



Learning Continuity and Attendance Plan

546 South Citrus Avenue, Azusa, California 91702

Board of Education

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The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall California budget package for school districts and provides information for how continued student learning will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June through SB 98 and can be found in EC Section 43509. The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students, and community members, by streamlining engagement and condensing several pre-existing plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed at the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of low-income, emerging bilingual students, foster youth, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social-emotional well-being; and continuing to provide school meals for students.

General Information

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

No one imagined in late February of 2020 that our lives in Azusa Unified School District and the Azusa community would take such a dramatic turn. We benefited from the foresight and preparation of our district leadership as they initiated preparations for a looming shut down two weeks before the statewide stay-at-home order. As we abruptly entered into spring distance learning, we had time to inform our school leaders and teachers and have our students take textbooks home as they left on March 13. Our district instructional leaders developed an emergency plan for continued student learning. Immediately, the district began distributing Chromebooks and working to identify families who did not have internet access. Children were at home learning, parents were learning how to support their students, teachers were rapidly learning new technologies and online teaching strategies, and administrators, district-level leaders, and employees worked to support instruction and learning, ensure health and safety, and provide meals for our families in need. Many families juggled supporting their students with schooling at home, maintaining jobs, providing financially for their families, and ensuring their loved ones were safe and healthy. Parents and staff worked together to solve problems, such as planning graduations and promotions, communicating critical information, and supporting one another through the spring shut down. Local organizations and businesses provided resources and donations. Our core value of working collaboratively meant that our students, parents, and families worked alongside district staff to identify challenges and develop solutions. As our parents, students, and staff embraced the Azusa spirit of collaboration and continual improvement they co-created the plan for school in the fall with the lessons from spring in mind. This Learning Continuity Plan is a description of the plan designed by the Reopening Schools Imagination Team and represents the work and input of stakeholders.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

In spring 2020, Azusa Unified School District convened a Reopening Schools Imagination Team to plan and address all needs related to reopening schools in fall 2020 and to examine how to mitigate the impact of spring 2020 school closures on students. ***The work of this group forms the base of Azusa USD's Learning Continuity Plan.*** The 29 participants on the Reopening Schools Imagination Team included teachers, classified staff, parents, students, and administrators/management; Spanish translation was available at meetings. After meeting every week in May and the first week in June and drawing upon End-of-Year survey data from stakeholders, the group emerged with collaboratively developed guiding principles in five areas of focus for reopening schools in the fall. The five focus areas were Instruction, Health and Safety, Social-Emotional Support, Family and Community Engagement, and Operations. Participants were divided into subgroups to address each focus area and these subgroups then established best practices and a continuum of implementation for each area. The draft of the Reopening Schools Imagination Team document was shared at two public Board of Education meetings. Stakeholders were able to access these public meetings virtually through Zoom or live stream through YouTube. Additionally, links to the document were shared through the district website, district app, and social media. Stakeholders beyond those serving on the Reopening Schools Imagination Team were provided opportunities to comment on the draft. Stakeholders were notified they could send questions by email or mail. Stakeholders also submitted written questions/comments through virtual meeting chat and Q & A functions and a dedicated communication phone line and email.

The Reopening Schools Imagination Team Plan serves as a primary document providing information shared in Azusa USD's Learning Continuity Plan and is also a living document being adjusted and edited as appropriate based upon stakeholder feedback and input, legal mandates, COVID-19, and updated information from government education agencies. In mid-July, four virtual community meetings were held to share the plan and to describe what schools would look like in the fall for Azusa USD students. These four meetings provided opportunities for community members to ask questions, and district staff was able to gather feedback for improvements to the plan. The four virtual community information and input meetings took place in both English and Spanish, ensuring that families who are more comfortable communicating in Spanish had an opportunity to do so. The district also considered the time of day the meetings were held so that all community members would have an opportunity to attend despite schedules. Two meetings took place in the evening, and two were scheduled in the morning. Community members could access the meeting by Zoom or by call-in. Furthermore, the meetings were recorded and posted on the Azusa Unified School District YouTube account so that any community member unable to attend one of the four meetings live could watch at a later time. The Azusa USD Communications department shared access information through all social media platforms and the district website and smartphone app.

Following the community meetings, Azusa USD convened three additional stakeholder groups to provide input and feedback on the Learning Continuity Plan draft. The Parent Advisory Committee Plus (PAC+) met virtually on August 5, 2020 to review and provide ideas for revisions to the plan. In a separate meeting on that same day, our District English Language Advisory Committee (DELAC) met virtually as well and was provided an opportunity to review and provide input on the plan. In addition to PAC+ and DELAC, the Superintendent and Parent Round Table was invited to

attend the two virtual meetings and to contribute their perspectives and feedback. Meetings took place in English and Spanish. Questions were recorded and responded to in writing through the use of district FAQ and Q & A documents which were made available on the district website and shared through multiple forms of communication (e.g. district app, social media). Common themes that emerged from the feedback and input were considered in the revisions of the Learning Continuity Plan and changes were made before the document was made available for a public hearing on September 1, 2020.

On September 1 the Learning Continuity Plan was brought before the public at a regularly scheduled Board meeting. The Board meeting agenda and a copy of the Learning Continuity Plan were available 72 hours prior to the meeting for the public to review. Members of the public were provided an opportunity to comment on the draft during a public hearing at the meeting. Translation services were made available to those who requested them. On September 15, prior to the board approving the Learning Continuity Plan, the public was again able to make comments. All documents and the Board agenda were made available to the public at least 72 hours in advance of the meeting.

Throughout the process, questions were documented and written responses were provided by the Superintendent or his designee. All stakeholders could send questions and comments electronically through the district website and this opportunity was shared through multiple means including social media. Questions and responses were available on the district website as FAQ and Q & A documents as well. Ongoing updates and information on the development of Azusa's plan were shared with the Board of Education at every Board open session Board meeting beginning in May. The Board also provided their feedback and input during these updates. A copy of the Reopening School Imagination Team Plan is available here: [Reopening Schools Imagination Team Plan](#) (hard copies available upon request from Plan Contact listed on first page)

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

Zoom provides the technical platform for public engagement in all virtual Board of Education meetings. While the public can view the meeting through live-stream on YouTube, members of the public can join and comment at public hearings through Zoom, which includes a call-in option for those who are using a phone line to connect. Public hearings and opportunities for input were made available in an ongoing way as the Reopening Schools Imagination Team Plan and the corresponding Learning Continuity Plan were being developed. Virtual Board of Education meetings have been and continue to be held pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All Board members attend the meeting by teleconference. Members of the public may also attend by teleconference. The Board encourages public input and makes opportunities available by teleconference or telephone. The district collected input through questions and comments entered into the Zoom Q & A box, and those received in writing through other means. Azusa USD distributed written notification to stakeholders about meetings and about the opportunity to provide both oral and written comments, notification was shared through district communication platforms, including email, district app, all social media platforms, and the district website. The district has created a contact form that all members of the community can use to provide input, ask questions, and get support. This form is accessible on the website and through the district app. Community members can use a smartphone, computer, tablet, or other devices. Phone calls to the district are also being returned during physical closures of schools and offices; community members can access information and provide input by calling in as well. All communication is available in English and Spanish.

Through the multiple communication modalities, the district has communicated with our students, families, and staff since the March 13 school closure order. Azusa USD continued through summer and will continue into the 2020-2021 school year to take advantage of the various ways in which our community connects and participates in two-way communication and decision-making.

The district made drafts of the Learning Continuity Plan and the associated Reopening Schools Imagination Team Plan available to all stakeholders including those without internet access at home. Through data collected by the district, district leaders understand most Azusa USD families who do not have reliable internet utilize mobile phone data to access information. Thus, the district notified all stakeholders about reviewing and providing input on the Learning Continuity Plan through social media, email, telephone blasts, and the district's phone app. Information about how to access and provide feedback was also available on the district website. If any community member requested a hard copy of the Learning Continuity Plan or wished to comment in person, they were directed to contact a designated staff member who arranged to meet the request.

A summary of the feedback provided by specific stakeholder groups.

Feedback from specific stakeholder groups included a desire to see students supported with more live, in-person (synchronous) learning than occurred in the spring, additional support with technology for staff, students, and families, professional learning for teachers, staff, and parents, and added ways to support student social and emotional well-being. The suggestions were incorporated into our Block Schedule Distance Learning Plan 2.0 as presented in the Reopening Schools Imagination Team Plan. End-of-Year surveys indicated all stakeholders were concerned about securing student and staff safety in all modes of instruction, these concerns were also repeated in ongoing meetings and discussions with stakeholder groups. Improved safety, distancing strategies, and increased and improved cleaning were incorporated into the plan. In moving away from the emergency response in the spring, all stakeholder groups also desired increased rigor and accountability for student learning. The district has included in the plan how it will address learning loss and continue to accelerate students' learning in their current grade levels. The Support for Success Distance Learning Block Schedule Plan 2.0 was designed and revised with input from stakeholder groups.

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

The following aspects of the Learning Continuity Plan were influenced by stakeholder input, including the PAC+ and DELAC:

- The designed instructional time blocks in a virtual learning setting were revised based upon feedback from staff, families, and students.
- Development of parent learning sessions focused on technical support and how to support students in academic areas emerged out of conversations with parents/families.
- In particular, our focus on providing targeted time and intensive support for some of our highest-need students (Emerging bilingual students, students with disabilities) in the virtual learning plan was influenced by the input received from stakeholder groups.

- The End-of-Year surveys of parents, students, and teachers also provided rich insight into the needs of each group as we moved into fall 2020. This information was used to develop professional learning, improved systems for engagement, and a year-long virtual option for students who are medically fragile or are in self-quarantine.
- Other areas of the plan that were influenced by the stakeholder input include details around virtual, hybrid and in-person school days. For example, school times, instructional rotation, staff collaboration time blocks, Parent/Family daily connection time, student participation/engagement processes, meal distribution options, and social and emotional supports offered for students, families, and staff, inclusive of trainings and workshops.
- ***The entire design of school reopening in Azusa USD for fall 2020 was created in collaboration with parents, students, teachers, classified staff, and site and district administrators through our Reopening Schools Imagination Team, four community meetings, and feedback from standing stakeholder engagement groups.***

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the district 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.

Azusa Unified School District will offer classroom-based instruction whenever it can do so safely and in accordance with state and local mandates. Credentialed teachers will provide in-person, classroom-based instruction, and be supported by classified instructional staff. Azusa USD prioritizes the safety of our students, families, and staff in making decisions to transition to full return to physical schools. Azusa USD students will begin the 2020-2021 school year in a fully virtual learning setting. As safety permits, students may return physically to school in a hybrid model. Transitions to in-person instruction will not interrupt student learning. Students will maintain coursework and progress, schools, teachers, and class peers. The district will monitor student social-emotional (SEL) well-being through classroom assessments and observations, parent input, and student SEL surveys. Furthermore, the district will spend funds to adjust facilities to accommodate students in smaller groups, utilize outdoor space for multiple purposes from meals to instruction, and ensure safe distancing. The district will increase and enhance the cleaning of facilities to ensure that students and staff are safe. The district will ensure that students or staff with any symptoms related to COVID-19 will be separated from the rest of the school population and follow a strict isolation protocol. Schools will have dedicated rooms, partitioned spaces, additional staffing, and supplies which will support the safe re-opening of physical schools.

Students who have experienced or are at greater risk of experiencing learning loss, such as our students with disabilities, emergent bilingual students, foster youth, students from low-income families, and those experiencing homelessness will be prioritized for increased support during virtual learning and as Azusa USD transitions to full school-based learning. The district will determine levels of learning loss based upon triangulated data that includes initial and ongoing diagnostic assessments, a regular cycle of districtwide formative assessments (three times a year), grade-level and content-specific formative assessments developed and implemented at the site level, state assessments as available, and qualitative data gathered from students, teachers, and families. Additionally, teachers and administrators will assess to determine the needs of students with disabilities in meeting their IEP goals, this will support the targeted intervention needed in both virtual and in-person settings. Support for emerging bilingual students will be prioritized based upon learning loss and English language proficiency levels, as measured by the ELPAC and ongoing district language acquisition assessments. The district will offer additional opportunities for students to access support which may include during and after school intervention and tutoring. The intervention structures and procedures developed for virtual learning may be adjusted as students transition to hybrid and full return to school-based learning. The district will direct expenditures toward addressing the academic and social-emotional needs of students who are at the highest risk for learning loss in both the in-person and virtual learning settings. The district may direct funds toward additional instructional resources for students, technology and internet access, and additional instruction and support. The district will expand outreach and training for parents and families so they can better support students who are at greatest risk for learning loss.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
<p>The district will provide instructional materials, resources, technology, safety measures, and staff professional learning to address learning loss and acceleration upon return to in-person instruction. In particular, these resources will be targeting students who have unique needs such as, students from low-income families, foster youth, emerging bilingual students, students experiencing homelessness, students with disabilities. Students with unique needs may face added barriers to instruction during COVID-19 such as the following:</p> <ul style="list-style-type: none"> ● Access to technology and internet access ● Non-permanent housing which may not be conducive to learning ● Fewer resources within easy access, such as a variety of reading materials and basic school materials/supplies ● Fewer adults in the home that are able to support learning due to language barriers or work requirements <p>Due to these barriers, low-income students, foster youth, and emerging bilingual students may be more vulnerable to learning loss during distance learning when compared to all students, therefore this action will provide equitable resources to support their continued learning and any interventions for high needs students that may be needed as transitions take place between learning modalities. (Districtwide)</p>	<p>\$2,363,334</p>	<p>Yes</p>

<p>The district will provide the personnel necessary to support quality instruction, academic interventions, social-emotional health needs, transportation, and physically and emotionally safe learning environments for students when they return to in-person instruction. Our low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and other students with unique needs are at greater risk for learning loss due to the COVID-19 pandemic due to barriers such as access to technology, limited in-home instructional support, and additional family challenges and trauma brought on by the pandemic. Recent data on the impact of COVID-19 on different communities and groups gives an indication of the needs our students will have when they return. Staff will be used to meet the increased needs of our low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and other students with unique needs. (Districtwide)</p>	<p>\$6,970,405</p>	<p>Yes</p>
<p>Azusa USD will provide communication materials, supplies, technology, and personnel to ensure smooth transitions between learning modalities (distance to in-person and vice-versa), and ongoing partnerships with students, families, staff, and the community. Azusa USD will encourage and promote two-way communication and include opportunities for communication in multiple languages. This action will address the needs of low-income students, emerging bilingual students, and foster youth by increasing the number of communications, the variety of communication modalities, and ensuring communication in multiple languages. Based on feedback from parents/families in our End-of-Year survey, the increased communication the district implemented in the spring helped high-needs families. As high-needs students move into in-person learning, students and families will need more frequent, clear communication in multiple languages in order to successfully partner with schools to address learning needs, transitions, and to improve student achievement. (Districtwide)</p>	<p>\$246,820</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

A description of how the district 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.

Regardless of the method of delivery, Azusa USD students will have access to the full curriculum with similar quality between all three methods of delivery. Azusa USD has developed three models of instruction, fully virtual, hybrid, and fully in-person using the same standards-aligned,

Board-approved curriculum in all three scenarios. The three models are described below, it is expected students will be able to move from one to the other smoothly, maintaining instruction, teachers, and curriculum and learning. While teaching strategies will adjust to meet the context demands, core content, curriculum, and learning expectations will not change between the formats. In all learning formats, Azusa USD will offer innovative, rigorous, relevant, standards-aligned instruction that provides equity, including culturally responsive teaching and learning based upon positive relationships developed between teachers and students. The district will use evidence-based, data-informed high-leverage strategies that prioritize high-needs students, such language acquisition strategies for emerging bilingual students. Azusa USD is prepared to maximize student engagement in learning by implementing the Support for Success Plan that includes the three models of instruction. While spring school closures brought about sudden and reactive change, the Support for Success Plan has been carefully developed to meet the needs of students most vulnerable during this time and move all students forward in the learning during the 2020-2021 school year. Schedules described below can be accessed through the district website or by clicking [HERE](#).

Distance Learning Block Schedule Plan 2.0 (DLBSP 2.0)

The DLBSP 2.0 offers students an opportunity to learn remotely from home. Unlike our spring 2020 distance learning plan. The fall DLBSP 2.0 was developed over eight weeks of planning with input from district teachers, classified staff, administrators, parents, and students. The comprehensive planning included examining evidenced-based practices and standards for online instruction as well as using data from students' spring experiences to improve and enhance learning opportunities in the fall.

- ***Elementary:*** All elementary students will engage in instruction both synchronously (live with online face-to-face opportunities where teachers and students meet) and asynchronously (independent learning outside of live instruction) every day. Students with the greatest needs, emerging bilingual students and students with disabilities, will have dedicated time in the morning and afternoon four of five days to address specific learning needs and provide instructional intervention and support. On Mondays, 225 minutes of instruction time will be divided into three instructional blocks with afternoons made available for colleague connections and collaboration. Three 90-minute instructional blocks will take place Tuesday through Friday. Instructional minutes will include synchronous teaching and learning. The required daily minutes per California State Education code will be met for all grade levels. Established district elementary instructional guides and student progress based upon district common formative assessments will drive the pace of learning and content delivered to students. Teachers will address any learning loss from the 2019-2020 school year while also accelerating learning for students at the current grade level. Four days a week a Student/Family Connection time block will occur to provide added support for families and students in academic and social-emotional areas. Interventions for students who are struggling to meet grade-level expectations will be built into the learning blocks and the Student/Family Connections time blocks. Schools will design interventions for high needs students. All subject matter required by law will be included in student instruction blocks. The Colleague Connections block will take place each Monday afternoon to allow for staff collaboration around student learning, meetings, and committees. The district has increased the opportunities for teachers and staff to monitor and address the learning needs of students in professional learning communities by providing this weekly time block.
- ***Secondary:*** All middle schools and high schools will engage in learning both synchronously and asynchronously every day. Students will be blocked into class periods as they would be in an in-person setting. On Mondays, students will attend all six

class periods, each 35 minutes in length. A 20-minute break is built into the instructional day. Students will finish class at lunchtime, 12:10 pm. Monday afternoons have been designated for colleague connections and collaboration. Tuesday through Friday, secondary students will attend classes on a rotating block schedule of three class periods a day that are one hour and 50 minutes in length. A 20-minute morning break and afternoon lunchtime are built into the plan so that students will have a break after each class period. Class periods will consist of both synchronous and asynchronous learning every day. Schools will design an intervention program to address learning loss and acceleration of high needs students. Comparable to the elementary plan, the district has dedicated time for student and family connections at the secondary level. These Student/Family Connection times will provide added support for families and students in academic and social-emotional areas. Zero period and 7th-period courses will also be offered to students as part of the DLBSP 2.0 and ensure all students have access to a broad course of study.

As it becomes safe to open schools for students to attend in person, Azusa USD expects a gradual return to in-person learning will take place. Students may access a hybrid distance learning format that includes both virtual and in-person instruction as safely feasible and advised by the Los Angeles County Department of Health.

Full In-Person School

When deemed appropriate and safe for the entire school community, schools will reopen for full in-person attendance every day. It is expected that student class schedules and periods will not change with the transition to a full return to in-school instruction. Safety precautions and distancing requirements will occur as directed by the Department of Health and the State of California. These precautions may include, staggered start times, physical distancing in classrooms, hallways, cafeterias, and offices. The district will ensure that transitions will be spaced and use of outdoor spaces for instruction and meals may take place. Limitations on activities that require close physical proximity, such as some sports or activities, may also continue.

Alternate Options

Students and families in Azusa USD will have an option to select a year-long virtual academy which is a virtual school option particularly for students who may be medically fragile or for students and families who are deciding to self-quarantine for the entire school year. Students will enroll in the fall and stay in the Azusa Virtual Academy even if other students are returning to in-person school; students and families are asked to commit to the academy for the entire 20-21 school year so that continuity of instruction, teachers, and class peers can be established. In addition to the Azusa Virtual Academy, students may be provided opportunities to participate in Long Term Independent Study or Home Teaching as applicable to their particular situation.

Access to Devices and Connectivity

A description of how the district will ensure access to devices and connectivity for all pupils to support distance learning.

In Spring 2020, Azusa USD distributed over 5,200 devices to students for use in distance learning. Through a coordinated effort, families were able to check out a device for every student in their household. A dedicated Helpline and email allowed families throughout the spring and summer to arrange to check out a device or replace a device that was not functioning properly. As the 20-21 school year begins, the district continues to check out devices to students and to ensure all new students to the district have access to devices used for virtual learning. Students who checked out devices in the spring were allowed to keep them over the summer whether or not they had enrolled in summer school. Azusa USD developed a detailed and structured process for distributing devices to students in the spring. Part of the process was reaching out to all families in need by phone and scheduling an appointment for device pick up in a safe and socially distant manner. A detailed record of requests and device checkouts also included confirmation that a family had reliable internet. When a family indicated they did not have internet access, Azusa USD worked with the family to help them obtain internet connectivity. In some cases, for families in extenuating circumstances, the district and its community partners provided internet connectivity for students. This fall, the district will continue to use the system created in the spring and target students and families who may face the largest barriers to access including low-income students, foster youth, students experiencing homelessness, students with disabilities, and emerging bilingual students. In addition to families self-reporting their need for devices and internet connectivity, the district will address technology needs through the multi-tiered re-engagement plan. Teachers will mark student daily participation in DLBSP 2.0 in the student information system (Aeries), similar to how a teacher takes attendance during in-person instruction. Within 24-72 hours, families of non-engaged students will be contacted by staff who will determine the cause of the non-engagement. If the barrier to participation is determined to be caused by a lack of internet connectivity or device access, the district will address the need by providing a device and supporting the family in accessing internet service. Furthermore, device check-out records were added to the district's student information system, a report of all students enrolled in Azusa USD who have not checked out a device can be developed and cross-referenced with virtual learning participation. Staff is also able to disaggregate the student check-out data to identify and monitor students from high-needs groups, such as low-income students, students experiencing homelessness, students with disabilities, emerging bilingual students, and foster youth.

Pupil Participation and Progress

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

Pupil progress will be assessed through ongoing evaluation of student engagement and completion of school assignments and projects. Teachers will take attendance daily and record student participation in the district's student information system. Attendance will be inclusive of student engagement in both synchronous learning (live, face-to-face virtual lessons) and asynchronous learning (independent virtual lessons, not live with a teacher) during the DLBSP 2.0 and Hybrid models. Students will be expected to participate and engage in learning every day in both modalities.

Student engagement will be monitored through the district's student information system and a weekly record of engagement will be accessible in that system. Additionally, teacher grade books may also serve as a record of weekly student engagement and a record of student academic progress. Teachers will ensure and verify that all learning, distance and in-person and inclusive of the time-value of assignments determined by teachers, meets required minimum instructional minutes per Education Code 43509(f)(1)(B). Education Code 43509(f)(1)(B) mandates the following minimum daily instructional minute requirements:

- Kindergarten: 180 minutes
- Grades 1-3: 230 minutes
- Grades 4-12: 240 minutes

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.

Azusa USD will continue to offer professional learning opportunities centered on implementing high-quality distance learning. Throughout the spring, teachers and administrators accessed weekly opportunities to a variety of professional learning offerings from the Azusa USD Teachers on Special Assignment (TOSAs) who serve the district as instructional leaders and coaches. Sessions included training on technology use such as Google Classroom, Jamboard, Google Meets, to name a few. Additional sessions focused and will focus this fall on content and curriculum delivery, effective online teaching strategies, and supporting high-needs students such as emergent bilingual students and students with disabilities. Professional learning sessions have been recorded and staff may access them throughout the year. Additionally, weekly virtual general information sessions will continue to be hosted by the Superintendent so that staff could connect with leaders, provide input, and deal with the impact of professional isolation caused by COVID-19. These sessions continued through the summer and will be available in the fall. Furthermore, district TOSAs will host open support hours every day from August 18 to August 28 to meet teachers' immediate beginning of school needs.

On August 17, the district hosted an all-day Support for Success Virtual Conference. The Support for Success Virtual Conference began with a site-based welcome from school principals who initiated building positive staff relationships as we enter into the 20-21 school year. Staff had over 79 professional learning sessions from which to choose for four breakout sessions. General topics include technology support, social-emotional learning, academic success for high-needs students (Emergent bilingual students, foster youth, low-come youth, homeless, and students with disabilities), evidence-based virtual instruction strategies, content are specific sessions, supporting health and safety of staff and students, and addressing the learning needs of preschool students. In part, topics were selected based upon End-of-Year Survey data from staff regarding ongoing professional learning needs. District staff have developed professional learning for the 20-21 year based upon teacher and staff input and identified learning needs of students. Additional professional learning days will address identified needs, for example technology training, content area and grade level instruction, and implicit bias training. In addition to pupil-free day professional learning, the district will offer ongoing after school

training, instructional coaching, and collaborative planning sessions for teachers. Professional Learning Communities will continue to meet and use data to drive instructional planning, with a focus on high needs students and addressing distance learning strategies to support all students.

Resources for professional learning also include online self-guided training, webinars, and conferences offered by outside organizations, such as the Los Angeles County Office of Education, district curriculum publishers, Illuminate, AP, International Baccalaureate, and AVID.

Staff Roles and Responsibilities

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

Azusa USD adjusted employee roles and responsibilities as a result of COVID-19 beginning in the spring and will continue to make adjustments based upon the current status of COVID-19. Some adjustments have been made to address meeting department of health orders and employee physical health and safety, such as the mandatory wearing of face coverings, social distancing, and increased hand washing for all employees who were working on-site. District administrators who traditionally work at schools and the district office supporting infrastructure procedures and protocols are still working at their various sites however many meetings have been moved from in-person to virtual. Some clerical staff may work remotely when possible and work on-site with added protective measures, such as masks, social distancing, and handwashing. In-person requests and resolutions are initiated and resolved by phone or email rather than in-person. Nutrition services employees experienced significant changes in roles and responsibilities beginning in the spring when operations transitioned from serving students meals in the cafeteria at breakfast, lunch, and supper to offering multiple meals to families utilizing a drive-through system. Nutrition services employees along with administrators distributed meals. Meal preparation processes changed and work hours were adjusted to meet the new drive-through meal service protocol. Additionally, district bus drivers' roles shifted to supporting meal preparation and distribution.

In spring, teachers shifted to emergency virtual learning and this fall they started the school year teaching remotely in an enhanced virtual modality. Online classroom instruction in the fall will include daily synchronous and asynchronous teaching and learning. District staff and Teachers on Special Assignment (TOSAs) will continue to provide professional learning virtually, on August 17 all teachers participated in a district-led Support for Success Virtual Conference. In the spring, instructional aides and student support assistants worked virtually alongside teachers to address students' academic needs. This fall they will continue to provide virtual support for students within and outside of the instructional blocks outlined in the district's virtual instructional plan. Support providers and therapists shifted to virtual implementation in the spring and will continue to utilize teletherapy and virtual services to address student learning needs this fall.

Other departments and employees have also experienced shifts in their duties and roles. Human Resources staff have been working in-person when necessary and virtually since the March 13 physical closures of schools. The district continued to interview, manage employee benefits, onboard new employees, and verify employment in a complete virtual format. Human Resources staff also field employee questions and address needs through telephone and online virtual meetings. Staff also have been processing the Family First Coronavirus Relief Act (HR6201) leaves

during the pandemic. A limited number of Human Resources functions must be done in person and are now completed by staff in a safe, socially distant way, these include employee fingerprinting and the dissemination of layoff notifications. In the Business Services department, staff is no longer providing in-person paycheck distribution. All paychecks are now either direct deposited or mailed directly to employees. The district is shifting the distribution of paycheck stubs to an online access system. All Board meetings have been held virtually since March and Communications Department and Management Information Systems staff have taken on the responsibilities of managing and facilitating the virtual platforms used to conduct business and allow for public access and comment.

Supports for Pupils with Unique Needs

A description of the additional supports the district 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.

Azusa USD's students with unique needs include students with disabilities, emerging bilingual students, students experiencing homelessness, foster youth, low-income students, and students in specialized academic programs, including students with disabilities. Students who fall into these categories will be monitored at the classroom, school, and district-level during distance learning. Additional supports for students with unique needs are built into the district's distance learning plan.

The DLBSP 2.0 provides additional instruction time for high needs students. The district will monitor students for learning loss and learning progress in multiple ways, which may include diagnostic assessments, formative assessments, summative assessments, student narratives, and grades. Spring data has indicated that the risk of learning loss is highest for our emerging bilingual students and those with disabilities. The elementary and secondary DLBSP 2.0 provides time for targeted support for English Language Development and support for students with disabilities. At the elementary level, dedicated blocks of time in the morning and afternoon will be used for designated ELD and support for students with disabilities. Schools will support elementary emerging bilingual students in all content areas using integrated ELD standards. Both integrated and designated ELD will target students at their current language levels. At the secondary level, emerging bilingual students and students with disabilities will receive support during designated ELD class periods, intervention sections, and special education courses. Additional learning resources will supplement core curriculum to support both groups, for example, the district will add an expansion component to Universal Learning Systems (ULS) curriculum to support distance learning for the severely handicapped program. Secondary content area teachers will use ELD standards integrated into their content to support emerging bilingual students in their classes and provide accommodations for students with disabilities. School sites and the district will monitor all Newcomers and provide additional supports, technology access, and learning resources.

For all students with unique needs, paraprofessionals working with teachers may use instruction block time or time during the Student/Family Connection block to provide follow up tutoring and enrichment lessons for students who are not meeting grade-level standards. The

Student/Family Connection time was designed for students to access additional academic support. Teachers may use this time to meet with high needs students to provide mini-lessons, remediation, and re-teaching.

The district will purchase programs, supplemental resources, and technology to address student learning needs during distance learning, progress monitoring programs, technology enhancements, online courses are just a few examples. Schools will design intervention programs to address the learning loss for all students but in particular, those who are low-income students, emerging bilingual students, students experiencing homelessness, foster youth, and students with disabilities. Academic and social-emotional interventions may take place during and outside of the virtual instructional blocks. Virtual tutoring through district programs and our partners, such as Think Together, will provide additional academic support for students with unique needs. Azusa USD will provide our low-income students, emerging bilingual students, students with disabilities, students experiencing homelessness, and foster youth the technology hardware necessary to fully access distance learning. In distributing Chromebooks, support with internet access, and additional add-on devices, such as headphones, Azusa USD will ensure equity of access for all students.

Finally, to address the specific learning needs of students during distance learning, the district will offer teachers and staff professional learning opportunities emphasizing the unique needs of students most at risk of learning loss and learning gaps. Internal professional learning coupled with that of outside experts will help Azusa USD maximize student progress during distance learning. The district will offer training for paraprofessionals who will support students in a virtual setting and training for related service providers who will support instruction through teletherapy. Parents are important partners in distance learning and these partnerships with schools and teachers are vital for students with unique needs. Azusa USD will offer parents and families virtual sessions that will help families better support their students in the areas of technology and academic achievement.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Azusa USD will maintain a year-long virtual school option for medically fragile students or families who are self-quarantining when schools physically re-open. This action will address the needs of low-income students, students experiencing homelessness, emerging bilinguals, students with disabilities, and foster students who may not be able to attend in-person school during the 20-21 school year due to being at higher risk for infection themselves or living with family members who are at higher risk. (Districtwide)	\$1,742,601	Yes

<p>The district will provide instructional materials, resources, staff, and staff professional learning to address student achievement, engagement, and well-being (physical and mental) during fall 2020 DLBSP 2.0. Resources and actions will include those needed to ensure the success of all students, in particular students who have unique needs such as, students from low-income families, foster youth, emerging bilingual students, students experiencing homelessness, students with disabilities, and those not performing at grade level. This action addresses the instructional needs of students who are emerging bilingual students, those from low-income families, students with disabilities, and foster youth who experienced greater challenges in engaging in and being successful during spring 2020 virtual learning and will need more targeted instruction and intervention. (Districtwide)</p>	<p>\$2,653,710</p>	<p>Yes</p>
<p>Azusa USD will ensure that all students have access to devices and the internet in order to engage in fall DLBSP 2.0. Expenditures may include but are not limited to infrastructure, hardware, software, online learning platforms, resources, personnel, devices, and internet access. In particular, the technology needs of students who are low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and foster youth will be prioritized as access has been identified as a significant barrier to these groups. (Districtwide)</p>	<p>\$2,962,353</p>	<p>Yes</p>
<p>Azusa USD will increase and improve student, parent/family, and community engagement and communication efforts by partnering with families, organizations, and the community to support student achievement, health and safety, and social-emotional wellbeing. The implementation may include, professional learning for staff and parents, technology, materials, supplies, and personnel. Spring 2020 distance learning data indicate the need to continue to provide opportunities for effective communication and partnerships for our low-income students, emerging bilingual students, foster youth, and students with disabilities. Providing enhanced communication and using modalities that are accessible to all families will contribute to the partnership between the district and families in educating students during distance learning. (Districtwide)</p>	<p>\$2,653,710</p>	<p>Yes</p>

Pupil Learning Loss

A description of how the district will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the district will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

Azusa USD will begin the 20-21 school year by assessing students' academic levels in ELA, ELD, and math and identifying learning loss that resulted from COVID-19 school closures in spring of 2020. Common formative assessments, diagnostic assessments, summative assessment tools implemented across the district and site-based tools will support identification of specific, targeted student learning needs. All students in Kindergarten through 12th grade will take the Reading Inventory assessment that measures students' reading levels. Reading is a critical skill in all content areas and by identifying student reading levels the district will support the work of teachers in all grade levels and subjects and allow for identification of students who need more intensive support. In addition to the Reading Inventory, formative math assessments will be used to assess learning loss and student instructional needs. Math assessments will focus on small chunks of learning before units of study and identify content knowledge and skills with which students might struggle during the unit. Teams of teachers working collaboratively will use these formative math assessments to measure students' learning levels and use them to drive decision-making about instruction. All Azusa USD students will also participate in ELA and Math districtwide formative assessments three times a year.

Additional diagnostic assessments will also provide measures of student learning. For primary grade students, the use of running records will measure skills acquisition and will be used to assess student progress, plan instruction, and address learning loss. Assessments of emerging bilingual students' English language acquisition will be used in conjunction with state language assessment results to monitor and address the learning needs of emerging bilingual students in high school. For emerging bilingual students in grades K-8 English language acquisition progress will be assessed and monitored through the use of English 3D and the Wonders ELA/ELD curriculum-based assessments. For secondary students, assessment tools, such as iLit and Read 180 EL will be used in conjunction with speaking and listening assessments.

Grade level teachers and secondary content teachers will continue to meet in professional learning communities (PLC) to design common formative assessments and use the data to drive instruction and plan acceleration of learning. Identifying and addressing student learning loss may take place in the context of grade-level and content-area instruction driven by the PLCs. Instruction will support students with learning loss from the previous year while accessing and moving forward with the current year's standards. For example, in elementary math, teachers will use the current pacing guide to examine and measure what skills and knowledge students must have as a prerequisite to upcoming learning. As on-grade instruction is planned, supports and mini-lessons will be embedded to address gaps in knowledge and/or skills that have surfaced through formative assessment data. The DLBSP 2.0 prioritized this work by dedicating time each week for teacher professional learning communities and data-driven instructional planning.

Azusa USD will measure students learning through multiple means, including but not limited to:

- Reading Inventory
- Read 180
- Districtwide formative assessments in ELA
- Districtwide formative assessments in Math
- English 3D
- iLit
- District developed English language acquisition assessments
- Curriculum-based language acquisition assessments
- Grade-level formative assessments
- Content area formative assessments
- Student progress reports and grades
- Student narratives identifying successes and barriers to academic achievement

Pupil Learning Loss Strategies

A description of the actions and strategies the district 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.

Azusa USD will use multiple approaches to address learning loss and accelerate learning progress for our students. Teachers will address learning loss and accelerate learning for students within the context of daily instruction blocks and class periods. Schools will also offer supplemental learning opportunities and interventions for students with the highest needs. The district will prioritize students with disabilities, emerging bilingual students, low-income students, foster youth, and students experiencing homelessness for these supports, added learning opportunities, and access to learning resources.

Strategies to address learning loss and acceleration will first be part of regular classroom instruction. Through effective use of PLCs and the collaboration time each Monday, teacher teams can identify and prioritize the most important prerequisite skills and knowledge needed for their subject and or grade level. Using districtwide assessments, student work samples, and other measures of student learning, teachers can diagnose any areas of unfinished learning that will be needed for students to successfully master upcoming grade-level standards to be taught. In planning for upcoming learning, teachers may adjust lessons and pacing to allow for additional support in areas of need that have been identified. Added support may be necessary for all students and thus take place in a whole group setting. Or specific groups of students may be identified for added support leading to targeted, small group instruction. As data is examined, students with the highest needs (emerging bilingual students, low-income students, foster youth, students experiencing homelessness, and students with disabilities) will be monitored more closely as they are

at greater risk of learning loss and expanded learning gaps. Data disaggregation is available through, Illuminate, the district’s data and assessment system as well as through other assessment platforms. Teachers will identify students with unique needs in their classes and monitor their progress.

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.

Azusa USD will use multiple assessments to measure student learning and the effectiveness of the services and supports provided to students to address learning loss. Because reading skills are critical to all content areas, the progress students are making on the Reading Inventory assessment will indicate the effectiveness of effective first instruction along with the interventions and additional supports offered to students. Furthermore, the district will use three districtwide performance tasks in ELA to measure student progress and the effectiveness of supports and services. In math, the district will also implement three districtwide assessments. For emerging bilingual students, results of the iLit, Read 180, district assessments, English 3D, and Wonders English language acquisition assessments provide data to monitor the effectiveness of supports provided to emerging bilingual students. To ensure the support and services are effective for all students, data can be broken down to examine individual students and student groups, such as students with disabilities, emerging bilingual students, low-income students, students experiencing homelessness, and foster youth. Students’ grades and progress reports will also be used to triangulate data and identify the effectiveness of the steps that Azusa USD is taking to mitigate learning loss and move students forward at grade-level. Finally, in addition to assessments and academic measures, students in grades 5-12 will have an opportunity to share their experiences, including barriers that may be keeping them from academic success. Three scheduled student checkpoint questionnaires and follow up listening circles will give students an opportunity to share their perspectives and experiences with distance learning. The listening circles will be an opportunity for students to come together with a facilitator to provide qualitative data. The narratives students provide will also be considered as we evaluate the support and services offered to offset the loss of learning from the fall and any that may be caused by a distance learning format in the 20-21 school year.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
The district will utilize data and assessments to address learning loss, including from formative and summative assessments which may be given in a virtual or in-person setting. Student data will be disaggregated to support effective/efficient monitoring of low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and foster youth. Our high-needs students will require close monitoring and tracking of achievement to address their higher risk of learning loss caused by school closures and distance	\$493,640	Yes

learning. Azusa USD will provide tools, programs, personnel, and systems to measure and monitor student progress. (Districtwide)		
Azusa USD will provide personnel, materials, technology, professional learning, resources, and curriculum to mitigate learning loss and accelerate learning and may include opportunities during the school day, outside of the school day, and during summer. Supports will be targeted toward low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, foster youth, and students who are not performing at grade level. These high-needs groups face larger barriers to success in both virtual and in-person school formats thus may need to access resources and support for academic success. (Districtwide)	\$1,459,163	Yes
Azusa USD will provide distance learning instruction beyond state-required minutes to help mitigate learning loss and to accelerate pupil academic progress. This action will include providing targeted support for high-needs students who are at risk of larger amounts of learning loss during distance learning. Students who face larger barriers to learning have increased challenges during COVID-19 which include access instruction, academic resources, and intervention. By offering instruction beyond the minimum requirement, the district will have time built into the day to meet the needs of students who are suffering from or may be in jeopardy of learning loss including students with disabilities, emerging bilingual students, low-income students, students experiencing homelessness, and foster youth. (Districtwide)	\$3,485,203	Yes

Mental Health and Social and Emotional Well-Being

A description of how the district will monitor and support the 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.

Azusa USD will monitor student and staff social and emotional well-being in an ongoing way over the course of the 20-21 school year. Three times a year, students and staff will complete a questionnaire focused on social and emotional well-being. A student Social and Emotional Questionnaire will be administered within the first few weeks of school, once again in the winter, and then finally for a third time in the spring. The questionnaire will allow teachers, counselors, site administrators, and district office administrators to monitor and address the social and emotional needs of all students as well as staff. Data will be able to be disaggregated by student groups so that equity issues can be identified and addressed, in particular, disaggregation may include students who are experiencing homelessness, low-income students, students with disabilities, emerging bilingual students, and foster youth. Students may also be able to track their individual results and work with their teacher in areas that may need

attention. The district will provide staff an optional adult social-emotional questionnaire three times a year. While the results are confidential, staff may decide to share their name and contact information if they have an urgent need. Professional learning opportunities will be offered to teachers and counselors in the areas of social-emotional wellness. Professional learning sessions may include but are not limited to training in social-emotional learning, restorative practices, Suicide Prevention and Ongoing Resiliency Training (SPORT), peer mediation, Care Solace. The sessions address student social and emotional health needs as well as the needs of staff and families, including examining implicit bias. The Student Listening circles and the LCAP Student Advisory Committee which meet several times during the year will provide an opportunity to assess and monitor students through the collection of narratives. Teachers will have opportunities to monitor students through observations as they meet with them synchronously each day.

Azusa USD will support the mental health and social and emotional well-being of the entire community by communicating frequently about and making referrals to the numerous resources available to students, staff, and families. The district will provide support from internal resources, such as counselors, therapists, campus wellness centers, and site/district administrators. District partners will also provide virtual and/or in-person support upon referral; our partners include McKinley Children's Center, the Azusa Pacific University Counseling Center, Pacific Clinics, Five Acres, and Foothill Family Services.

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the district 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 district determines the pupil is not engaging in instruction and is at risk of learning loss.

Azusa USD is committed to ensuring that all students are able to access and participate in distance learning. Equity and access will be monitored as teachers take attendance and monitor participation every day. Ongoing communication between district/school staff, students, and families will support engagement and will include communications through progress reports, reports cards, and informal outreach which will help the district address any engagement barriers. A tiered re-engagement system will be implemented and is described below:

Tier 1: Daily automatic-communication is triggered by Aeries records and will communicate a student's absence to parents/families in English and Spanish.

Tier 2: School site attendance clerks/office staff will contact families in English and/or Spanish as preferred by the family, to address the student absence from distance learning, including identifying reasons for the absence and rectifying potential issues leading to absences. School staff will also update contact information as necessary.

Tier 3: Weekly reports

- a. School site attendance clerks/office staff will run weekly reports indicating students who have missed 3 days or 60% of instruction.
- b. School site staff provides the weekly list of students to a site administrator and the School Site Re-engagement Team. The list is shared with the District Office Re-engagement Team.

Tier 4: The School Site Re-Engagement Team will initiate a phone call to the parents/guardians of students who have missed 3 days or 60% of instruction. The conversation with the parent/guardian (and student as applicable) will identify and address the root cause(s) of the student's non-engagement. If there is no response or engagement by the next school day, a home visit will be scheduled. All communication will be available in English and/or Spanish as preferred by the parent/guardian.

Tier 5: The School Site Re-Engagement Team (including a member who can serve as a Spanish translator) will conduct a home visit focused on supporting the student and family in getting the student re-engaged. Verification of contact information will also take place during the home visit. If no student engagement occurs within 2 school days post-visit, the school will proceed to the next step.

Tier 6: The student will be referred to the Child Welfare and Attendance Re-Engagement Team who will commence phone and in-person outreach in English and Spanish until the student is re-engaged in distance learning (inclusive of SART/SARB process as applicable).

School Nutrition

A description of how the district 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.

Azusa USD will distribute meals to all students who are eligible for free or reduced-price meals in all learning formats. Nutrition Services staff have developed plans and procedures to serve meals during distance learning, in the hybrid learning format, and when students fully return to school with distancing precautions. The three plans are described below, each prioritizing the health and safety of all students, staff, and families.

Distance Learning (100% virtual) Meal Service

During distance learning, Azusa USD will distribute five days-worth of meals, including breakfast and lunch one time a week. Each Wednesday, the three school sites listed below will have a drive-through and walk-up distribution for students enrolled in Azusa USD schools. Details also are indicated below:

- **Distribution Sites:** Azusa High School, Gladstone High School, Murray Elementary School
- **Day/Time:** Wednesdays 8:00 am to 10:00 am

Staff will use personal protective equipment throughout the distribution process. The drive-through process will consist of signage indicating the route and requirements for face coverings. Staff will assist with traffic control as parents drive through the school sites to pick up meals. Azusa USD will have a touchless pickup system whereby barcodes will be scanned through car windows to indicate the number of meals to be picked up. Meals will be placed in vehicle trunks. Parents will be asked to pick up meals only if they are physically healthy and to remain in their vehicles. Because a barcode system will be used, it will not be necessary for parents to have students physically present in the vehicle. Parents/families may use walk-up service instead of drive-through if desired. Families will approach a clearly labeled table where the number of students to be served will be determined through the bar code system. Families will stay at one end of the table as the meals will be brought to the other side of the table. Staff will step back from the table and the family may then collect the meals. Families who are not eligible for free or reduced meals can purchase meals. Elementary prices are \$1.00 for each day of breakfast and \$2.25 for each lunch meal. Secondary school prices are \$1.50 per day for nutrition break meals and \$2.75 for each lunch meal.

Possible Hybrid Models

As it is safe to do so, Azusa USD may move into a hybrid learning model where a reduced number of students will physically attend school each day. Four possible models have been created to meet the needs of students/families. The number of students physically present on any given day along with directions from the county department of health will determine the safest option to implement at the time of hybrid learning. The four options are below.

- **Cafeteria Service with Cafeteria Dining Model:** Nutrition services staff will serve breakfast and/or lunch inside the cafeteria with staggered dismissal and meal times. Small numbers of students/classes will receive their meals and remain in the cafeteria to eat. Students will be spread out among the tables to ensure social distance. The cafeteria will be cleaned and sanitized between groups and hand sanitizer will be made available for students to use upon entering and exiting the cafeteria.
- **Cafeteria Service with Classroom Dining Model:** At the elementary school level, nutrition services staff will serve breakfast and/or lunch in the cafeteria, students will be dismissed on a staggered schedule to go to the cafeteria to pick up meals, social distancing guidelines will be in place as students wait to pick up meals in short lines. The cafeteria will be cleaned and sanitized between groups and hand sanitizer will be made available for students to use upon entering the cafeteria. Students will return to classrooms to eat under the supervision of staff. At the secondary level, students will be able to approach multiple kiosks or “grab and go” stations outside of the cafeteria. Small groups of students will be dismissed to pick up meals, social distancing requirements will be maintained as students wait in short lines. A la carte items and full meals will be available. Secondary students will return to a classroom to eat their meals.
- **Take-Home Meals Model:** Nutrition Services staff will prepare and serve meals that students will receive and take home to eat. Social distancing and staggered dismissal will allow for safe distribution of the meals.
- **Classroom Delivery with Classroom Dining Model:** For breakfast, students will enter the campus and upon the point of entry pick up their breakfast and/or lunch to take to the classroom to eat. Students may eat in their classrooms with cleaning to take place after each meal. For lunch, a second option utilized may be a delivery model where a single student volunteers to collect a bin that contains all meals for his/her classmates. The lunches are brought back to the classroom and distributed. Students eat in the classroom and the room is cleaned after the meal. All trash is bagged, sealed and placed outside the door for pick up.

Return to School with Social Distancing

When all students are safely able to return to physical school facilities social distancing may still be required as a health and safety precaution. If continued social distancing is required, the three models described above in the potential hybrid learning meal service may be utilized. These models will be implemented based upon guidelines and maximizing student and staff safety. The three models include the Cafeteria with Cafeteria Dining Model, the Cafeteria with Classroom Dining Model, and the Classroom Delivery with Classroom Dining Model.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental health and Social-Emotional Wellbeing	Azusa USD will provide professional learning, support, materials, resources, and community engagement opportunities for staff, students, and parents which may include and will not be limited to mental health, social-emotional well-being, physical health, restorative practices, student engagement in learning, and academic intervention and achievement. The district will focus on addressing the needs of low-income students, emerging bilingual students, foster students, students with disabilities, students experiencing homelessness, and those whose needs emerged during the COVID-19 pandemic.	\$1,668,730	Yes

<p>Pupil and Family Engagement and Outreach</p>	<p>The district will monitor and address student engagement, including partnering with students and families to address barriers to engagement, in particular those of students with unique needs. Azusa USD may provide technology resources (infrastructure, hardware, software), personnel, communication, community outreach, training, and workshops. Azusa USD will implement a tiered re-engagement plan that supports families in identifying and overcoming barriers to engagement. The district will be attentive to the needs impacting the engagement of low-income students, emerging bilingual students, foster youth, students experiencing homelessness, students with disabilities, and students who are not performing at grade level and/or are experiencing social and emotional difficulties.</p>	<p>\$1,668,730</p>	<p>Yes</p>
<p>School Nutrition</p>	<p>Azusa USD will safely, effectively, and efficiently provide meals for students during DLBSP 2.0 and in-person instruction. The district will provide materials, supplies, and personnel needed for safe meal preparation, meal distribution, and consumption during in-person instruction and distance learning. Our students and families who qualify for free and/or reduced prices meals will be able to have continued access in all learning formats.</p>	<p>\$1,668,730</p>	<p>Yes</p>

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
32.14%	\$30,037,128 (LCFF Supplemental and Concentration funds; Federal & State Learning Loss Mitigation Funds)
<p>The Learning Continuity Plan includes actions being funded from LCFF Supplemental and Concentration funding as well as State and Federal Learning Loss Mitigation funds. Supplemental and Concentration funds are the ongoing funding to implement the district’s LCAP goals and actions/services. This year the district will receive \$822,000 less Supplemental and Concentration dollars than in the 19-20 school year, reductions to the actions/services budgets have taken place. Learning Loss Mitigation funds are one-time state/federal funds to be used to address the impact of COVID-19.</p>	

Required Descriptions

For the actions being provided to an entire school, or across the entire school district, 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.

Azusa USD used the 19-20 LCAP as a basis from which to make decisions about the distribution of funding contained in the Learning Continuity Plan. The LCAP reflects how the district directs funds toward low-income students, emerging bilingual students, and foster youth. By following distribution and proportions within that document, the district utilized funds for the Learning Continuity Plan so that funds will be principally directed toward and effective in meeting the needs of students who have the highest needs and are at high risk of learning loss due to COVID-19. Close to 65% of the funding will be utilized to provide instruction, intervention, human resources to provide safety, mental health support, and social-emotional support. The district will direct approximately 33% of funding toward technology, material/supplies, and other resources to support students, with the intention of low-income students, emerging bilingual students, and foster youth receiving the resources they need to provide equity in access to instruction and support for both academics and social-emotional learning. Close to 5% of funding will be used to provide services, contracts, and programs to meet the needs of students who fall into the three groups identified and support all students.

Azusa USD continues to track the progress of our low-income students, emerging bilingual students, and foster youth through multiple means that include academic achievement, social-emotional learning, and physical safety, and health. Nationwide data, and locally collected information from surveys and meetings helped the district identify the needs of students, in particular those categorized as high-needs, and helped shape the actions contained in the Learning Continuity Plan. We identified increased barriers for students who live in poverty, those who are learning English, and students who have been placed in foster care. For example, access to resources such as computers and devices and internet access may exist as these resources incur costs to families. Students' home environments may not be conducive to learning, and social capital in the form of family members who can assist in learning may not be present. Systemic inequities and barriers have been heightened and illuminated due to school closures. Therefore, Azusa will provide the resources, interventions, and support needed to offset these barriers by prioritizing low-income students, emerging bilingual students, and foster youth for the resources, interventions, and support. Therefore, all actions and expenditures proposed in this document will meet the increased and improved services requirement.

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

The district is required to increase and improve services by 32.14% and will exceed this percentage for low-income students, emerging bilingual students, and foster youth. The district will increase and improve services by offering added instructional time, additional curriculum and content resources, staffing to work with students and families, professional learning focused on the unique needs of the three groups, technology and internet access, access to outside agency supports, and health and safety resources for low-income students, emerging bilingual students, and foster youth. The actions contained within the Learning Continuity Plan coupled with those outlined in the district LCAP will contribute by providing high-needs students with the resources necessary for success during distance learning and as the district transitions back to in-person school. Examples of such actions and services from the Learning Continuity Plan and the LCAP include but are not limited to providing opportunities for courses, interventions, counseling, supplemental resources and materials, technology resources, professional learning to address high-needs students academic and social-emotional progress. Additional contributions to students who are low-income, emergent bilinguals, and foster youth include additional college and career readiness opportunities, such as a continuation of the district's AP, IB, and AVID programs, academic counseling and college preparation support, career tech courses and programs, and supports for families in engaging in their students' education.