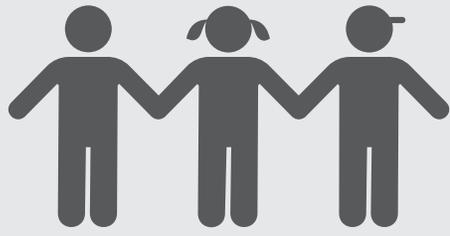


# Learning Continuity & Attendance Plan



## General Information



**16,278** TK-12TH STUDENTS

**1,783** EMPLOYEES



**20** SCHOOLS & PROGRAMS

High School:	3
Elementary:	13
Alternative Ed:	2
Special Education (Moor Field/Lift):	2



### STUDENT GROUPS

**63%**  
Low Income

**27%**  
English Learners

**<1%**  
Foster Youth

**69%**  
High Need

## DISTRICT STORY

### District Mission

Ensure the educational success of all students by having a comprehensive educational program where students can learn & become productive members of a diverse society.



### Focus on the "Whole Child"

Commit to the needs of the "whole child" through a district wide focus on "Every Student by Name...Every Need Met."



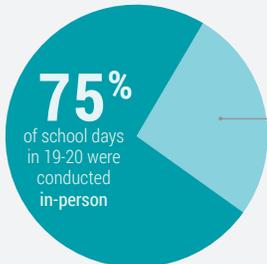
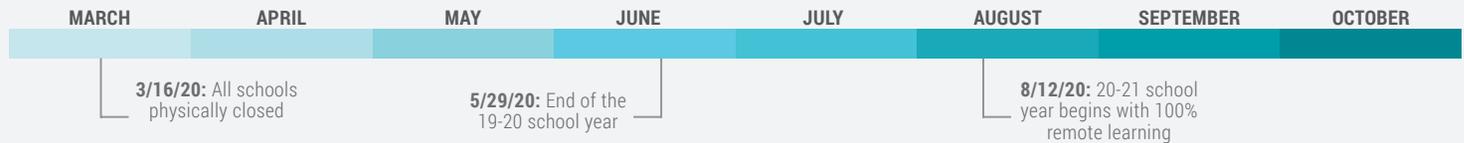
### Commitment to Accountability

Provide accountability for what we currently have, how it is being used and how it is impacting student learning.



## IMPACT OF COVID-19 IN 2019-20

Despite the widespread impacts of the COVID-19 Pandemic, AUSD, with the help of our stakeholders, is committed to ensuring the continued safety and education of our students.



**25%** of school days were conducted remotely.



### Distance Learning

Due to the COVID-19 closures, classes were conducted remotely through end of the 19-20 school year.



### Modified Grading Metric

The grading metric was modified to ensure that student's grades would not be adversely affected by the move to distance learning.



### Assessments Canceled

Due to school closures, many end-of-year assessments were canceled or postponed.

Stakeholder feedback helped guide the creation of the Learning Continuity Plan & many different groups participated in the development process.



**2**

**SURVEYS**  
Conducted



**19,958**

**SURVEY RESPONSES**  
Received



**17**

**VIRTUAL MEETINGS**  
Held



**4**

**BOARD MEETINGS**  
Convened



**15**

**GROUPS**  
Involved

### Groups include:

Parents, Students,  
Teachers, Staff,  
Administrators, Cabinet,  
Trustees, PAC, SAC, DELAC,  
SELPA, ATA, PTA, CSEA,  
Union Representatives



### Checklist of Items Shared:

- Learning Continuity Plan Draft
- Daily Schedules
- Distance Learning Resources
- District Profile Data



AUSD has informed, consulted, & involved school stakeholders in the process of creating the LCP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, virtual meetings & webinars.

## Stakeholder Feedback

### KEY POINTS



- Provide clarity regarding available resources & opportunities
- Ensure SPED students have access to services described in their Individualized Education Plans
- Instructional schedules should be clear & informative
- Health & Safety protocols must be in-place at all schools



Feedback was then incorporated into the

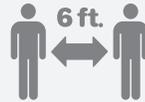


**Learning Continuity  
& Attendance Plan**

## SAFETY MEASURES



**Symptom Screening**  
Students and staff must complete daily symptom screenings & temperature checks before entering campus.



**Social Distancing**  
Social distancing will be practiced and large gatherings avoided while on campus.



**Frequent Cleaning**  
Surfaces and facilities in the school will be cleaned and disinfected frequently.



**Face Masks**  
Face coverings are required in settings where social distancing cannot be maintained.

## SCHOOL REOPENING PHASES

1

PHASE



**100% Distance Learning**

**Key Points**

**School Closures**

Due to the COVID-19 crisis, schools were closed and all classes were conducted online for the end of the 2019-20 school year.

**Remote Start**

In accordance with CA state mandate, AUSD has started the year remotely, with all students using a distance learning model.

2

PHASE



**Hybrid Model**

*(A hybrid phase may be used before transitioning to full in-person learning)*

**Key Points**

**Reopening Schools**

When Health and Government officials deem it safe to do so, AUSD may transition to a Hybrid Instructional Model before eventually returning to 100% in-person learning.

**Hybrid Model**

In a hybrid model, assigned cohorts of students will be on campus on specific days and provided instruction in all content areas.

3

PHASE



**In-person Learning**

**Key Points**

**Safety Protocols**

All recommended safety protocols will be followed including frequent sanitizing, daily temperature checks, physical distancing, mask requirements, etc.

**Diagnosing Learning Loss**

Upon return in-person learning, diagnostic assessments will be administered to students to assess learning loss and areas of need.

### EXPECTED 2020-21 ACTIONS & EXPENDITURES FOR IN-PERSON LEARNING

Action / Service	Amount
<b>IP 1 - Safety:</b> Provide Personal Protective Equipment (PPE) to staff and students including, but not limited to, face masks, face shields, face drapes, safety glasses/goggles, gloves, and gowns.	<b>\$200,000</b>
<b>IP 2 - Safety:</b> Ensure implementation of health and safety protocols through training and additional purchases of cleaning supplies and equipment, posting of signage, use of hand washing stations, and plexiglass partitions.	<b>\$470,000</b>

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR IN-PERSON LEARNING

 Action / Service	 Amount
<b>IP 3 - Safety:</b> Support improved ventilation/air filtration through ongoing ventilation maintenance and purchase of additional equipment and upgrades.	<b>\$700,000</b>
<b>IP 4 - Safety:</b> Follow daily standard operating procedures to mitigate risks of COVID-19 transition through training and the use of the Qualtrics daily symptom screener as well as temperature checks.	<b>\$43,000</b>
<b>IP 5 - Safety &amp; Extra-Curricular Activities/Athletics:</b> In order to comply with safety protocols of no longer sharing equipment, materials and supplies, purchase additional equipment, materials and supplies.	<b>\$84,500</b>
<b>IP 6 - Safety &amp; Instruction:</b> Purchase additional core instructional materials for student use.	<b>\$491,000</b>
<b>IP 7 - Safety &amp; Instruction:</b> Purchase additional supplemental resources for student use, which include supplemental texts and/or online resources.	<b>\$1,000,000</b>
<b>IP 8 - Safety &amp; Instruction:</b> In order to comply with safety protocols of no longer sharing materials, purchase additional technology for students	<b>\$250,000</b>
<b>IP 9 - Instruction:</b> Support classroom teachers with teaching in a hybrid model by purchasing technology tools and providing professional development.	<b>\$2,591,000</b>
<b>IP 10 - Instruction:</b> Conduct in-person assessments for initial assessments and annual/triennial assessments for Students with Disabilities (SWDs).	<b>\$3,542,606</b>
<b>IP 11 - Instruction:</b> When able to provide in-person instruction to small groups of learning pods, target supports for SWDs.	<b>\$8,125,929</b>
<b>IP 12 - Instruction:</b> Utilize diagnostic assessments to determine needs of unduplicated pupils (low-income, English Learners, Foster Youth) and provide targeted in-person supports.	<b>\$2,968,592</b>
<b>IP 13 - Instruction:</b> Monitor and provide support to English Learners at each of the comprehensive high schools by providing an English Language Development (ELD) instructional specialist (IS) at each site.	<b>\$454,833</b>

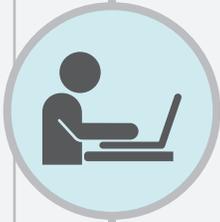


## HOW DISTANCE LEARNING WORKS



### Daily Live Instruction

Students will receive daily, face-to-face synchronous instruction & live interactions.



### Instructional Platforms

3rd -12th grade students will use Google Classroom for lessons, assignments, and assessments.



### Daily Schedule

A schedule has been adopted which includes daily direct & face-to-face instruction, live interactions, office hours & support opportunities.



### Online Resources

- [www.ausd.us](http://www.ausd.us)
- [www.cde.ca.gov/lh/he/hn/coronavirus.asp](http://www.cde.ca.gov/lh/he/hn/coronavirus.asp)
- [sites.google.com/ausd.us/distance-learning](https://sites.google.com/ausd.us/distance-learning)

## SUPPORTING LEARNING CONTINUITY

### ACCESS & CONNECTIVITY

SINCE SCHOOL CLOSURES  
**6,900**  
ADDITIONAL CHROMEBOOKS PROVIDED

**650**  
WIRELESS HOTSPOTS PURCHASED

**Tech Support**  
is available to students & staff through a Tech Hotline, & in-person each Wednesday.

### PUPIL PARTICIPATION & PROGRESS

**Daily Attendance**  
and participation during synchronous instruction are tracked & monitored by teachers.

**Time-value of Assignments**  
is documented to ensure that students continue to receive the "typical" number of required instructional minutes.

**Barriers to Learning**  
are determined for disengaged students and staff reach out to the family with support.

### PROFESSIONAL DEVELOPMENT AND STAFF ROLES & RESPONSIBILITIES

**Professional Development**  
is provided to support teachers in effectively utilizing distance learning tools and instructional practices.

**Health Services Employees**  
received training in screening system protocols, methods to ensure physical distancing, face covering mandates, & hand washing hygiene.

**COVID-19 Compliance Team**  
has been created which is responsible for establishing and enforcing all COVID-19 safety protocols.

### SUPPORT FOR STUDENTS WITH UNIQUE NEEDS

**English Learners**  
receive targeted small group ELD designated instruction for 30 minutes during the day.

**Special Education Students**  
who require instruction beyond an online platform receive materials & support that target each of their individual learning needs.

**Foster Youth & Homeless Students**  
receive regular check-ins to ensure that basic needs (food, housing, transportation, emotional wellbeing) are being met.

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

 Action / Service	 Amount
<b>DL 1 - Continuity of Instruction:</b> Purchase and/or support online platforms as a District to provide continuity across schools and grade levels (Zoom Pro, Seesaw, and Google Classroom).	<b>\$137,928</b>
<b>DL 2 - Continuity of Instruction:</b> When available, provide student access to the Board adopted textbooks and resources in digital format to allow students to access the same high-quality materials during distance learning as in-person learning.	<b>\$184,892</b>
<b>DL 3 - Continuity of Instruction:</b> Purchase online tools and resources to support Board adopted textbooks that are not available digitally.	<b>\$420,420</b>
<b>DL 4 - Continuity of Instruction:</b> Support the increased need for the use of technology in distance learning of all stakeholders (students, staff and parents/guardians) by hiring an additional district technology instructional specialist.	<b>\$129,060</b>
<b>DL 5 - Continuity of Instruction:</b> Provide each school with an additional allocation for instructional materials & supplies to support “home learning kits” for distance learning targeting the needs of unduplicated pupils (low income, ELs and FY).	<b>\$826,569</b>
<b>DL 6 - Continuity of Instruction:</b> Provide allocations to school sites to implement multi-tiered systems of support (MTSS) at all grade levels to improve and increase services for unduplicated pupils.	<b>\$25,200</b>
<b>DL 7 - Continuity of Instruction:</b> Utilize universal screeners and formative assessments to determine needs of unduplicated pupils and provide targeted supports during extended learning time (iRead Screener, Benchmark Assessment System (1-2), Reading Inventory (3-12), iReady Math Diagnostic (K-8), and Math Inventory (9-12) ).	<b>\$130,200</b>
<b>DL 8 - Continuity of Instruction:</b> Purchase and support use of Remind as a two way communication tool between teachers and parents to make announcements, provide updates on instruction and/or connect with individual parents and guardians.	<b>\$48,000</b>
<b>DL 9 - Access to Devices &amp; Connectivity:</b> Ensure every student has access to a device and reliable internet at home by providing a hotspot and a Chromebook to support distance learning with a focus on the needs of our unduplicated pupils.	<b>\$1,787,790</b>
<b>DL 10 - Access to Devices &amp; Connectivity:</b> Provide tech support to students and families as needed through coordinated efforts of the Technology and Information Services staff (Tech Hotline, Tech Wednesdays, emails and training/PD modules).	<b>\$108,000</b>
<b>DL 11 - Pupil Participation &amp; Progress:</b> Support the home-school connection with families through various communication tools (Blackboard Connect, Remind, Parent Portal, and Zoom).	<b>\$157,475</b>
<b>DL 12 - Pupil Participation &amp; Progress:</b> Transition from the use of PowerSchool Gradebook to PowerTeacher Pro to monitor student attendance and engagement with a focus on attendance and engagement of our unduplicated pupils.	<b>\$180,952</b>
<b>DL 13 - Pupil Participation &amp; Progress:</b> Utilize the bilingual skills of our School Community Coordinators at each of our school sites to communicate with parents and guardians on student participation and progress.	<b>\$1,221,394</b>

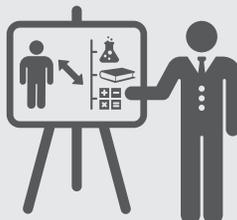
EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

 Action / Service	 Amount
<b>DL 14 - Distance Learning Professional Development:</b> Through our Professional Development Collaborative (PDC), focus professional development (PD) on the five district-wide pupil-free days for certificated staff on use of technology and creating positive, academically rigorous classroom learning environments in a distance learning setting.	<b>\$2,100,000</b>
<b>DL 15 - Continuity of Instruction:</b> Provide professional development for K-8th grade teachers on Next Generation Science Standards (NGSS) by UCLA Center X presenters as well as use of iReady Math as a universal screener and formative assessments to determine needs of students.	<b>\$100,000</b>
<b>DL 16 - Continuity of Instruction:</b> Provide opportunities for classified staff to receive updates on the status of distance learning in the District, transitioning to in-person hybrid learning and safety protocols.	<b>\$69,365</b>
<b>DL 17 - Continuity of Instruction:</b> Provide paraprofessionals with PD on the use of technology tools and platforms to support Students with Disabilities and unduplicated pupils.	<b>\$8,538</b>
<b>DL 18 - Staff Roles and Responsibilities:</b> Designate a COVID-19 Compliance Team who is responsible for establishing and enforcing all COVID -19 safety protocols and ensuring staff and students receive education about COVID-19.	<b>\$1,429,688</b>
<b>DL 19 - Continuity of Instruction:</b> Hire a District Public Information Officer (PIO) who will focus on increased and timely communication and engagement with our stakeholders.	<b>\$211,087</b>
<b>DL 20 - Continuity of Instruction:</b> Shift the role of site instructional specialists to 100% coaching and support of teachers at the elementary schools.	<b>\$964,853</b>
<b>DL 21 - Continuity of Instruction:</b> Shift the role of district and site instructionals to lab classroom practitioners who are teaching in a distance learning classroom environment.	<b>\$864,965</b>
<b>DL 22 - Supports for Students with Disabilities:</b> Provide an Individualized Instructional Plan (IIP) for every Student with Disabilities (SWD) that outlines implementation of each student’s Individualized Education Plan (IEP) during Distance Learning.	<b>\$1,600,000</b>
<b>DL 23 - Supports for Students with Disabilities:</b> Provide targeted individual and small group instruction to SWDs during extended learning time (additional materials, supplemental online resources, printed materials delivered to families, & in-person instruction).	<b>\$320,000</b>
<b>DL 24 - Supports for Foster Youth &amp; Homeless Students:</b> With the support of the District Foster Youth (FY) and Homeless Liaison, minimize any barriers to ensure that the needs of students are met and lead to a positive learning experience.	<b>\$423,095</b>
<b>DL 25 - Supports for English Learners:</b> Utilize extended learning time to provide necessary support for English learners (ELs) and ensure that all levels of EL receive daily designated and integrated English Language Development (ELD).	<b>\$773,541</b>



*Diagnosing and addressing pupil learning loss will be a primary focus in 2020-21 following school closures in Spring 2020.*

## LEARNING LOSS STRATEGIES



- **Individual goals & objectives** will be developed & ongoing, consistent intervention will be provided.
- **Small group and one-on-one instruction** is provided during the instructional day & extended learning time.
- **Teachers make informed decisions** based on daily interactions that connect assessment to instruction.

## MEASURING EFFECTIVENESS



- **Universal Screeners** were administered to address and measure the learning loss of all students.
- **Based on assessment data**, teachers & students set learning goals for the year that are ambitious but attainable.
- **The Leveled Literacy & iReady Math Intervention Programs** include embedded daily assessments which measure student's progress.

### ADDRESSING LEARNING LOSS

4  
STEP  
CYCLE

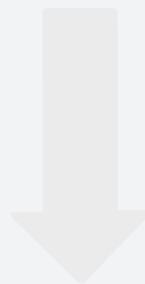


### EXPECTED 2020-21 ACTIONS & EXPENDITURES PUPIL LEARNING LOSS

Action / Service	Amount
<b>PLL 1 - Pupil Learning Loss Strategies:</b> Utilize universal screeners to determine each student's current instructional delivery level which will be utilized to determine the growth rate each student must demonstrate to become proficient in grade level standards.	<b>\$92,965</b>
<b>PLL 2 - Pupil Learning Loss Strategies:</b> Place students in need of targeted instruction in an intervention program to address gaps in learning unique to our unduplicated pupils.	<b>\$774,057</b>

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** PUPIL LEARNING LOSS

 Action / Service	 Amount
<b>PLL 3 - Pupil Learning Loss Strategies:</b> Support Students with Disabilities through the adoption and implementation of LanguageLive!, Transmath, Sondag System and Leveled Literacy Intervention (LLI).	<b>\$315,079</b>
<b>PLL 4 - Pupil Learning Loss Strategies:</b> Meet with English learners to analyze current progress and set goals that advance students toward English proficiency.	<b>\$67,241</b>
<b>PLL 5 - Pupil Learning Loss Strategies:</b> Utilize Guided Language Acquisition Design (GLAD) to support English Learners.	<b>\$478,078</b>
<b>PLL 6 - Pupil Learning Loss Strategies:</b> With the support of the Foster Youth & homeless liaison, utilize available resources to ensure that the basic needs (food, housing, transportation and emotional well-being) of FY and homeless students are met in addition to academic needs (technology and internet access, school supplies, academic support and targeted interventions).	<b>\$423,095</b>
<b>PLL 7 - Pupil Learning Loss Strategies:</b> Support high school students who are at-promise of graduation through the Beyond Online Learning - Developing (BOLD) Scholars Credit Recovery Program at each comprehensive high school.	<b>\$252,773</b>



## SOCIAL & EMOTIONAL WELL-BEING



### Student Mental Health

A counselor at each site will monitor the mental health & social-emotional wellbeing of students & identify those needing additional supports.



### Tiered Supports

A multi-tiered system of supports will be used to provide students with targeted aid depending on their level of need.



### Staff Mental Health

Staff wellness webinars on a variety of topics designed to address trauma and other impacts of COVID-19 will be available to staff.

## ENGAGEMENT & OUTREACH

### TIERED RE-ENGAGEMENT PLAN

will be used to re-engage disengaged students.

#### TIER I: UNIVERSAL



All students & families will receive regular outreach in order to support engagement & attendance.

#### TIER II: TARGETED OUTREACH



Additional outreach will be made to re-engage students missing more than 60% of school in a given week.

#### TIER III: INTENSIVE



Additional, more focused outreach efforts will be made for students that don't respond to Tier I and II outreach.

## SCHOOL NUTRITION



### Meal Pickup

Breakfast and lunch are available to all students for pickup at each school sites.

### Meal Delivery

Special arrangements are made to deliver meals to families that are unable to pick them up.



### Safety Measures

All meals are pre-packaged and prepared/distributed according to local health and safety guidelines.



## ADDITIONAL EXPECTED 2020-21 ACTIONS & EXPENDITURES

Action / Service	Amount
<b>AA 1 - Mental Health &amp; Social and Emotional Well-Being:</b> Continue implementation of Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) practices at all school sites to support students in fully engaging in school with positive skills.	\$74,100
<b>AA 2 - Mental Health &amp; Social and Emotional Well-Being:</b> Provide a Gateway Counselor at every school site to identify and support students who need resources for mental health and social and emotional well-being.	\$3,781,836

## ADDITIONAL EXPECTED 2020-21 ACTIONS & EXPENDITURES

 Action / Service	 Amount
<b>AA 3 - Pupil and Family Engagement &amp; Outreach:</b> Engage parents/guardians and the community in stakeholder meetings through the use of the Zoom features (chat, Q&A, breakout rooms, polling and reactions).	<b>\$100,000</b>
<b>AA 4 - Pupil and Family Engagement &amp; Outreach:</b> Reach out to parents and families to ensure students are attending and participating in distance learning (phone calls, Zoom, and home visits as necessary).	<b>\$1,272,610</b>
<b>AA 5 - School Nutrition:</b> Under the Seamless Summer Option (SSO) program, offer meals to children 18 and under regardless of eligibility status through curbside pickup at every site during DL.	<b>\$12,207,120</b>



**Abbreviations:** ATA (Alhambra Teachers Association), AUSD (Alhambra Unified School District), BOLD (Beyond Online Learning - Developing), CSEA (California State Employees Association), DELAC (District English Learner Advisory Committee), DL (Distance Learning), GLAD (Guided Language Acquisition Design), IIP (Individualized Instructional Plan), LCP (Learning Continuity & Attendance Plan), LLI (Leveled Literacy Intervention), MTSS (Multi-Tiered Support System), NGSS (Next Generation Science Standards), PAC (Parent Advisory Community), PBIS (Positive Behavioral Interventions and Supports), PDC (Professional Development Collaborative), PIO (Public Information Officer), SAC (Student Advisory Community), SELPA (California Special Education Local Plan Areas), SSO (Seamless Summer Options).



For additional LCP/LCP resources scan or click the QR code or go to [www.goboinfo.com](http://www.goboinfo.com) & search for your district.

This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 39 page LCP narrative plan.



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