020 for any final feedback or comment. This document will go to the board for final approval on September 23, 2020.

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

#### Parent/Guardian Influence

On March 4, 2020 Governor Newsom declared a National State of Emergency  
Shelter-in-Place March 19,2020

Understanding from our surveys that our families wished to return to school as normal on as possible we worked on developing a plan that would keep staff and students and safe as possible. We purchased PPE for all staff and students and increased hand washing stations and signage, throughout the campus. Aspen administration added additional cafeteria tables to increase social distancing, hired additional custodians and professional cleaning service for deep cleaning and sanitization. Full-time custodians received extra sanitization training over the summer.

Aspen Valley Prep parents let us know they appreciate frequent communication through ParentSquare application. This feedback It helped us make sure we continued and adjusted communication through newsletters, social media, as well. The surveys showed us that some families were in need of wifi and internets (hotspots). We ordered hotspots at 10% of our student body as an estimate. The school is partnering with T-Mobile.

In response to parent/guardian's need for more technology skills (June 23,2020 survey), in August 2020, the school held four Parent Technology Nights via Zoom.

Every student enrolled had a teacher conference where an Individualized Learning Plan (ILP) was developed, specifically to meet the needs of the student. Parents/guardians were provided an opportunity to share any needs or barriers they may have for distance learning. Teachers shared these concerns with the school Site Leaders and administrators, so solutions could be found to break down any barriers.

Virtual Direct instruction in morning, with afternoons for small group work, based on teacher feedback. Also purchased for teachers new docking stations, monitors and document cameras.

Paraprofessionals for intervention and small group work (virtual recess, interaction) Physical Education and Music.

Added new COVID-19 sick leave policies

Tools for teachers (listed above)

Devised a work from home agreement process

ASES Support includes utilizing and reorganizing to provide enrichment opportunities, enrichment and academic support

Summer tutoring for Grades TK-7 (formally for middle school only)

Floating substitute teacher

added a part-time homeless liaison, new part-time custodian and made one custodian full time

Full-time Guidance Counselor for SEL support and parent trainings

Additional tech support for families (part-time help desk)

Intentionally kept student cohorts together, instead of blending them. This decision was based on teacher and parent feedback. Students stayed with their former classmates.

# 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.]

On March 4, 2020, the Governor proclaimed a State of Emergency in California as a result of the impacts of COVID-19 to make additional resources available and help the state prepare to respond to an increasing number of individuals requiring medical care and hospitalization as a result of a broader spread of COVID-19. Since that time, the State Public Health Officer and the CDPH have issued multiple public health directives to combat the COVID-19 pandemic, including, on July 17, 2020, the COVID-19 and Reopening In-Person Learning Framework for K-12 Schools (Framework).

The Framework prohibits in-person instruction at schools operating in a county on the State’s Monitoring List due to high rates of COVID-19, and permits elementary schools in those counties to request a waiver to permit reopening for in-person instruction where conditions and safety plans permit.

On August 3, 2020, CDPH provided further guidance to the July 17 reopening framework and detailed information regarding the elementary school waiver process. The August 3 guidance noted that additional guidance was forthcoming to identify conditions in which schools otherwise prohibited from reopening for full in-person instruction can offer in-person services to small groups of students. On August 25, 2020, CDPH issued the Cohorting Guidance regarding permissible small-group in-person services.

Aspen Valley Prep realizes that families and students need stability during these times. Therefore, with parents surveys, the social/emotional needs of students/parents, the worry of the students declining academic needs, and having as many protocols in place to keep the students safe, we have decided to return to school in small groups and when possible transition into Full Time Learning for the 2020-21 school year.

Students will attend either a Monday, Tuesday or Thursday, Friday session. Each session will be 3-4 hours, 2 days a week with another 1-2 hours of work to complete at home. There will be lunch breaks. Midweek, custodial staff will be able to sanitize the classrooms. The fifth day (Friday) will be a day for the teacher to work with students who are full-time Distance Learning, front-loading for the week, and for staff development.

English Language Learners, Students with 504s and Students with IEPs

All English Language Learners, students with a 504, and students with an Individualized Educational Plan (IEP) will continue to receive accommodations and/or supports through our Blended or Distance Learning model. Those families will be communicated with when we are closer to the school year commencing, to address the specific needs of their child.

Normal Learning Full Time:

School “Back to Normal” 4 Days a Week/1 Day Distance Learning.

Students will return to the classroom in a traditional opening of school four days a week with the full population of students. The fifth day Friday, to match Sherman Thomas Stem (STA) Academy will be a day for the teachers to work with students who are full-time Distance



Learning, front load for the upcoming week, and for staff development. We will have significant virus-related protocols in place to create the safest environment possible for staff and students. Social distancing will be practiced where practical or possible.

#### General Safety Guidelines

Checking students' temperatures daily upon entering the campus Self-check questions posted, emailed, and sent home to be used before students come to school

Quarantine room for those displaying symptoms

Wearing facing coverings while in class

One face shield/mask provided for each student (which will stay at school)

Students should arrive at school with a facemask already on and leave with the same mask.

Teachers and staff will wear cloth face coverings, limit in-person meetings with other adults and avoid gathering areas, such as the staff lounge. When possible, the school will use outdoor spaces and unused spaces for instruction and meals to help with distancing.

#### Classroom Guidelines

Desks will be spaced to allow maximum space between students and staff

Desks facing one direction

Entry and Exit routines established

Student devices will be wiped clean at the end of the day and not shared.

Students will not share supplies

Tissues will be available within each classroom.

Students displaying signs of sickness will be sent to the office immediately for assessment.

#### Cafeteria Guidelines

Lunchtime schedules may be staggered or modified to reduce the number of students being served at one time.

Lunches will be served in prepackaged containers instead of going through the lunch line.

Students will maintain social distancing while eating as much as is practicable.

Tables will be available both inside and outside of the cafeteria.

Students will be kept in groups according to their grade level along with an aide who will be responsible for that specific grade during recess and lunch.

#### Restroom Guidelines

All restrooms will be routinely checked by staff for cleanliness, sanitation and appropriate supplies.

Students will be frequently reminded to wash their hands.

Students will be limited to the number of students allowed in the restrooms and will have to wait outside of the restroom for a stall to open.

#### Recess Guidelines

One aide will be assigned to each grade level. They will go to recess and lunch with the class and will monitor and help remind students of social distancing.

Each grade will have a certain area to play in for their break and will rotate to the next area on the next break.

Each grade will have their own color balls/equipment for their classroom to play with, which will be sanitized after each break or recess. All students will be required to sanitize their hands before reentry into the classroom.  
Dots will be painted on blacktop for line up spacing

#### Physical Education Guidelines

Each grade will use their classroom balls and equipment for PE, which will be sanitized after each break or recess. Students will be required to wash their hands before and after participating in physical activity. Social distancing will be maintained during indoor and outdoor activities for all students participating in physical activity.

#### After School Program

After School Program will be offered, and will follow the same safety procedures as the regular school day.

After School Program will not be offered on Fridays, as this is a distance learning day.

#### Extra-Curricular Activities Guidelines

All extra-curricular activities related to the 2020-21 school year will be suspended until the County Health Officer deems them safe. Assemblies, rallies, field-trips and any school-wide gatherings are not permitted. Mass gatherings of any kind are not permitted.

#### Community Protocols

No outside or parent classroom volunteers will be allowed until the Madera County Health Officer approves their participation.

#### Distance Learning Full Time for parents who select Distance Only option:

If parents choose the Full-Time Distance Learning option for their students, the parent will need to have their students available to meet with their teachers on Friday mornings. This could be a one on one meeting or a small group meeting depending on the number of students, or it could also be in a Google Meet. This will allow the teacher time to work with the students and see where they may be struggling or need assistance. Students could also be working with the aides from their class. Students will also need to log onto Google Meet the other four days at approximately 2:15-3:00 to work with the class on the Social-Emotional Program and interact with classmates. Teachers will not be recording or holding live Google Meets as they did in the Spring because they will be teaching classes. Students will be given 4 hours of daily work, which will be turned in weekly. This will require parents to be actively engaged daily in their children's schooling and monitor daily work completion. We will only allow transfers from Distance Learning to Full-Time Classroom at the end of each Trimester or if Covid restrictions are released. Choosing this option will not affect future enrollment at Aspen Public Schools in any way.

Several parents may desire to choose this option. We understand your concern and support each parent's decision for their family. This will also lower the size of some classrooms as well.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Administration and staff members transitioning to distance learning then back to hybrid learning  | 152,000     | Yes          |
| Additional PPP purchases include: Face mask, face shields, plexi-desk sneeze shields, touch-less thermometers   | 4,000       |              |
| Additional Cafeteria/Outdoor Picnic Tables (use for outdoor tutoring, feeding)  | 6,500       | Yes          |
| Large 72" Round Tables for Staff Professional Development (social distancing, CMO)  | 1,900       | Yes          |
| New Custodial Staff (move one part-time to full-time/hired new part-time)   | 12,000      | Yes          |
| Teacher and administrator monitors, docking stations (for better distance learning view experience, Zoom)   | 10,000      |              |
| Sanitization stations, no-touch paper towel dispensers throughout the school property. Hand sanitizer, gloves provided throughout offices and classrooms, social distancing signage for walls and floors. Other educational signage related to COVID-19. Professional Deep Cleaning/Fogging 2 times per month/Purchased Foggers to have on site | 25,000      | 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.]

Since March 13, 2020, our Aspen Meadow Public School team has been working diligently, to make our student's distance learning experience, one of the best that is offered in our city. Many hours have gone into training, developing lessons, and working to make our students feel as welcome and comfortable as possible in spite of these challenges. We are so proud of our teachers, administrators and staff. Many families have expressed their gratitude and support for the hard work.

Aspen Meadow is committed to using the online resources that we have made available to students, instead of paper packets. We believe it is important that stakeholders understand why we made that decision. After much consideration and research, here are some of the reasons we designed school this way at this time:

1. Online, live instruction creates the closest alternative to being together in a classroom.
2. Teachers have worked hard to build relationships, meet with parents and create community. We believe this will promote success and a positive learning environment until we can open our doors again.
3. Interactive programs (Google Classroom, Nearpod, Summit, Lexia, ST Math, MobyMax, etc.) are a very effective way to create real-time interaction between students and teachers.
4. By students using interactive online programs, teachers can offer just-in-time support to students. The teachers are able to capture the data about student performance right away, rather than waiting for paper packets to be returned. We are confident that using this proactive approach, our students will have a better chance of returning to in-person learning with less learning loss.

Our distance learning program consists of M-F daily live instruction with teachers through Zoom throughout the day from 7-3. It includes whole-group instruction per subject & small breakouts throughout the day with certificated teacher or paraprofessional. Core instruction is imparted by classroom teachers Monday through Friday using the same core curriculum and supplemental resources in distance learning as in in-person learning program, providing continuity for students and families. Specialists provide instruction during scheduled times ensuring that all children continue to receive a comprehensive learning experience.

1. Classroom teachers provide an engaging blended learning experience for all Aspen Public School students. Instruction promotes habits of success in students, so that they have agency and become self directed lifelong learners. The primary focus is to help students master the ELA and Math Common Core State Standards, in addition to the Next Generation Science Standards and Social Studies Standards.
2. Specialist teachers provide an engaging integrated, blended learning program that supports mastering the essential standards.



3. Instructional aides are trained to provide distance learning support to the classroom teachers and students. The support is primarily focused on mastering the ELA and Math Common Core Standards, Next Generation Science Standards and Social Studies Standards.

4. Business Office, Office, Maintenance, and Operations will provide essential support to administration, teachers, instructional assistants, Parents/Guardians, and students focused on ensuring a robust and engaging, blended learning education for students. Our nutrition staff will continue to serve lunches through seamless summer program. Office staff have become tech support to parents/guardians, as needed.

Teachers are Provided Professional Development for Distance Learning Instruction:

- Objective: Identify clear learning objectives for all assignments; provide clear directions; and, check for understanding.
- Responsibility: Use multimedia materials to impart instruction, create interactive lessons, and ensure the continuation of the learning progression.
- Expectation: Specify assignment requirements & length contained in a Google Classroom, Weekly, and Daily Schedule.
- Organization: Organize your time and let students know when you are providing instruction and/or available online.

Four key principles that Aspen recommends are:

- Divide learning into smaller sessions
- Be clear about expectations for online participation.
- Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents, and chat to keep students motivated and moving forward. Include virtual meetings, live chats, or video tutorials to maintain a human connection.

Students

- Objective: Ensure you understand the learning objectives.
- Responsibility: Complete tasks and assignments using your best efforts.
- Expectation: Monitor your learning to meet expectations and submit work on time.
- Organization: Organize your time; follow the learning schedule provided by your teacher(s), take care of your computer and keep supplies organized (provided by the school).

Parent/Guardian Objective:

- Provide a dedicated learning space for your child/children.
- Responsibility: Help your child follow the online learning schedule; Provide essential support to your child during the morning hours to complete assignments.
- Expectation: Check tasks & learning objectives on Google Classroom, Weekly/Daily Schedule.
- Organization: Expect your child to complete tasks and assignments on time by utilizing their best efforts.

New Curriculum Platforms and Software Purchases to Support Distance Learning:

(Many of our curriculums were transformed to digital formats)

Nearpod: This is a student engagement platform that should be used in the classroom to promote student interaction and collect formative data during lessons. A teacher can create presentations that can contain Quizzes, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7,000+ K-12 standards-aligned lessons.

Empowering Writers: This is a writing curriculum with high-impact methodologies centered around the specific skills good writers need. It is a formulaic way to teach writing with common language across grade levels and subjects. The Hub offers educators a full-service digital option. All Aspen teachers will have access and teach writing using this method, and will have PD during the first quarter.

Classcraft: Classcraft is a game-based approach to teaching and learning. It was created to encourage your child's participation in class and with their lessons, promote good behavior, and develop 21st-century skills like collaboration and communication. Aspen will use this program to promote participation in grades 6-8 6-8

New CKLA digital: Built on the science of reading, Amplify Core Knowledge Language Arts® (CKLA) sequences deep content knowledge with research-based foundational skills. With new digital features and multimedia resources, it's now more remote-learning friendly and flexible. Aspen uses CKLA as the core curriculum for ELA in grades K-4. K-4

Navigator Math Digital: Navigator Math is an open source curriculum (Achievement First) designed to support the acceleration of math achievement and deliver on the promise of equal educational opportunity for all students. Aspen uses NM as the core math curriculum for grades K-4.

Lexia PowerUp: Lexia PowerUp is designed to help struggling and nearly-proficient readers in grades 6–8 become proficient readers and confident learners. PowerUp helps teachers simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Lexia® PowerUp Literacy® is designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. At Aspen, students in grades 6-8 use Lexia Core 5 as a required supplement, with a prescribed amount of time spent weekly to support live instruction and promote comprehension. This is another source of data that will inform teachers of student progress toward mastery.6-8

Social Studies Weekly: (Social Studies and Science) Studies Weekly is a customized, standards based curriculum founded on learning strategies that increase student knowledge and skills. The integrated printed weekly units in newspaper format with web-based multi-media resources to share stories and teach standards are designed to maximize student engagement. K-4

RAZ-Plus Raz-Plus provides a personalized library of leveled books and additional reading passages available in printable, projectable, online, and mobile formats to each student. All online student activity is tracked in data-driven reports to help determine future instruction. Aspen will use this resource to support guided reading and assessment.K-4

RAZ-Plus ELL edition: The Raz-Plus ELL Edition combines all the resources of Raz-Plus, as well as a collection of WIDA, TESOL, and CCSS-aligned resources designed specifically for ELLs. With this online solution, you have access to hundreds of time-saving ELL-specific

resources with integrated grammar and vocabulary support. Aspen teachers will use this resource to supply designated EL time for each of their EL students.

**Go Guardian** This tool is designed to help teachers manage Chromebook usage in their classrooms and at home and monitor student activity on the device. The goal of the tool is to help keep students on-task and away from inappropriate content, and generally safe. Aspen uses Go Guardian to ensure safety and monitor students. TK-8

**BookFlix:** TK-3 BookFlix is an effective balanced literacy resource with flexible pacing that builds critical early reading skills while exploring engaging early learning themes during whole-group, small-group, or individual instruction.

**Social Emotional Learning:** Aspen SEL Plan—Developed July 2020 with Educational Elements (EE) consultants for wellness social and emotional program. SEL Toolkit professional development provided by FCSS, administrators attend weekly Zoom meetings. Aspen has a partnership with All4Youth, Fresno County to provide services to students. Students have access to SEL support remotely, or on-site (one-to-one), based on August 25, 2020 guidance (currently for SPED assessments, some SPED or SEL services).

## **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.]

Equity is the biggest obstacle in preparing for distance learning, Aspen has 1:1 computer ratio and quickly sent home Chromebooks to every student on March 23, 2020. However, our surveys show internet access and bandwidth are an issue. During the in-person school shutdown one-on-one computers are vital, because our Parents/Guardians are often working from home, with several people competing for one or two computers. Therefore, we are doing our best to make sure all online apps work on mobile devices in case a laptop is not available. In addition to student work, our Parent/Guardians need to access Parent Portals in the student SIS and the school's website for resources.

### **Hotspots to Support Student Connectivity/T-Mobile Partnership**

We are prepared to offer technological support and scheduled four Technology Nights for parents/guardians via Zoom. We have purchased additional hotspot devices for students struggling with bandwidth and our office staff readily take phone calls to assist with log-in challenged, etc.

Students who have individual education plans (IEPs) have access to their specific accommodations during the closure, including video access to aides and logins for apps. Our SPED staff is working hard to remove any roadblocks with connectivity. The school has extra hotspots for newly enrolled students that may have connectivity challenges.

Aspen Public Schools is a 1:1 school and every student will have a Chromebook. A student connectivity survey was given to parents at the parent teacher conference prior to school starting on August 17th. We anticipate 10 percent of our students needing connectivity based off of last springs numbers and have purchased hot spots to provide for families who need it. We have also provided information on how to receive low-cost internet to our families and have a partnership with T-Mobile. Computer Access: Since maintaining a 1-to-1 ratio of devices (Chromebooks) to students was part of our original program, this has been a seamless transition.

We conducted a survey in spring and over summer to verify internet access (ensuring that families are not relying only on a cellular phone as a hotspot). We determined that 10-15% of students needed hotspots, which we will provide.

## **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.]

In the event a Distance Learning Model is initiated, teachers will provide daily direct instruction in a synchronous teaching/learning environment utilizing Zoom and Nearpod daily. As appropriate for the subject and learning objective to be taught, the delivery of synchronous instruction may include whole class, small group and/or one-to-one sessions with the teacher. Teachers will record their live synchronous instruction lessons using Google Meet for posting in Google classroom as a resource for students to access during asynchronous time.

Please note: In addition to the utilization of technology as an instructional delivery model, teachers may provide hard copy printed learning activity/task packets for independent practice as appropriate.

Instructional Program Guidance Regardless of the content delivery model, instruction will focus on grade level standards utilizing adopted core curriculum, and then utilize secondary resources as needed. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring.

## **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.]

Teachers and administrators received training for new curriculum and software including Nearpod, Empowering Writers and ST Math. In summer 2020 administrators and teachers attending Summit Learning and Navigator Math trainings. In the months of April, May and June 2020, the Executive Director and Academic Director attended 360 Accelerator (leadership network) workshops for school reopening planning. The schools have partnered with Achievement First (Navigator Math), which provides coaching support in addition to curriculum. Summer Preparation

Aspen Public School staff were provided additional days of training to better prepare for distance learning. Teacher worked in their PLC's to receive training and collaborate in goggle classroom, summit learning platform and nearpod,. In addition teacher's establish schedules for synchronous and asynchronous instruction and prepared materials to be delivered to parents at the before school parent teacher meeting.

Teacher preparation days - 1 day of training and preparation. 4 days of materials distribution and orientation for parents  
Additional training in software used, and access to additional training on demand: Google Classroom, Summit Learning, Nearpod  
Training on how to build relationships online



### Ongoing Weekly professional development and Instructional Coaching

We will continue our schedule of weekly professional development for every Friday. In this dedicated staff development time, we conduct small Professional Learning Communities on a variety of topics, using data to drive instruction and additional training and support. For our teachers we are providing additional support through professional development for distance learning tools, including Bloomz virtual trainings, Nearpod support materials for students, and Google Classroom-related p.d. Instructional coaching and classroom observations will continue whether virtually or in-person.

## Staff Roles and Responsibilities

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

We realize that the needs may continue to change in this unprecedented situation, and therefore we are preparing staff to be flexible as situation evolves. ASES staff were reassigned to work in small groups beginning at 2pm each day. All students were permitted to enroll in ASES and no limits were placed on enrollment numbers.

Roles that have a majority of their time changed to support distance learning and the planning of hybrid learning:

School Nurses

Speech Pathologists

Site Director

Assistant Site Director

Academic Director

Executive Director

IT Director

Special Education Director

School Psychologist

## 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.]

In accordance with the California Governor Newsome's Executive Order released July 2020, all district distance education plans must meet the purpose of educating our students and safeguarding the health and safety of students, teachers, staff, families and the community at large. At Aspen, equity is a critical consideration when designing our distance learning plans. Aspen will be intentional to understand the needs of and to provide supports/services to our students with special considerations for subgroups (i.e., students with disabilities, English learners, students experiencing foster or homelessness, students experiencing sickness, etc.).

Students with exceptional needs served across the full continuum of placements (IEP, 504, etc.)

RSP Teachers will meet with the student’s on their caseload individually and/or in small groups to provide instruction on their student’s goals. Paraprofessionals will participate in the general education teacher’s virtual classroom and can provide small group instruction in a virtual break-out session. Paraprofessionals will participate in the RSP teachers virtual classroom and/or meet with a small group of students individually under the direction of the certificated staff member. Paraprofessionals may participate in the Speech and Language Pathologist’s virtual speech sessions and/or meet with a small group of students individually under the direction of the certificated staff member

English learners

English learners will continue to receive Integrated and Designated ELD. Designated ELD will be provided through weekly small group breakouts.

- Pupils in foster care
- Pupils who are experiencing homelessness

In order to support our pupils in foster care and those who are experiencing homelessness, For students in foster care or who are experiencing homelessness, our social emotional learning and “Too Good” Mendez Foundation wellness program will offer tier-one supports, we will provide training for teachers, provide a food program, run small group breakouts, and engage in weekly communication with families to determine areas of assistance. We will work through our SST process to create plans of support and coordinate additional services with community agencies as needed.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| New online curriculum and software purchased 20-21 for distance learning: Empowering Writers, RAZ-Plus+ELL, Math Manipulatives for each student K-6, Classcraft, BookFlix, Nearpod+Social Emotional Learning (SEL) | 40,000      | Yes          |
| Reassign marketing team to design fun and engaging videos for students and their families and redesign the school website conducive to distance learning.  | 4,500       | Yes          |
| Zoom subscription fee for 2020-21 school year, including break-out room capabilities. ParentSquare/StudentSquare for Daily Health Screening, Daily Parent Communication during distance learning.                  | 5,000       | Yes          |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Stipends: Master Teachers, Support Student Teachers from Fresno Pacific University, Distance Learning Lessons and Observations.  | 15,000      | Yes          |
| Cell Phone Stipends for full and part-time staff working from home or using their devices for work related tasks.  | 4,000       |              |
| Chrome Books for All Students, (extra purchase for one-on-one) and new part-time technician to service student computers. Hotspots for students without internet access and improved connectivity. | 25,000      |              |
| School Supplies, Art Supplies, Music Supplies, and no-charge yearbooks for all students, physical education  | 30,000      |              |

## 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.]

Aspen Public School School-wide Assessments

All Students

NWEA Measure of Academic Progress (MAP) Virtual Assessments

Kindergarten skills assessments will be conducted through individual meetings with students on Zoom. The NWEA MAP Assessment will be administered to students in grades 1-8 in English language arts/literacy and mathematics at the beginning of the 2020-2021 school year.

NWEA MAP testing is scheduled to occur during three testing windows (Fall, Winter, Spring) throughout the school year. Students in grades 2-6 will participate in all three testing windows in the subject areas of Math, Reading, and Language.

#### Kindergarten-Grade 5

After much research and thought, it became evident that our typical way of using leveled readers and testing with the F&P kits is not tenable while students are learning from home. In order to maintain our commitment to teaching reading and measuring student growth, we looked for another solution. This solution was found (and purchased) in RAZ-Plus. This program, which teachers now have access to, offers thousands of leveled readers (which are correlated with F&P levels) AND a way to assess students from a distance.

All the tools teachers need are built into the program. They can assess a student, record their retelling for review, and keep online running records. This eliminates the need for the testing kits and the physical books (and the distribution and collection of books).

#### State Assessments

English Language Proficiency Assessment of California (ELPAC) Initial ELPAC: All newly enrolled students requiring initial ELPAC must be tested within 30 days of enrollment. The District ELPAC testing team will administer the Initial test in one-on-one format as required. In the event schools are in a distance learning model, a plan will be devised to meet the state requirement for testing while taking the appropriate health and safety measures necessary for students and staff.

#### Summative ELPAC

Traditionally, the Summative ELPAC takes place from February 1 through May 31. The test administration format varies by grade level. Students in grades K-2 will be administered the test in its entirety in a one-on-one format by the district ELPAC testing team. Students in grades 3-6 will be administered the Speaking domain of the test in a one-on-one format by the district ELPAC testing team. The remaining 3 domains will be administered by teachers/site staff. In fall 2020, the district will have the option to administer the Summative ELPAC to any English language learner eligible for reclassification (students who have met all other criteria) who was not able to complete the test during the Spring administration window due to school closures. This testing window will be open from August 20 to October 30.

#### California Assessment of Student Performance and Progress (CAASPP) CAASPP

The CAASPP system includes the Smarter Balanced (SBAC), California Alternative Assessment (CAA), and the California Science Test (CAST). All CAASPP assessments were suspended for the 2019-2020 school year. Currently these assessments will be operational for the 2020-2021 school year. Each of these assessments will be administered in the Spring semester (usually in April and May). All CAASPP assessments are administered in class by classroom teachers. The California Department of Education will provide administration guidance in the event, students are not attending school in a Schoolhouse model.



The data from assessments will support teachers in their work to prepare lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students lack due to learning loss as a result of the school closure last spring.

### Instructional Program and Learning Loss

Aspen Valley Prep's instructional program is designed to help struggling learners catch up to grade level and closes learning gaps.

By using Interactive and engaging lessons, educators create the most effective solution to close learning gaps.

- Differentiated Learning – Find and fix learning gaps with adaptive learning in all K-8 subjects covering Math, Early Reading, Reading, Language, Writing, Science, and Social Studies.
- Quick Assessments – Pinpoint missing skills to check for understanding and clearly map student progress
- Interactive Class – Navigator Math, CKLA and Summit Learning engage the entire class with interactive manipulatives, team games, and projects.
- Interactive software with Rewards – Motivate students and motivate teachers with professional development rewards.

## 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.]

Teachers work in grade level groups to prepare lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring. The level of quality and intellectual challenge of the lessons and learning tasks should be substantially equivalent to in-person instruction.

Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

Results of assessments will be used to inform teachers' instructional planning and small group instruction during class as well as dedicated intervention time outside of core classes. We have arranged for support of our afterschool program in providing academic intervention for students. We utilize online learning platforms that feature built-in differentiation and allow for students to engage in learning and practice at their current levels in a variety of content.

In addition during distance learning teachers have scheduled time in their day to address any learning loss that occurred in the spring and will be progress monitored by the NWEA MAP assessment for grades 1-8. In addition in grades 5-8 Summit Learning content assessments will

monitor progress on learning loss and teacher and students will address goals to meeting the needs of learning loss during their scheduled weekly mentor meetings.

Results will also be used to inform Designated ELD small group instruction. For students with exceptional needs, results will be used as appropriate to inform goals and supports. Online learning platforms feature supports for accessibility and ELD. Students in foster care and students experiencing homelessness will receive academic intervention in coordination with other services as needed through the SST process.

### 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.]

We will measure the effectiveness of our services and supports by analyzing assessment results. We expect to see that students are making steady growth on the planned assessments and that learning loss is rapidly being recovered.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Paraprofessionals/Aides and Distance Learning Training (referenced under Distance Learning)              | 200,000     | Yes          |
| Newly designed assessment tools to identify learning loss and monitor progress throughout the year (MAP) | 4,000       |              |
|  | 0           | 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.]

Aspen Public Schools (APS) is providing educational services to all students with IEPs and 504 plans. Since in-person contact is not possible at this time, APS is offering distance learning services and live daily instruction in order to ensure that students make progress on their IEP goals. Specialists are utilizing the Zoom platform to deliver live instruction and creating engagement with the use of platforms such as Nearpod and Google classroom.

APS will continue to develop individualized offers of services and placement that allow each student access to a free and appropriate education (FAPE) in the Least Restrictive Environment (LRE). An Emergency Contingency Plan to address emergency conditions shall be developed at each annual or initial IEP meeting to describe the means by which the IEP will be provided under emergency conditions when instruction and/or services cannot be provided to the pupil either at the school or in person for more than 10 school days (SB 98 and EDC §56345 (a)(9)(A)). IEP teams are making offers of FAPE by holding IEP meetings to meet timelines and/or address parent concerns. Virtual IEP meetings for initials, annuals, triennials, and 30-day IEP meetings are being held utilizing Zoom. Signatures for IEP or 504 plan meetings have been and will continue to be obtained via DocuSign. The IEP team will continue to determine what necessary supplementary aids/supports/services the student requires to access the curriculum throughout the distance learning period. Students continue to be provided their accommodations or modifications as needed and described in the IEP or 504 plan in order to participate in the general education distance learning program.

Students are provided technology to support their learning at home with computers, headsets and other hands-on materials to support their access and enrich their learning experiences. In some cases, a student may receive a wiggle seat, a larger computer monitor or visual materials to support the individual needs of that student in their home learning environment. Communication and support for families during distance learning will be offered and provided through consultation and collaborative meetings. Families receive phone calls, messages through parent square, email and Zoom meetings.

APS will continue to make reasonable efforts to meet evaluation timelines per IDEA requirements (Note: SB 117 allows for a pause of the 15-day timeline for new initial assessment plans until in-person instruction resumes). Obtain written parent/guardian agreement if an extension is required (EDC §56043(a)). When completing in-person evaluations, ensure compliance with local health and safety guidelines. APS has developed an assessment protocol.

Aspen Public Schools participates in SELPA (EDCOE) collaboration and learning activities. These include, Special Education Plan (SEP) to improve performance outcomes for students with disabilities, program/technical support by the program specialist and other SELPA team members, and participation in SELPA professional learning offerings.

#### Ensuring Equitable Services

Aspen Public School will include provisions for addressing the unique needs of all grade levels, classes, and courses as well as address processes for ensuring both equity and access to high-quality, age-appropriate instruction at each level, with the goal of continuity of the regular school experience. Our plans will include the following:

Special Education Considerations - Individualized Educational Plans (IEPs) or 504 plans: All educational decisions for students with IEPs will be made on an individual basis and be consistent with the Individuals with Disabilities Education Act (IDEA). Students with special needs, related services and any other services required by their IEP will be provided. Procedures for ensuring each student on an IEP or a 504 plan will be continued while maintaining student and staff safety.

#### English Learner Considerations

Identification of English learners within 30 days of the first day of school or two weeks of enrollment during the school year

Appropriate scaffolding of instruction for English learners to ensure accessibility to content

Adapting the language instruction educational program (LIEP) for distance learning

#### Federal Title Considerations

Aspen will provide appropriate instruction to ensure accessibility to content, dependent on federal title designation

Schoolwide- Aspen is funded with Schoolwide funds can serve all students

#### Social Emotional Well-Being

Mentorship and Summit Learning grades 5-6: The reality of COVID-19 and school closures marked a very difficult period for students at Aspen. But the mentor program once again played an integral part in smoothing the transition to distance learning. The attachment and sense of belonging instilled in the program was a real emotional boost for students grappling with their school and home lives being shaken up.

Aspen will continue to provide a comprehensive social and emotional learning program in all formats of instruction. We have hired a counselor and over summer of 2020 and worked with Education Elements (EE) to develop a SEL Plan. Aspen will continue implementing our Social Emotional Learning (SEL) curriculum and toolkits for Parent/Guardians, teachers and staff. Aspen Public Schools will continue to provide school counseling services through distance learning. Future services may be provided through a consultative model or through direct services delivered individually or in groups (based on 8/25/20 CA Dept. of Health Guidance).

The Aspen Public School SEL Tool Kit Developed Summer 2020 by Aspen administrators and Educational Elements (EE) Consultants  
This tool was designed to support the coaching and professional development of teachers and administrators. It provides links to curated resources aligned with each Habit of Success and classroom indicators. The If/Then Tool resources are organized into two columns: Developing and Advancing and is a useful tool for teachers planning to incorporate SEL in remote instruction.

#### Student Activities and Relational Opportunities

Aspen will continue offering activities and relational opportunities that foster connection and joy for children that include, talent shows, story-time with staff members, assemblies, arts, crafts, music and physical education. When the school reopens we will offer distance learning physical education with socially distanced options, instructional strategies for playground for instructional aides, etc.

We plan to offer student activities that foster positive school culture whether in-person or remote, such as:

Talent Show

Leadership Day

Assemblies

Dress-up days, community building events through Zoom



ASES After school/Open to all students

### Mental Health

We are prepared to support our students with trauma and other mental health needs through programs and services as well as partnerships with community agencies, including All4Youth. All students will benefit from the Summit mentoring program. For students who need additional support, we use a system of referrals and our SST process to make connections to All4Youth. Staff members receive professional development in social emotional learning through El Dorado SELPA and Fresno County Office of Education.

Full-time staff and faculty have access to mental health supports through healthcare benefits.

The California Department of Education's Guidebook for Reopening highlights Social Emotional Learning (SEL) as an essential area of instruction for children navigating school and relationships during this time of uncertainty and change. In an effort to support teachers, students, and families, we are implementing Aspen Public School's SEL Plan that includes resources and support for families, including specialized parent/guardian sessions, led by our school counselor. We are not waiting for students to return to campus. Our team are working hard to serve students remotely and monitoring their needs daily.

## 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.]

### Attendance Tiered Attendance Support Strategies

All students and families are expected to check in with their teacher or classroom aide daily, through online interaction, work completion, or phone conference. Online participation and/or work completion during distance learning is the equivalent of taking attendance when a student is on campus (see Attendance Expectations). Students who do not check-in or complete work during distance learning will be marked absent. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be supported by our tiered re-engagement process.

The student will receive an unexcused absence when:

They do not participate in any part of the learning activities for the day

They do not check-in with the teacher.

Student's parent/guardian does not contact the school office to clear the absence.

When a student has an unexcused absence for six (6) days, or if their teacher or school office is unable to make contact with the student or parent, the Site Director may refer the student to their local neighborhood school.

We are aware that all family and student circumstances may vary, especially during these unprecedented circumstances. Your child's team is available to ensure the success of your child during this time. Should you have any questions about this policy, or distance learning in general, please feel free to reach out to your Site Director.

Teacher takes attendance in Infinite Campus (SIS) based on student signing into their Zoom classes  
Assignments submitted that were due on that day  
Questions to answer on Google Classroom/Nearpod  
Participation in an online discussion  
Google Classroom receipt of assignment or instructions  
Class participation during the scheduled class time  
Student participation during scheduled related services  
Phone call with the teacher or Related Services provider

It is expected that parents shall ensure that their child participates in the distance learning program. Parents are encouraged to call if their child is unavailable for the designated class time, as long as the student completes the daily assignment.

If a student will not be able to participate in any learning activities that day, a parent may email the student's homeroom teacher and cc the school office or call the school office.

At Aspen, equity is a critical consideration when designing our distance learning and plans. Aspen will be intentional to understand the needs of and to provide supports/services to our students with special considerations for subgroups (i.e., students with disabilities, English learners, students experiencing foster or homelessness, students experiencing sickness, etc.).

Distance Learning and Attendance Plan Expectations (updated August 19, 2020)

Attendance Procedures (listed above)

Aspen Public Schools will have a detailed process for determining assurance and adherence to attendance requirements

Aspen will ensure that all students daily have access to a certificated teacher

Aspen will track participation and attendance for all students attending remotely

High-Quality, Effective, Standards-Based Education

Aspen Public Schools will provide substantive distance learning and will monitor learning, including, but not limited to, the following:

Student access to computer devices (Chromebooks),

Student access to reliable, high-speed internet (hotspots available, T-Mobile)

Communication and support to all families, including those families whose native language is not English (Interpreters available)

Exposure to high-quality, standards-based skills and content

Daily Zoom meetings with a certificated teacher (instructional aides may also join with the teacher. All aides have bachelor degrees)

Academic progress monitoring

Provisions for instructional support (including assessment and evaluation of work)

Electives, including art and music

Physical education and health instruction

On-site tutoring (When possible, in compliance with CA Dept. of Health, Fresno County Department of Health guidance) (Currently, one-on-one assessments only, targeted).

ASES After School Programs/Distance Learning Model for Student Engagement 2:30-4:30 pm Daily (Open to All students who wish to attend) Provided by Teaching Fellows, Fresno California

Ases during COVID:

Due to COVID-19 ASES is currently holding program virtually Monday - Friday. Students are being offered a physical activity, homework/ Academic support, and enriching activities through Zoom.

The educational enrichment element offers an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities and other youth development activities based on student needs and interests. Enrichment activities at ASES are designed to enhance the core curriculum.

## 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.]

Aspen follows best practices for maintaining safe social distance while distributing school meals based on guidance from the United States Food and Drug Administration (FDA) and the Centers for Disease Control and Prevention (CDC).

Summer Meals Program, March 16-August 6,2020 (Curbside Pickup, with some families without transportation receiving home delivery).  
Curbside NSLP Beginning first day of school August 6, 2020 -Sept. 8)

Change, notice on September 14,2020. Nationwide Waiver to Allow Reimbursement for Meals Served Prior to Notification of Approval and Provide Flexibility for Pre-Approval Visits in the SFSP. This waives the requirement that reimbursement shall not be paid for meals served at a site before the sponsor has received written notification that the site has been approved for participation in the Program. This waiver also waives the requirement for the state agency to conduct pre-approval visits of SFSP sponsors and sites. Aspen expects these changes to be positive for higher school lunch reimbursements.

Parents/Guardians bring students to pick up the breakfast and lunch packages for their child/children. If parent or guardians picks up, they must provide the name of the student and teacher (only for NSLP, not Seamless Summer with waiver).

Revolution Foods (Rev Foods) is the food vendor for Aspen Public Schools. Rev Food has partnered with Aspen Public Schools for free breakfasts, lunches and snacks for many years. Rev Foods works with a variety of local, regional and national vendors to source high-quality ingredients that meet clean label standards. Many of Aspen's families appreciate their fresh meals with fresh fruit.

For Virtual/Distance Learning: Food at Aspen Public School is served curb-side by food coordinators that wear a mask and gloves. A minimum of 6-8 feet distance between workers and parents/students. Aspen's employees follow social distancing and compliance guidelines. Any Fresno City, County, State or Federal ordinances that have been adopted or may be come forth will continue to be followed.

The food coordinators count meals using a Mealtime roster then transferred to Mealtime Software, which is reported into CNIPs.

Summer Feeding Program: (June, July, Summer Seamless) Per CDE In order to use the waiver for meal pickup or delivery, Program Operators must complete the online COVID-19 waiver application and select the option for non-congregate meals. If Program Operators will offer or deliver meals at times that differ from what has been approved in the Child Nutrition Information and Payment System, they also select the meal service times waiver option in the same waiver application. Must also have parent written permission (obtained by Nutrition Coordinators).

For Onsite Program (students return) date unknown. Aspen plans to transition from curbside to classrooms/outdoors following guidance from the CDE and Fresno County Department of Health. Aspen will likely continue some curbside services during hybrid transition period.

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

| Section   | Description  | Total Funds | Contributing |
|---|--|-------------|--------------|
| [The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] |             |              |

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

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 31.93%                                     | \$576,164  |

## 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.]

Approximately 82% of Meadow's students are low income students, English learners or foster, homeless youth. We know from the evidence that small-group and one-on-one instructional support has the potential to fill learning gaps and accelerate student learning, and this is a particularly critical support for lower income, foster youth, and students experiencing homelessness. We also know that English learners benefit from explicit language instruction and frequent opportunities to practice their skills, Foster youth and students experiencing homelessness may have unique circumstances and needs and therefore benefit from having a dedicated staff member to oversee their progress and coordinate services for them. Aspen Meadow expends the Supplemental and Concentration grant funds on the following items contained within the Learning Continuity and Attendance Plan:

In-Person/Distance Learning: Paraprofessionals to assist students in the classroom

Pupils with Unique Needs: Administrator to coordinate supports and services for English learners, foster youth, and students experiencing homelessness.

Distance Learning Program:

Site Director and Assistant Site Director Salary (75%) of time spent for supports

Instructional Assistants and paraprofessionals to support teachers and allow for individualized or small group instruction.

Pupil Learning Loss

Instructional Aides/Paraprofessionals for support, including Zoom breakout room intervention. Distribution of student resources, such as school supplies, art supplies, after school supplies. Instructional Aides are trained by the Site Director and Assistant Site Director. Many of our instructional aides hold CBEST Certificates and may substitute for teachers. This allows learning to continue without disruption, because the instructional aides are familiar with the classroom routine and curriculum.



## Pupil Engagement and Outreach

Aspen uses communication tools to ensure families feel connected, we know how to reach the school family for support, and provide with translation options (Zoom, Classroom, Sites)

Aspen continues to put the needs of students English Learner, Foster and Homeless and low-income students by providing a computer and internet access through hotspots or assisting with low cost internet service. Distance learning through Aspen makes parent/guardian involvement more convenient by offering as much support, as possible. This includes technology workshops for parent/guardians.

Aspen continues to provide students from poverty access to the same high-level curricular and pedagogical opportunities and high expectations as all students in their classrooms.

Additionally, Aspen will continue to provide school supplies, school breakfast, lunches, snacks, clothes (if needed), and other basic necessities for students and their families who may need them.

At the start of the new school year, Aspen purchased softwares that are relevant and meaningful to engage students and motivate them to learn.

Aspen daily continues to reach out to parents/guardians even when we feel they are being unresponsive; this is one way to establish trust. We work hard to engage students and their families.

We started our school off with professional development that instructs our staff to never stigmatize poor students or their parents/guardians, making them aware of the inequitable conditions in institutions nationwide.

Aspen Public Schools challenges our biases, and our prejudices by educating staff about the cycle of poverty in and out of our schools.

Some Additional priority spending considerations:

1. The school hired a School Outreach Homeless Liaison who works with the School Counselor and school administration to monitor homeless and other students with needs and challenges.
2. Parents were not asked to buy math manipulatives, markers, highlighters, art supplies, pencils, glue, scissors, pencil boxes, composition notebooks, ruler, graphing paper, protractors, headphones (all grades). The school purchased these.
5. Online curriculums, including Raz Plus ELL purchased
6. Teachers are provided time for daily designated for instructional support
7. Translation for parent/guardians meetings provided by employees
8. Data is tracked for subgroups and intervention provided based on student needs
9. Teachers receive stipends for supporting distance learning. Master Teachers (more than 3 years) support student teachers placed by Fresno Pacific University. The student teachers are trained in intervention and small group instruction to mitigate learning loss.
10. Administrators changed roles as necessary to support students, teachers, special education staff in distance learning.

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

The provision of paraprofessionals in every classroom increases the amount of small group and one-one one instruction that students receive. The personalized attention allows for students quickly fill learning gaps and receive support with English Language Development. The administrative role in coordination of services for English learners, foster youth, and students experiencing homelessness ensures that systems are in place and functioning well to ensure that Integrated and Designated ELD is delivered and that progress of English learners is monitored and supports are adjusted according to their needs. Having an administrator coordinating supports for students experiencing homelessness or in foster care ensures that these students receive additional attention to determine what they need to be successful and support for arranging additional services as needed.