Special Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Wednesday, September 9, 2020

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/91003877721

(For public comments on Closed Session items only)

Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/91593602357

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings. As such, Cabrillo Unified School District will be conducting its Governing Board meeting at the regular time, in a different modality. The District will be leveraging a Webinar format (using Zoom) in order for the Governing Board members to participate remotely, and to allow for orderly public comment. There will not be a physical location for this meeting.

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, anc other matters as provided under California state law as set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings unless extended by a majority vote of the Board. Writings relating to a board meeting agenda items that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 498 Kelly Avenue, Half Moon Bay, CA. Such writings may also be available on the District's website. (Government Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us no later than 48 hours preceding the meeting.

PUBLIC COMMENTS GUIDELINES

There are two ways in which members of the public may provide comments as part of a Cabrillo Unified School District Governing Board remote meeting:

1. Submit Comments in Advance:
Members of the public may submit comments in advance of the meeting through the following link: http://bit.ly/cusdcomments. Comments will be read out loud by the Board President or a designee during the meeting. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members.

2. Provide Comment in Real-Time During Remote Meeting:

Members of the public may submit comments in advance of the meeting by through the following link: http://bit.ly/cusdcomments. When called upon by Board president or designee, speakers will be unmuted. After the allotted time, speakers will be placed on mute.

Because of technical limitations, please submit your comments or request to address the Board in real-time before 6:00 PM on Wednesday, September 9, 2020. We ask the participants to type their full name when joining the meeting, as prompted. "Hand Raised" feature only for interpretation.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (Governing Board Bylaw 9323 - Meeting Conduct)

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the CUSD Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

Instructions to join the Board Meeting are as follows:

Please click the link below to join the webinar: https://cabrillok12.zoom.us/j/91593602357
Webinar ID: 915 9360 2357
Or Telephone: +1 669 900 6833 or +1 346 248 7799
International numbers available: https://cabrillok12.zoom.us/u/adZ0B71c8F

Open Board meetings may be recorded and broadcast.

1. CALL TO ORDER

a. Public Comments on Closed Session Topics

b. Adjourn to Closed Session - 6:00 PM

Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

1. **Matters Related to Students (Education Code §35146, §48912, §49070)**

   The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may hear matters related to student suspensions/other disciplinary actions, student grade change appeals, and confidential student matters according to Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

2. **Public Employee Discipline/Dismissal/Release (Government Code §54954.5, §54957)**

3. **Conference with Legal Counsel—Anticipated Litigation (Government code §54956.9 (d)(2) or (3))**

4. **Conference Regarding Labor Negotiators (Government Code §54957.6)**

   - Cabrillo Unified Teachers' Association
   - California School Employees' Association, Chapter 485

5. **Public Employee Performance Evaluation (Government Code §54957)**

c. Reconvene to Public Session - 7:00 PM - Welcome

1. Closed Session Action Report: If applicable
2. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. GENERAL BUSINESS

a. Public Hearing on Learning Continuity and Attendance Plan (Discussion)

3.a Board Memo Public Hearing Learning Continuity and Attendance Plan.pdf (p. 4)

3.a.1 Notice of Public Hearing Learning Continuity and Attendance Plan.pdf (p. 6)

3.a.2 Public Hearning Learning Continuity and Attendance Plan Presentation.pdf (p. 7)

3.a.3 2020 Learning Continuity and Attendance Plan 20200903.pdf (p. 13)

4. RETURN TO CLOSED SESSION (IF NECESSARY)

5. ADJOURNMENT OF THE MEETING

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: September 9, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D.
THRU: Jesus Contreras, Chief Business Officer
Martha Ladd, Director of Student Supports
Jason Owens, Director of Personnel and Pupil Services
Randy Rudolph, Director of Technology
Leticia Bhatia, Ed.D., Assistant Superintendent Curriculum and Instruction
CATEGORY: Public Hearing
ITEM TITLE: Learning Continuity and Attendance Plan

BACKGROUND

Senate Bill 98, approved by Governor Newsom on June 29, 2020, made several key changes to accountability requirements for 2020-2021. These include the establishment of a new requirement – The Learning Continuity and Attendance Plan – that must be adopted by September 30, 2020. The contents of CUSD's Learning Continuity and Attendance Plan are aligned to our Opening of Schools Plan.

The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-2021 school year. It includes some items that are pending, still in development, and/or being discussed in negotiations with bargaining groups. The plan includes descriptions of how the district is doing the following:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency
- Addressing the needs of unduplicated pupils, 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
- Continuing to provide school meals for students

ADDITIONAL RESOURCES

- California Department of Education (CDE) Learning Continuity and Attendance Plan resource page
- Senate Bill 98 text
- Sacramento County Office of Education (SCOE): School Year Planning: A Guide to Address the Challenges of COVID
- California Department of Health: COVID-19 Industry Guidance: Schools and School-based Programs
- California Department of Education: CDE Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

FISCAL ANALYSIS

This plan will utilize supplemental funding using COVID19 Learning Loss Mitigations funding from state and federal resources to support remote learning and various learning models for 2020-2021.

RECOMMENDATION

This item is presented for public hearing input.

CABRILLO UNIFIED SCHOOL DISTRICT

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NOTICE OF PUBLIC HEARING

The Cabrillo Unified School District (CUSD) will hold a public hearing on the proposed Learning Continuity and Attendance Plan (LCA Plan) on **Wednesday, September 9, 2020** at **7:00 p.m.** during the virtual board meeting of the Cabrillo Unified School District. A copy of the Learning Continuity and Attendance Plan will be available for public examination on our CUSD website from September 3, 2020 through September 9, 2020. Any stakeholder who wishes to provide public comment regarding the CUSD LCA Plan may submit their written comment to the Cabrillo Unified School District Governing Board or speak to the LCA Plan or any item therein during the virtual board meeting.

The LCA Plan will be presented for adoption at the Regular Governing Board meeting, Thursday, September 10, 2020 at 7:00 p.m.

Learning Continuity and Attendance Plan Public Hearing

Wednesday, September 9, 2020 at 7:00 PM

Cabrillo Unified School District

Governing Board Meeting

For the agenda and zoom link please visit the CUSD website

Governing Board Agendas and Minutes

Click Link: Learning Continuity and Attendance Plan: Draft

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Learning Continuity and Attendance Plan (LCA Plan)Overview Public Hearing

Board Presentation

September 9, 2020

"The Learning Continuity and Attendance Plan is a key part of the overall budget package for K-12 that seeks to address funding stability of schools while providing information at the local education agency level for how learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year."

What is the purpose of the LCA Plan?

LCA Plan Template

- General Information
- Stakeholder Engagement
- Continuity of Learning
  - In-Person Instructional Offerings
  - Distance Learning Program
  - Pupil Participation and Progress
  - Distance Learning Professional Development
  - Staff Roles and Responsibilities
- Pupil Learning Loss Strategies
- Mental Health and Well-Being
- Pupil and Family Engagement and Outreach
- School Nutrition
- Increased and Improved Service for Foster Youth, English Learners, and Low-Income Students

Purpose of Public Hearing

We welcome CUSD stakeholder comment.

Next Steps

Continued Stakeholder Input

Communicate to stakeholders the two additional days of instruction per CUTA consultation will be October 12th, 2020 and November 23rd, 202

Approval of LCA Plan on September 10, 2020

SMCOE Review/Revisions by October 30: CUSD Consideration of recommendations required within 15 days

Questions?

Thank you!

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Dr. Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 712-7112

General Information

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

Cabrillo Unified School District (CUSD) schools are nestled in the beautiful San Mateo coastside covering more than 135 miles in a rural, small-town setting. Though we are geographically separated from the hustle and bustle of the San Francisco Bay Area, many of our students' parents commute to jobs in San Francisco, San Jose, and the surrounding area, and our students benefit from our proximity to a culturally rich and economically-thriving region. CUSD is comprised of 1 comprehensive high school, 1 alternative school, 1 middle school, 4 elementary schools, 1 preschool, and 1 adult school. We are the largest employer on the San Mateo County coastside serving a total of 3,152 diverse student populations which include Homeless (47) 1.5%, English Learners (701) 22.2%, Socioeconomically Disadvantaged (1,361) 43.2%, Foster Youth (2) 0.1%, Students with Disabilities (332) 10.5%, White (1,294) 41.1%, Filipino (38) 1.2%, Two or More Races (131) 4.2%, Asian (43) 1.4%, Hispanic (1,626) 51.6%, Pacific Islander (4) 0.1%, American Indian (2) 0.1%, African American (8) 0.3%, and unduplicated student count (1409) 44.93%.

On March 13th, the Superintendent of Schools of San Mateo County Office of Education and the San Mateo County Department of Public Health anounced the decision to keep sites physically closed and provide distance learning for the remainder of the school year. Below you will find a timeline of the impact COVID-19 pandemic has had on the LEA and its community.

March 13: Transition to remote learning announced through end of month
March 16-17: Planning time provided for teachers and administrators
March 18: Beginning of schools' transition to remote learning operations
March 20: Families/staff informed of potential for need to be out longer
March 25: Families/staff informed of need for remote learning through May 1
April 1: Families/staff informed of the need to be out for rest of school year and remote learning resources available for remote learning guidance
April 6: Families/staff provided with updates of community/district resources
April 17: Families/staff updated on guidance regarding essential services

April 23: Families/staff updated on remote learning guidance resources
March 16 - June 4: 100% Remote Learning Instruction for all CUSD students
August - June 2020: Ongoing communication

Meals were provided and continue to be provided to families, professional development was provided to teachers, district-level staff met regularly with site administration via video conferencing, virtual graduations were developed and drive-through diploma ceremonies were conducted, and district business continued and will continue to be provided to the best of our abilities.

The health and safety of our students, staff, and families are of the utmost importance. As COVID-19 continues to change the landscape of student learning and family engagement, our schools will continue to work together to leverage resources, share best practices, and advocate for "at promise" students, including state and federal waivers to enable us to provide the best possible programs for all students. Cabrillo Unified School District is fully committed to working together to prepare for the reopening of schools for the 2020-21 school year. In doing so, Opening of Schools committees, task force teams, and focus groups will continue to meet throughout the 2020-2021 school year with the purpose of supporting our students, families, and all staff regarding their social-emotional well-being, learning needs, safety concerns, and the impact of the pandemic. The meetings held with our various Opening of School advisory groups provided invaluable input that led to the development of 3 program options for our familes.

Hybrid Learning Model
Remote Learning Model
Home Study/Independent Study Model

Each option sharply focuses on academic instruction to enhance student performance, as well as provide athletics and extracurricular activities to support the physical, mental, and social well-being of our students.

This document is a summary of the findings from each of the task forces, as well as other committees engaged in safety and pandemic response, various surveys from families, teachers and classified staff, and utilizing information and guidance available as of August 16, 2020. These options are subject to change as public health guidelines are updated. It is important to note CUSD may start the school year with one or a combination of instructional options and, as new information becomes available about health and safety, we may transition to a different option.

Stakeholder Engagement

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

The Cabrillo Unified School District has engaged in a robust process since the March 2020 school campus closures because of COVID-19. CUSD utilized the efforts and energy of our community stakeholders to develop an ongoing and flexible Local Continuity and Attendance Plan to address the unique circumstances and impacts to learning and the educational environment that Shelter In Place and our County's inclusion on California's "Watch List" and subsequent placement on the "Monitoring List" presents to the learning and development of our students.

Our overarching goal is to develop and maintain learning models across a variety of learning environments that foster high quality instruction from teachers and other support providers using the District's adopted curriculum, state standards, an assessment process to identify learning needs, and learning gaps and needs for social and emotional supports, as well as tiered intervention for students in the areas of social emotional and academic assistance. Outreach has been utilized to inform and elicit feedback from stakeholders through public communication methods including emails, website, social media, videos, surveys, focus groups, a steering committee, 2 instructional task forces, and a professional learning committee.

- May 2020 Cabrillo Unified School District formed an Opening of Schools Steering Committee (OSSC). The 29-member steering committee was represented by all stakeholders in our education community. The Steering Committee was tasked with developing and recommending an opening of schools plan to the Cabrillo Unified School Board.

The OSSC developed a plan to research instructional frameworks, safety protocols, and resource needs. The OSSC used the following as guiding documents in developing a recommendation for return to schools:

*San Mateo County Health Orders

*California Department of Education "Stronger Together Guide" as a guidebook for the safe reopening of schools

*San Mateo County Office of Education (SMCOE) Pandemic Recovery Framework

- The OSSC initiated focus groups to inform and receive feedback towards the development of our opening of schools plan. The focus groups were made up of the following constituents: Parents/caregivers, parents/caregivers of English language learners, families new to Cabrillo Unified School District, parents/caretakers of students with disabilities, certificated staff, classified staff, unrepresented staff, and community partners.
- Surveys were also sent to each stakeholder category to obtain feedback with regard to the development of instructional models and other questions surrounding the reopening of schools.
- Two instructional task force teams were created (one for elementary and one for secondary schools) with the task of developing and mapping out an instructional model for different community health contingencies, resource and material needs, and professional learning needs.
- Seven School Board meetings were held June - July where public input to opening of schools presentations was noted and recorded.

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

Since the school closures in March due to the COVID-19 pandemic and in accordance with Governors Newsom's Executive Order ordering Californians to shelter in place and the banning of public gatherings, Cabrillo's Governing Board held meetings remotely. Therefore, public participation in the meetings was electronic. Members of the public may listen to CUSD Board meetings in real time simulcast on YouTube or through the video conferencing platform Zoom. The Board continues to value and encourage members of the public to make public comments during its meetings. Members of the public who wish to comment during the Board meeting on agenda, non-agenda, or closed session items will find complete directions and ways to address the Board via links on www.cabrillo.k12.ca.us. If an individual has a condition which prevents them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comment and still engage in the process.
In addition, all presentations and the Board agenda are made available to the public via posts on the district website (www.cabrillo.k12.ca.us), social media posts, email distribution, and hard copies available at the district office at 498 Kelly Street, Half Moon Bay, CA prior to the Board meeting.
The Learning Continuity and Attendance Plan will be available to families and community members prior to the September 13th School Board meeting.

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

An Opening of Schools Survey was sent to families and staff on June 25, 2020 and was tabulated after July 3, 2020. A total of 689 families responded to the survey (647 in English and 42 in Spanish). A total of 106 staff members responded to the survey (75 certificated and 31 classified and unrepresented).

Summary of survey results:
1. Families and staff preferred grouping students in stable cohorts.
2. Of the four learning models presented to stakeholder groups, there was a preference for the "Hybrid Model A" (cohorts of students attend in-person learning 2 days per week and asynchronous learning 3 days per week).
3. Data indicated a preference by staff and families for a combination of in-person and online distance learning.
4. A majority of staff (59%) and parents (81%) surveyed feel comfortable returning back to school if all safety precautions are accounted for and enforced.

Focus Group Themes:
Parents: Requested increased professional learning for staff in distance learning techniques and digital tools. Requested protocols for student face coverings across grade level spans. The scheduling of siblings on same days of in-person instruction. Parents of students with disabilities requested in-person learning as soon as practicable for support services and specialized academic instruction. Parents are not in favor of Remote Learning model.
Certificated staff: Concerns about the level of exposure to COVID-19 upon reopening of schools for in-person/on campus learning. The development of protocols for maintaining physical distancing on campus (especially in high school). The development of safety protocols for medical conditions that increase exposure to COVID-19. The development of protocols for the use of face coverings for students.

Classified staff: Focus on serving students with disabilities and students learning a language. Preference for students on campus. Training on procedures for disinfectants and cleaning of spaces and student manipulatives. The development of safety protocols for medical conditions that increase exposure to COVID-19. All hands on deck initiative and how to preserve as many jobs as possible.
Unrepresented staff: Support 2 full days a week model. Request detail plan for the feasibility of 2 cohorts on campus in the dame day. Request the development of secondary and elementary specific focus groups to continue review of models and develop details for implementation.

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

The stakeholder engagement process, described previously, influenced the development of the Learning Continuity and Attendance Plan in multiple ways:
1. The development of a phased return to school plan beginning with 100% remote learning.
2. An increase of 2 professional learning days for teachers and staff in the implementation of digital tools and digital platforms.
3. The development of a daily and weekly schedule for instructional minutes both synchronous and asynchronous that comply with the mandates of SB98.
4. The development and training in communication platforms.
5. The distribution of technology and other material resources to students.
6. The development of multiple learning models to provide students and families a choice based on student need.
7. The development of a professional learning calendar to address technology platforms and digital tools as well as instructional strategies.
8. The development of a phased learning model specific to students with disabilities.
9. The development of distance learning plans for students with IEPs or 504 plans.
10. The development of Multiple Tiered Systems of Support (MTSS) relevant to remote and distance learning models, including mental health, social/emotional learning, and family engagement.
11. The development of a PBIS framework relevant to distance learning to increase student engagement.
12. The development of in-person Special Education assessment protocols.
13. The development of intervention programs to address learning loss and learning gaps caused by the disruption of the educational setting caused by the pandemic in the spring of 2020

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Cabrillo Unified School District will begin the 2020-2021 school year in 100% Remote Learning Model with a goal of transitioning to in-person instruction in a blended (on-line and in-person) fashion as soon it is safe for students to return physically to school. The continuity of a high quality instructional program and delivery model is of paramount importance to all CUSD stakeholders. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district will continue its actions in providing the

HYBRID LEARNING MODEL

This program is a hybrid of in-person and remote learning. Students attend in-person instruction 2 days a week and remote instruction for 3 days a week. Phase-In In-Person Hybrid (Model A: Hybrid of 2 days in-person and 3 days remote learning).

In this model, TK-12 students are split into two cohorts. Students will attend in-person instruction/support twice per week and learn via Asynchronous and Synchronous Learning three times a week. Cohort A attends in-person classes for two days while Cohort B is at home learning remotely. Cohort B attends in-person classes for 2 days while Cohort A is at-home learning remotely. Wednesdays are reserved for virtual or in-person socializing between students, outdoor learning, counseling, parent-teacher conferences, or student-teacher check-ins, deep cleaning, teacher preparation, and weekly staff meetings.

Robust stakeholder engagement efforts, including Opening of Schools Steering Committee (OSSC), Opening of Schools Task Force, and Focus Groups, provided input. This input in conjunction with the guidelines from county and state health authorities have been synthesized to develop comprehensive COVID-19 protocols that will be implemented as soon as state and local health guidance allows to begin in-person instruction.

These protocols include: daily staff and visitor COVID-19 health screening questions, social distancing markers, student desks 6 feet apart, signage, personal protective equipment including face masks, shields, gloves (as appropriate for staff and students), hand washing stations throughout the site, hand-sanitizers, protocols for possible COVID-19 exposure and confirmed cases for students, staff, and visitors, safe and secure quarantine areas for students and staff at all sites, interactive meeting process for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between instructional cohorts, daily temperature checks for all staff, students, and visitors, no gathering permitted where social distancing cannot be maintained, deep cleaning, and ongoing revision to health protocols as directed by county and state health authorities.

REMOTE LEARNING MODEL

In this model, TK-12 students receive 100% online Remote Learning with a combination of Synchronous and Asynchronous Learning. All instructions will be 100% at-home. A program was created for families who desire to remain in a distance learning format for the 2020-21 school year. The program will mirror the instructional content being offered in the traditional modified model and will be instructed by CUSD teachers.

HOME STUDY (TK-5)/INDEPENDENT STUDY (6-12) MODEL

Home Study is the alternative instructional program for grades kindergarten through twelve and is designed to serve those parents who are teaching their children at home. Parents provide direction and monitor student progress. Home Study is homeschooling. Their instructional strategies are responsive to the individual learning needs of their children. A credentialed teacher works directly with parents and provides appropriate educational materials.

A contract is signed establishing regular meetings with parents and students to assist families in the preparation of educational goals, to guide selection of curriculum development of instructional strategies, and to provide support. Through this cooperative effort, the Cabrillo Unified School District provides an instructional program designed to meet individuals students' needs as well as the legal requirements of California's compulsory attendance laws. (Board Policy 6158).

Home Study provides the opportunity for each student to be treated as all unique persons with individual needs, goals, and interests. We support the diversity of learning and teaching styles. We encourage students to interact with the world around them as well as learn from textbooks. This program is based on a commitment to a wide variety of educational philosophies.

- Implementation of Social-Emotional Learning (SEL) Curriculum, Positive Behavior Intervention and Support (PBIS), tiered mental health supports, and case management services.

- Due to CUSD's implementation of a Multi-Tiered System of Supports, our instructional task forces have developed processes for identifying students with learning gaps and intervening with targeted support. CUSD will continue with its roll-out of professional development on developing a Multi-Tiered System of Support, including professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at-promise students, English learners, foster youth, low income students, and students with special needs.

- To provide additional support to staff and students, CUSD has purchased the Lexia Core 5, Mindprint Learning platform to serve not only as a comprehensive system of screeners, diagnostics, and progress monitoring tools, but also as an individualized online intervention platform for both reading and math.

- Professional development will be provided to all teachers and administrators on how to effectively utilize the the suite of assessments adopted, analyze data collected, and plan for small group instruction intended to close learning gaps.

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

Description	Total Funds	Contributing
Personal protective equipment not limited to plexiglass shields, thermometers, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	$300,000	No
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	$200,000	No
Ongoing Professional Development, training, and support for the implementation of the Hybrid Learning Model.	$100,000	Yes

Distance Learning Program

Continuity of Instruction

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

The Cabrillo Unified School District will begin the 2020-2021 school year using a 100% Remote Learning Model with a goal of transitioning to in-person instruction in a Hybrid Learning Model (on-line and in-person) as soon it is safe for students to return physically to school. All CUSD stakeholders and staff support the continuity of a high quality instructional program. CUSD will continue with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS) and continue its actions in providing the 2020-21 Learning Continuity and Attendance Plan for Cabrillo Unified School District. We will continue to provide the highest quality instruction and supports for all students, including our at-promise students, English learners, Foster Youth, low income students, homeless students, and students with disabilities. In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, the district has developed structured guidelines to begin the year online and to promote flexibility in transitioning to in-person instruction when it is safe to return.

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks (hard copy and/or electronic copy) in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

- California Department of Education (CDE) and San Mateo County Office of Education (SMCOE) COVID guidelines and handbooks will be utilized to support lesson planning and to ensure essential standards, concepts, and content will be taught throughout the course of the year. Teachers-on-Assignments and coaches will support teachers in short and long term lesson planning based on the locally adopted pacing and remediation documents.

- Cabrillo Unified School District has endorsed standardized learning platforms such as Zoom, SeeSaw, and Google Classroom to ensure equitable access to curriculum and adopted materials.

- School site administrators and teachers were provided with samples of standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD, are addressed.

- School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at-promise students, including English learners, Foster Youth, homeless students, low income students, and students with special learning needs.

- Administrators and grade level teams will continue to analyze student data from all subgroups for the purpose of identifying learning gaps and planning for instruction and intervention.

- Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs and will provide feedback to teachers.

- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected through staff surveys.

- District representatives have designed a comprehensive Distance Learning website for parents, students, and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

All of these actions were specially designed to ensure a smooth transition from our Remote Learning Model to our Hybrid Learning Model as soon as state and local guidelines allow.

Access to Devices and Connectivity

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

The Cabrillo Unified School District is implementing an online learning model upon reopening for the 2020-2021 school year. Students in grades PK-12 will have electronic access to all related instructional materials.

During the 2019-2020 school year, prior to securing Chromebooks and internet connectivity devices for students to access the content, the District surveyed parents/guardians to determine students' home access to devices and internet. Approximately 75% of CUSD students indicated they had access to equipment and the internet at home. Chromebooks and information regarding access to low-cost or free internet were provided to families/students for spring Distance Learning. However due to the District's geographically dispersed student population and the lack of adequate cellular infrastructure, hotspots tested were not getting strong enough signal to provide data and thus internet connectivity to several groups of students. CUSD is working with the County of San Mateo to install cellular infrastructure in the areas that are most affected by the lack of cellular connectivity.

For the 2020-2021 school year, the district has purchased new Chromebooks for all students to use while in class. We updated this policy to allow those students that need a computer at home to check out a Chromebook from their school library. Distribution of the Chromebooks took place as students came to school to pick up their books and instructional materials and during orientation sessions at each school site, ensuring that all students received required materials. Family needs for internet access will be assessed by school staff during orientation sessions, as school begins, and throughout the year to ensure connectivity with District-provided devices. The Destiny Scanner System will track the distribution of all district internet devices in real time. This tracking software may be easily accessed for accurate inventory control. A surplus of extra Chromebooks will be on standby and ready to deploy at every school site in the event that a student device malfunctions. This minimizes any chance of downtime for student access.

Each CUSD teacher has an internet ready laptop computer that has been provided by the District. Using this device, teachers will communicate with students and deliver lessons through Zoom video conferencing, SeeSaw, Google Classroom, and School Loop. Once students have logged in to their district provided device, curricular websites and applications will all be accessible.

Support in accessing the technology and curricular materials will be provided to each family through our online resources website, along with the support of the classroom teacher, Information Technology, and the EdTech team. Families will be provided with instructions on how to care for their devices. CUSD has published on its school and District websites information for students and parents, as well as a separate Teacher Resources section for teachers to obtain training and reference materials in technology they are becoming familiar with.

Pupil Participation and Progress

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

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed.

Code, § 43501). Teachers will record pupil participation in our student information system Infinite Campus each day/period. We are currently modifying the system to incorporate the necessary codes/menus/options and will offer professional learning opportunities to educators, attendance clerks, registrars, and office staff on proper utilization of the system to accurately record student participation. In partnership with A2A, regular attendance and participation reporting will be shared with parents (through letters, personal contacts by the attendance clerks, and/or community liaisons) and collected by the Pupil Services Department for auditing and monitoring purposes.

Site administrators will verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in the student information system Infinite Campus to document daily participation for each pupil on each school day for which remote learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in remote learning on a school day shall be documented as absent for that school day. A weekly engagement record will be completed by the teacher(s) for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies, described later in this plan, for students that do not participate for 3 or more days.

NOTE: Participation is measured in accordance with SB 98 and not limited to verbal participation in classroom activities.

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.]

Cabrillo Unified School District has utilized a variety of professional development and resources to staff to support all three student program options: (1) Hybrid Learning Model (2) Remote Learning Model (3) Home Learning/Independent Study Learning Model. Teachers and staff will be provided 75 minutes a week of professional development and guidance not limited to best instructional remote learning practices, training on educational technology applications/programs, MTSS, and equity and inclusion. The remainder of Wednesdays every week will be used for staff specific professional learning, lesson development, remote learning lesson design, and/or student/parent outreach. Training was also designed to support for staff, students, and families. In the spring, Cabrillo Unified School District leaders hosted various input gathering sessions designed to provide recommendations on the return to school, including professional learning opportunities necessary to start the year either in a Hybrid Learning Model or a Remote Learning Model. In addition, over the summer we had 2 teacher leader cohorts which attended county professional development training series and who have returned to deliver train-the-trainer series of workshops either at their sites or at the district level.

A needs survey was provided to both teachers and administrators to support our Curriculum and Instruction/Student Supports department in developing our initial summer professional development sessions to prepare for our online model. Initial sessions offered alignment to the priorities gathered from the survey and from other stakeholder input. This included:

- Virtual professional development sessions for both in a synchronous and asynchronous model offering flexibility to participants.

- CUSD professional development summer sessions delivered by district leaders and teacher leaders which included offerings on adopted curriculum, social-emotional learning and restorative practices, digital learning platforms such as Zoom, Google Classroom, Google Docs and Apps, and School Loop, sessions to support English learners, sessions for special educators, and sessions to support coaching. These sessions will also be available to administrators, teachers, classified staff, and substitutes.

- All teachers and administrators will receive professional development on the use of our various instructional and assessment technology platforms to support students who have experienced significant learning loss due to school closures and for at-promise students, English learners, foster youth, low income students, and students with special needs. The introductory sessions will focus on the Remote Learning best practices, on adopted applications, and on how to administer the comprehensive assessments in both reading and math in order to identify students' learning gaps. Additional sessions will focus on additional remote learning best practices, equity, cultural competence, data analysis, and how to design lessons to mitigate and close the learning gaps.

- Upon the return to school, a comprehensive professional needs survey was provided to administrators, teachers, and classified staff in order to prioritize professional learning needs. This data will inform future professional learning opportunities to be provided by district directors and teachers-on-assignment.

- Continued professional development will support our MTSS cohort roll-out at all our schools. This systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports will guide first instructional practices as well as interventions for students in need.

- Additional continued professional development opportunities will be provided in the areas of learning targets, writing, math, foundational reading (ECRI), and NGSS, to name a few.

- Professional development opportunities intended to support high quality lesson delivery will be provided.

- Teacher Leaders, Reading Intervention Specialists, and designated staff will support teachers in short and long term lesson planning using best instructional practices based on data analysis, both quantitative and qualitative.

- To further support both our educators and families, our CUSD website will be updated with resources and materials, parent instructional documents and videos, and additional professional learning opportunities for teachers.

- Professional development for teachers of English learners will continue to include how to deliver designated and integrated ELD through both synchronous and asynchronous instruction.

- Professional development for teachers of middle school Long Term English learners on supporting Specialized Designated ELD through district approved CORE and supplemental ELA/ELD programs/platforms.

- Professional development of teachers supporting Newcomer students in middle school and high school grades will build upon their Novice Level of English proficiency and access content area instruction.

- Professional development for all teachers, administrators, and teachers of Dual Immersion program on ways to access differentiation strategies to accomplish both designated and integrated ELD goals for students, including platforms such as iStation.

- Professional development for Education Specialists and Service Providers to learn how to effectively conduct an IEP meeting using Zoom.

- Support to families through our Family Engagement department and through frequent communication via our Community Liaisons in order to provide workshops on supporting their child academically and socially-emotionally during remote learning and hybrid learning when in person instruction resumes.

- Professional development for Special Day Class (SDC) teachers on how to develop lessons for on-line instruction and review samples schedules to build an instructional program that is supportive and appropriate for students with special needs during onine instruction.

- Additional professional development and coaching will be provided for both online and hybrid instruction in the areas of social-emotional learning, Positive Behavior Intervention and Supports (PBIS), and Restorative Practices and Circles.

Staff Roles and Responsibilities

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

Many stakeholders will contribute to the effective implementation of this plan: staff, students, and parents.

Leadership Team

- Create and distribute CUSD's Continuity of Learning Plan.
- Establish clear channels of communications between faculty, staff, families, and students in the event of implementing the plan.
- Support staff, students, and families to transition to CUSD's Continuity of Learning plan.
- Help teachers implement the Continuity of Learning plan and ensure high-quality learning experiences for all students.

Curriculum Leadership Team

- Support all teachers and teams in the implementation of CUSD's Continuity of Learning Plan.
- Provide models and examples of outstanding online learning units and lessons.
- Support teachers and teams as they design appropriate methods to assess student learning.
- Support teachers and teams in developing strategies to differentiate their instruction.
- Collaborate with other members of teams or departments to design learning experiences for students.

- Provide timely feedback to support students' learning.

Learning Support Teachers

- Communicate regularly with the subject or classroom teachers who teach the students on their caseloads.
- Offer to scaffold or modify assignments, as necessary, for students on caseloads, to support subject or classroom teachers.
- Help subject or classroom teachers differentiate lessons and activities for the students.
- Communicate regularly with students on caseloads and/or their parents to ensure they have success with at-home learning.
- Provide supplementary learning activities for students on caseloads who may benefit from additional practice to close academic and curricular gaps.

Teachers

- Collaborate with other members of other teams or departments to design online learning experiences for students.
- Communicate regularly with students on caseloads and/or their parents to ensure they have success with online learning.
- Monitor the progress of students and provide timely feedback.

Mental Health Counselors

- Serve as liaison for communication with students and families in crisis.
- Maintain a bank of social-emotional lessons.
- Tailor recommendations to the specific crises: Does the time of year affect the planning? Do the events of the crisis require any special handling? What are the talking points for teachers or advisors?
- Students, parents, and guardians are encouraged to schedule meetings as needed.

Academic Counselors

- Evaluate timeline for graduation requirements, course completion, and any testing deadlines.
- If needed, collaborate with program coordinators to check testing plans for AP, SAT, or other exams.
- Students, parents, and guardians are encouraged to schedule meetings as needed.

Librarians

- Collaborate with colleagues to find resources for high-quality at-home learning experiences and research.
- Regularly check in with subject and classroom teachers to identify ways to support their design of at-home learning experiences.
- Maintain and update online library sites for obtaining resources.
- Be available for teachers and students as needed for support.

KG-Grade 5 Specialist Teachers

- Physical Education – Develop exercises, physical activities, and competitions for students, and share these with classroom teachers and families.
- Art – Staying mindful of the resources and tools families may not have in their home, develop projects and activities for students and share these with classroom teachers and families.
- Music – Staying mindful of the instruments or resources families may not have in their home, develop activities for students and share these with classroom teachers and families.
- Language - Develop activities for students and share these with classroom teachers and families.
- Communicate regularly with students and provide timely feedback to them.
- Collaborate with classroom teachers on how to integrate specialist subjects into classroom projects and experiences.

Teaching Assistants

- Communicate regularly with classroom teachers to identify ways they can support students and contribute to their continuity of learning.
- Monitor student learning and provide feedback to students, as requested by the teachers and teams they support.

Tech Support Team

- Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in an at-home learning environment.
- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed.
- Be available in person or remotely to provide on-demand tech support help.
- Audit usage to identify students or parents who may be unavailable or out of reach.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Cabrillo Unified School District serves a racially, linguistically, and socio-economically diverse student population. In CUSD, we are a socioeconomically and ethnically diverse district with about 51% Hispanic or Latino students, 40% white students, and 9% from other ethnic backgrounds. About 26% of our students speak another language at home and are learning English, and about 46% of our students are eligible for free or reduced-price lunch. During the time of school closures in the spring due to COVID-19, staff was relentless in not only providing materials but also providing access to instruction. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with additional needs, as recommended by the various surveys, task groups, and parent advisory groups to support students with exceptional needs, in foster care, linguistically diverse families, and those experiencing homelessness. In

doing so, identifying learning gaps for students is essential so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development of their Single Plans for Student Achievement Plans (SPSAs), in consultation with stakeholders. SPSAs will address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district and classroom assessments and through a professional collaboration using multiple measures, designing reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Dedicated site staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

English Learner Supports:

- Teachers will provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.
- Instructional minutes requirements will include specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- School sites will develop schedules for designated and integrated ELD instructional plans and schedules.
- District school site administrative staff will ensure teachers have access to tutorials and guides describing how to access translation and interpretations services and extensions.
- Develop and provide EL parent support classes on accessing ZOOM, Gmail set up, Google Classroom, and other student learning programs through the Educational Support Services and Migrant Education departments.
- Provide translation of resources for families, interpretation of technology help requests, bilingual videos, and other resources.

Special Education Student Supports:

- Special Education Teachers and Related Service Providers will provide continuity of learning and services through online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
- RSP/SLP/APE/OT teachers and related service providers will administer services to students in the online model and provide instruction to the greatest extent possible.
- SDC teacher (gr. PK-8) instructional hours will be commensurate with the minimum minutes of instruction required in SB 98.
- Adaptive PE teachers will provide moderate to severe students with physical limitations Physical Education services.
- IEP Meetings may be held both virtually and in-person following required health guidelines and social distancing practices.
- If needed, the district will provide service providers with a partition to be utilized during assessments with students to ensure safe and precautionary measures are followed.
- Use of Mindprint Learning digital assessment to assist Ed Specialists in determining grouping and instructional strategies to assist students with disabilities in accessing their General Education Curriculum.
- Special education teachers will work collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and activities are necessary and appropriate, as documented in the student's IEP.
- Enrichment activities and lessons will take into consideration the health, safety, and well-being of all students and staff.

- Counseling may be provided via virtual or telephone appointments with students for social, emotional, and academic counseling, monitoring, and guidance. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families can be guaranteed.
- SLP/APE/OT teachers/related service providers may provide individual and/or group virtual lessons. These lessons may be conducted by telephone, or other virtual platforms, as appropriate.
- Pupil Services and Educational Support Services are developing a process to ensure specific student populations are engaged in school that historically have had interruptions in their education due to unique family circumstances, immigrant status, homelessness, or foster placement.
- A review of current community resources and district supports will also be evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.

Social-Emotional and Positive Behavior Intervention and Supports:

CUSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, low income students, and students experiencing homelessness by providing resources to support social-emotional learning and Positive Behavior Interventions and Supports (PBIS).

- Restorative Practices and Circles to build positive relationships, increase positive school culture, and build a sense of community
- Mindfulness practices to learn calming strategies and reduce stress
- Building resilience strategies to learn how to overcome trauma
- Social-Emotional Learning to understand how to process emotions and overcoming trauma and crisis
- Counseling services to support mental health wellness
- Case Management Services to provide access to basic needs such as housing referrals, access to food banks, clothing, and shoes through our Coordination of Services Teams (COST) and Migrant Education Department
- Family Wrap Around Services to provide whole family counseling and case management services

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

Description	Total Funds	Contributing
A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery	$400,000	Yes
Remote Learning Curriculum and Instruction Materials/Technology Platforms	$350,000	Yes
Remote Learning technology support for Remote Learning and website continuous updates to support student and family communication	$300,000	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

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

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the opening of school steering committee, task force, and focus groups including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in an online learning model. Through the continued implementation and refinement of Multi-Tiered System of Supports (MTSS), site and district leaders have designed a comprehensive system to identify students' learning gaps in English language arts/English Language Development and mathematics to build intervention systems to further mitigate and address gaps in learning and to focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations.

- CUSD will be using existing assessment tools and newly purchased tools (ex: Eureka Math, Lexia, Reading A-Z) and has aligned its comprehensive system of assessments including screeners, diagnostics, and progress monitoring tools to our cycle of assessments. All students in grades TK-12 will be assessed three times annually in the areas of ELA and Math using local and new assessments.

- Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring.

- In addition to assessments, there will be individualized online intervention learning paths and lessons for both reading and math. All students, including at-promise students, English learners, foster youth, low income students, students experiencing homelessness, and students with special needs, will engage weekly in the recommended number of minutes to maximize the program's effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.

- CUSD will continue to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexiles and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK-2nd grade.

- All teachers will administer assessments, analyze the results, and plan for targeted intervention and differentiated instruction. Principals will oversee the site assessment process.
- School sites will utilize Wednesday planning time which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.
- District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.
- Curriculum embedded assessments to measure progress in ELD is in place through the district wide use of the ELA/ELD adoptions, including through the specialized ELD intervention program TK-12.
- All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All students must have access to supports and resources to help them achieve their academic goals. In CUSD, a robust Multi-Tiered System of Supports has been created at the district level, at MTSS cohort 1 and 2 schools, and at all schools who are on the Universal track for aspects of MTSS implementation. Processes at the school and district level address learning loss, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs, and students experiencing homelessness. Our Opening of Schools Task Force, Focus Groups, and recommendations from teachers and classified staff led to MOUs and Parent/Student Guidelines that are designated to support implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

ENGLISH LEARNER STUDENT SUPPORTS:

- Dedicated resources to support English learners in Dual Immersion programs to develop biliteracy, engage meaningfully during synchronous and asynchronous instruction, and provide professional development for teachers.
- Spanish Reading program and Diagnostic assessments will be piloted in grades K-5 at the Spanish Dual Immersion schools, iStation.

- ESGI online assessment program for K-2nd will be ELA assessment.
- District Intervention, Community Liaisons, and designated staff will identify at-promise students, including English learners, and will work with site administrators and teachers to identify appropriate interventions and ELD instructional strategies to deliver both during synchronous and asynchronous learning.
- Lexia, iReady, and other technology applications will be used in the middle school to support intervention.
- Middle school and high school will teach ELD sections and utilize supplemental programs to support ELD 1-3, ELD Labs, Interventions, ELD Professional Development, and Lesson Design.

SPECIAL EDUCATION STUDENT SUPPORTS:

- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- SPED teachers, Service Providers, and Psychologists will collaborate with General Education staff to remediate learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

STUDENT ENGAGEMENT AND ATTENDANCE:

- Student Supports and Student Services will work collaboratively with each school site to track and monitor student engagement and attendance using a tiered intervention system that determines the severity of circumstances for English Learners, low income students, foster youth, students with exceptional needs, and students experiencing homelessness.
- Teachers will be the first point of contact with the school's Triage Team to determine what barriers exist for a student that are affecting their attendance and engagement in synchronous/asynchronous learning.
- School attendance clerks and other repurposed staff are instrumental in verifying why a student has not reported to their remote classroom. Once a student misses 60% of weekly attendance, they will be immediately referred to the Triage Team for review and intervention.
- Early intervention is critical for these students, since conditions at home may be unstable and due to the pandemic. Interventions may be delivered at a distance without one-to-one contact, which traditionally has more impact. School sites will generate, by the second week of school, a list of students that missed 8.5% of the previous school year (before the school closures) to determine if

students within these identified groups are still enrolled and are exhibiting behaviors that are causing poor attendance and engagement patterns which impact learning.

- Students and Families Experiencing Homelessness, Low Income Students, and Foster Youth may access the following in order to address barriers which may result in learning loss.

- Community Liaisons and designated staff will provide case management services for students and families experiencing needs to include, but not be limited to, housing referrals, access to food banks, clothing, shoes, and other basic needs.

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.]

According to the 2019 California School Dashboard, learning gaps remain for student groups in CUSD. As a result of the cohort implementation of Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation have been in place for the last two years. As a result of stakeholder feedback and input, the post COVID-19 learning loss of At-Promise student groups has intensified. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored to include analysis of evidence that the strategies detailed above are succeeding. In addition, students who are experiencing learning loss due to social-emotional concerns will be monitored through school site and district level data collection.

English Learner Student Support:

- Single Plans for Student Achievement (SPSAs) for all 7 schools will be reviewed for identifying learning gaps of students groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD

and math.

- English Learner Student data (ELPAC, analyzed data in PLCs, and plan for English Language Development (ELD)).
- Curriculum embedded assessments (intervention for LTELs) will help measure their progress in reading.
- Schools will meet at least three times per year with the English Learner Council to evaluate the effectiveness of their EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reports will be sent to school administrators that identify English learners not making progress.
- Redesignated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of ELA/ELD performance of English learners in grades K-12, who are progressing towards reclassification, will be conducted.

Special Education Student Supports:

- Monitoring present Levels of Performance.
- Monitoring progress on the achievement of IEP goals.

- SPED staff will collaborate with General Education staff.
- SPED staff will communicate with parents about student progress.

Foster Youth, Homeless, Low Income:

- Review attendance from previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student's intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers.
- Frequent contact with teacher for updates on student's progress using the Weekly Engagement Record for the class.
- Social-Emotional Supports, including Trauma Informed Care, will be provided.
- Staff observation during daily class check-in and self-rating of emotions, student engagement, and participation will be conducted, and staff will be trained to identify students in crisis.
- Data collection through a preliminary and post survey to determine social-emotional growth after engagement in social-emotional learning.

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

Description	Total Funds	Contributing
Provide additional supports to At-Promise students (Including English Learners, Students with Disabilities, Homeless, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19)	$300,000	Yes
Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships	$25,000	Yes
Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices	$50,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Cabrillo Unified School District will provide mental health and social-emotional wellness services to students, staff, and families as follows:

- School Linked Services program staffed with a licensed clinical therapist.
- Counseling services provided by clinical interns supervised by School Link Services clinical supervisor.
- Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.
- Daily Social-Emotional Learning lessons delivered by teachers.
- Small group social-emotional support provided as needed.
- Site classified staff to provide small-group social-emotional support as directed by Ed Specialists or case managers.
- Digital tools to support the mental health of students, families, and staff.
- School Linked Services weekly staff wellness program open to all staff on drop-in basis.
- Monthly Wellness Program for families and caregivers provided virtually in English and Spanish.
- Regular meeting of the Coordination of Services Team (COST) to review referrals regarding student wellness, safety, and access to education as well as family and caregiver safety and well-being.
- Coordination between Mental Health Team and Behavior Team to support families during remote learning to foster engagement for students in the remote learning environment.

The following Professional Development will be provided to staff:

- Recognizing signs of crisis and trauma in students and adults
- Case management and mental health referrals
- Social-emotional supports for students and adults
- How to restore and repair harm through Restorative Circles

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Cabrillo Unified School District will closely monitor student attendance and engagement weekly. Community Liaisons, student mentors, and other support staff assigned to school sites will serve as a network of assistance when students are absent from learning. Each school will establish a Family Reengagement team to review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilize a tiered system of support to provide re-engagement strategies for students who are absent from online learning. In addition, students at risk of having learning difficulties will be referred to the COST team to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation, and documentation.

A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies. Close collaboration with the teacher, administrators, and support staff (Family Engagement Team) will provide regular monitoring using a weekly list that highlights these students and others who also are absent. School sites will use the Family Engagement team to monitor and make connections with students. Bilingual support staff, district translators, and designated staff will ensure staff are able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement.

- Staff will use student re-engagement strategies that will be supported holistically to include the identification of barriers and challenges facing parents/guardians.
- Students who need re-engagement strategies or who are identified as chronic absentees, based on the weekly engagement record, may require a Tier 2 or Tier 3 support from the school site or our Community Liaisons or other designated staff, including conducting a needs assessment and providing personalized case management.
- Regular monitoring of student attendance and participation through the weekly engagement record will be part of the process and will include formulating goals through the adjustment of interventions.
- Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan.

- Procedures for tiered re-engagement of students missing 3 days of synchronous/asynchronous instruction in a school week or identified as chronic absentees based on the weekly engagement record will be identified first by the teacher and then referred to the school site's support team for immediate intervention.

- The school Family Engagement Team will triage students who are not engaged and will examine all possible barriers: economic, health, family stability, reliable remote learning capability, etc. This process will be in full operation by the second week of the school year.

- Community Liaisons or designated staff will assist in monitoring students who are disengaged or have been absent from school.

- Community Liaisons or designated staff will use various family engagement strategies to re-engage students, to connect with families, and to reunite student with their teacher in order to engage in online learning.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Cabrillo Unified School District (CUSD) is committed to ensuring a child has access to healthy and appealing meals in schools. CUSD food service operations are transitioning from serving meals during unanticipated school closures to serving meals in a blended learning school environment. CUSD is taking into consideration the advice of national, state, and local health and safety guidelines. The CUSD Director of Food Services is an active participant of the Opening of Schools Steering Committee (OSSC) which continues to assess and vet the plans for reopening schools to ensure that students participating in all learning models have access to healthy meals. The Director has applied and continues to apply for state and nationwide waivers to update district and school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements and procuring equipment, supplies, and menu options necessary for meal service.

For food service operations and health and hygiene promotion, the Director functions as a COVID-19 coordinator and trainer. As such, she teaches and reinforces handwashing and use of a cloth face covering by employees when near other employees or students. She ensures that CUSD has adequate supplies for both employees and students including soap, hand sanitizer, and tissues. The Director enforces the posting of signs on how to stop the spread of COVID-19.

For cleaning and sanitation, the Director continuously updates standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens. She trains all food services employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

The Director designs how work-stations are reorganized for proper physical distancing during meal preparation and meal service. She adjusts employee shifts to minimize number of staff in the kitchen. She has suspended the use of shared tables and self-service buffets for food and condiments, ensures that staff wear masks and gloves while serving students, and has made sure to have hand sanitizer available.

To serve students who are unable to access school meal distribution sites, the Director has increased the access points for providing meal service which includes offside locations, curbside pick-up, and drivethrough delivery throughout the community. She now makes use of CUSD buses to distribute meals to students.

Our Director is in continuous communication with students and families about the CUSD food services using the CUSD and schools email, phone texts, and fliers. She often sends communications to all stakeholders via School Messanger. Below is an example of these messages:

Dear Parents and Guardians, please listen carefully to our Back to School Meal Service Information.

We are currently serving 3 days of Breakfast and Lunch for Students on Monday and 2 days of Breakfast and Lunch to Students on Thursdays. For your convenience we have added locations and have tried to ensure that meals are served after morning classes. The school buses will be supporting meal service at Moonridge, Main Street,and along Highway 92. The sites and service times have been sent in a detailed email to all. Meals may be picked up by parents at any of the locations; however, we will need the student's names for record reconciliation. We are serving at

Moonridge Community Plaza Area - by the bus stop

Highway 1 farms & Pillar Ridge - at the Community Office

Hatch Elementary - In front of the MU

El Granada Elementary - By the Dolphin

Main Street / in town we will have three (3) 20 minute stops

1. Main Street Housing in front of the park on Main Street

2. Colonel Way off Arnold in the back corner

3. Purissima at or across from Amesport Landing Green

Hilltop and on Highway 92 we will have three (3) 15 minute stops

1. Eastbound 92 @ Hilltop Market
2. Cozzolinos
3. Westbound 92 @ Hilltop North Park Housing

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
70%	$1,425,000

Required Descriptions

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

Each of the actions below will provide increased and improved services for our At-Promise students, including Foster Youth, English Learners, Low-Income Students, Homeless, Students with Disabilities, and other students affected by learning loss due to COVID-19.

A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery.

- California Department of Education (CDE) and San Mateo County Office of Education (SMCOE) COVID guidelines and handbooks will be utilized to support lesson planning and to ensure essential standards, concepts, and content will be taught throughout the course of the year. Teachers-on-Assignments and coaches will support teachers in short and long term lesson planning based on the locally adopted pacing and remediation documents.

- School site administrators and teachers were provided with samples of standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.

- School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at promise students, including English learners, Foster Youth, homeless, low income students, and students with special learning needs.

- Administrators and grade level teams will continue to analyze student data from all subgroups for the purpose of identifying learning gaps and planning for instruction and intervention.

- Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs and will provide feedback to teachers.

- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected through staff surveys.

Remote Learning Curriculum and Instruction Materials/Technology Platforms

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks (hard copy and/or electronic copy) in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

- Cabrillo Unified School District has endorsed standardized learning platforms such as Zoom, SeeSaw, and Google Classroom to ensure equitable access to curriculum and adopted materials.

Remote Learning technology support for Remote Learning and website continuous updates to support student and family communication

- District representatives have designed a comprehensive Distance Learning website for parents, students, and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

Provide additional supports to At-Promise students (Including English Learners, Students with Disabilities, Homeless, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19).

- To serve students who are unable to access school meal distribution sites, the Director has increased the access points for providing meal service which includes offside locations, curbside pick-up, and drivethrough delivery throughout the community. She now makes use of CUSD buses to distribute meals to students.

- CUSD will be using existing assessment tools and newly purchased tools (ex: Eureka Math, Lexia, Reading A-Z) and aligned its comprehensive system of assessments including screeners, diagnostics and progress monitoring tools, to our cycle of assessments. All students in grades TK-12 will be assessed three times annually in the areas of ELA and Math using local and new assessments.

- Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring.

- In addition to assessments, there will be individualized online intervention learning paths and lessons for both reading and math. All students, including at-promise students, English learners, foster youth, low income students, homeless, and students with special needs, will engage weekly in the recommended number of minutes to maximize the program’s effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.

- CUSD will continue to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexiles and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK-2nd grade.

- All teachers will administer assessments, analyze the results, and plan for targeted intervention and differentiated instruction. Principals will oversee the site assessment process.

- School sites will utilize Wednesday planning time which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.

- District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.

- Curriculum embedded assessments to measure progress in ELD is in place through the districtwide use of the ELA/ELD adoptions, including through the specialized ELD intervention program TK-12.

- All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.

Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships.

- Adoption of technology platforms and increased training on family engagement strategies and protocols to support communication with families. Examples of new platforms are SeeSaw, increased family engagement outreach, training for parents on new platforms using casting platforms, and increased used of SchoolMessenger.

Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices

- Additional support to develop, train, and implement new SB 98 Attendance Policies and Practices.

Increased student, family, and staff support on Health, Wellness, and Mental Health supports

- School Linked Services program staffed with a licensed clinical therapist.

- Counseling services provided by clinical interns supervised by School Link Services clinical supervisor.

- Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.

- Daily Social-Emotional Learning lessons delivered by teachers.
- Small group social-emotional support provided as need.
- Site classified staff to provide small group social-emotional support as directed by Ed Specialists or case managers.
- Digital tools to support the mental health of students, families and staff.

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