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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cupertino Union Elementary School District</td>
<td>Stacy McAfee-Yao Interim Superintendent</td>
<td><a href="mailto:mcafee-yao_stacy@cusdk8.org">mcafee-yao_stacy@cusdk8.org</a> (408) 252-3000</td>
</tr>
</tbody>
</table>

General Information

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

Purpose of this Report

The Learning Continuity and Attendance Plan provides a summary of the impact of the COVID-19 pandemic on the District and our community, as well as details about how the District will ensure that student needs are met in the following areas: Continuity of Learning, Mental Health and Social/Emotional Well-Being, Pupil and Family Engagement and Outreach and School Nutrition. CUSD opened the 2020-2021 school year in Distance Learning for 15,842 students across 25 schools.

General Information

Due to the impact of COVID-19, residents of Santa Clara County were ordered to Shelter in Place and CUSD campuses temporarily closed on March 16, 2020. A message was sent to the community on March 13, 2020, notifying families of this shift and providing a set of resources for distance learning. Resources included printable packets, online tools, and resources to support social-emotional learning and wellness. On March 19, 2020, a letter was sent to the community identifying our plans for distance learning and announcing the launch of Learning Hubs to support parents in accessing learning resources and lessons. During this time, numerous schools also coordinated safe pick up of learning materials such as textbooks and supplies to support learning at home. On March 25, 2020, the District announced an extended school closure through May 1, 2020 in response to updated public health orders, followed by another extension on April 1, 2020 when California Governor Gavin Newsom and California State Superintendent Tony Thurmond stated that school buildings in California would remain closed for the remainder of the school year to prevent the spread of COVID-19. Throughout distance learning, teachers coordinated weekly learning opportunities for students, including synchronous and asynchronous experiences. Campus closures continued at the start of the 2020-2021 school year due to the spread of COVID-19 in Santa Clara County. All campuses, including CUSD, were ordered to remain in distance learning, when counties were on the state's watch list.

Major Impacts on Students and Families

The spring 2020 transition to distance learning occurred swiftly and parents expressed concern about how to best support their child's learning at home. Adjusting to a new schedule and new format for learning was challenging for many families, particularly those balancing...
the need to care for other families members and/or work from home. Teachers also expressed challenges with converting curriculum and assessment practices to an online format. Distance learning also resulted in shifts in our special education program, and challenges with addressing IEP goals in a distance learning format. Parents also expressed concern about learning loss and social-emotional impacts due to these shifts. Feedback was gathered from stakeholders throughout the spring and summer in order to reframe our approach for the 2020-2021 school year. CUSD is utilizing a 4-phase approach to reopening, beginning with Phase 1 - Distance Learning.

Commits for 2020-2021
CUSD is utilizing a 4-phase approach to reopening, beginning with Phase 1 - Distance Learning (Find details here: [https://www.cusdk8.org/domain/5151](https://www.cusdk8.org/domain/5151)) We are committed to providing a rigorous instructional program that is substantially equivalent to in-person learning. Teacher teams collaborated throughout the summer to prepare resources, assessment tools, and pacing guides to support teaching and learning. Schedules reflect a mix of synchronous and asynchronous learning opportunities, exceeding daily required minutes and reflecting our commitment to best practices for teaching and learning. We significantly enhanced our digital tools and increased opportunities for professional development to support technology integration.

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### Stakeholder Engagement

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

<table>
<thead>
<tr>
<th>FAC meetings: May 11, 2020; May 18, 2020; May 26, 2020; June 1, 2020; July 20, 2020</th>
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</thead>
<tbody>
<tr>
<td>Town Hall meetings: March 21, 2020; April 7, 2020; April 28, 2020; June 2, 2020; July 13, 2020; July 20, 2020; July 22, 2020; July 31, 2020; August 4, 2020; August 25, 2020, September 2, 2020. We continue to hold regular Town Hall sessions for staff and the community to keep a pulse on what is working and where adjustments are needed. This fall, school principals are holding virtual &quot;coffees&quot; and Board members launched virtual &quot;coffee hours&quot; to provide a smaller, more informal opportunities for community members to ask questions and provide feedback.</td>
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</table>

In preparation for this LCAP, CUSD scheduled stakeholder engagement opportunities in August and September 2020. The process and timeline were discussed at the July 30, 2020 Board meeting, and stakeholder meetings began the following week.

| August 4, 2020: All District Management |
| August 4, 2020: District School Reopening Advisory Committee |
By August 24, 2020: Site meetings to gather student feedback (Grades 5 and 8); Site meetings to gather staff and parent feedback
August 27, 2020: Board Advance
September 1, 2020: PAC and DELAC parent meetings; Meeting with representatives from local bargaining units
September 10, 2020: Public Hearing
September 16, 2020: Budget Advisory

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

District and Site Meetings: All meetings were held remotely via Google Meet or Zoom. Translations and Interpretation were available, upon request.
Board Meetings: In light of the current Public Health Emergency, and in accordance with current guidelines from the State, the Board held its meetings virtually. The meetings were live-streamed, and agendas were posted, as required. Videos of Board meetings were posted on the CUSD website within 48 hours of the meeting's conclusion. Community members could access the public comment form on the District website 15 minutes prior to the start of the meetings. Directions were posted on our website and reviewed by the Board President at the start of the meetings. A moderator assisted the public to ensure that all interested participants had an opportunity to make a public comment.

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

The following themes from stakeholder feedback sessions were considered as we prepared our LCAP for 2020-2021:

Stakeholders expressed a need for....
- Rigorous and predictable daily schedules, along with time to learn routines and build stamina (parent and staff feedback)
- Engaging academic learning as well as a focus on social-emotional learning and physical wellness - Balancing on-screen and off-screen activities (all stakeholder groups)
- Daily 'live" time with the teacher, as well as time for students to work asynchronously (all stakeholder groups)
- Clear routines and expectations for student engagement, and streamlined "all in one spot" tools (all stakeholder groups)
- Meaningful feedback about learning (parent feedback)
- Opportunities to foster a sense of belonging, connection, and leadership (student feedback: Informal opportunities for students to connect, play, and pursue common interests)
- Clear and transparent communication (parent and staff feedback)
- Tech devices, tech help, and tech tools that support all phases of reopening (all stakeholder groups)
- Flexible, personalized support for students, teachers and parents, as well as opportunities to interact and collaborate in small groups (all stakeholder groups)
- Integration to make the most of learning time, both in whole group and in small group sessions (staff feedback)
- Coordination of resources and a site plan for how classified staff and certificated staff work together to support students (bargaining group feedback)
- Returning to on-campus learning, when conditions/criteria are met (all stakeholder groups)
Rigorous and predictable daily schedules as well as a focus on academics and the whole child were taken into account in the creation of weekly schedules. These schedules include blocks of synchronous time, as well as asynchronous time and opportunities for small group support. Additionally, the need for parent support and tech help resulted in the creation of our parent education modules (https://www.cusdk8.org/Page/8919) and the Distance Learning Handbook (https://www.cusdk8.org/Page/8917).

The need for clear and transparent communication is captured in our regular communications (https://www.cusdk8.org/domain/5151) and our site Learning Hubs (https://www.cusdk8.org/Page/8791) (See LCAP Section: Distance Learning Program).

In response to a need for flexible, personalized support for students as well as meaningful feedback about learning, we added the iReady and Imagine Learning tools. These platforms provide adaptive assessments, a dashboard of results and personalized pathways for learning that support student progress. (See LCAP Section: Pupil Learning Loss).

In response to the need for supporting staff, we designed schedules that allow for weekly collaboration time on Wednesday as well as flexible professional development menus of self-paced courses. Additionally, a summer team of teachers developed resources in ELA, Math and SEL to support teachers across the District for the first 3-4 weeks of school, setting the stage for a collaborative toolbox of resources to be shared across sites. (See LCAP Section: Distance Learning Program)

We understand and share the desire to return to on-campus learning, and we are actively working towards returning to that preferred model of instruction. For this reason, we developed our 4-phase approach (See LCAP Section: Continuity of Learning)

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**Continuity of Learning**

**In-Person Instructional Offerings**

As described in our 4-Phase Plan (See https://www.cusdk8.org/domain/5151), CUSD will initiate plans to bring small groups of students back to school campuses in Phase 2 when local and state criteria are met. Phase 2 will include bringing students to campus who have experienced significant learning loss, or are at a greater risk of experiencing learning loss. Additionally, stakeholders have expressed an interest in bringing students to campus for focused activities to support social-emotional well-being and physical fitness. The Superintendent and Executive Cabinet work closely with Public Health and districts across our county to assess readiness for Phase 2, and a readiness
checklist is posted on our website. The Board revisits the Reopening Plan at every Board meeting, and will consider recommendations from the Superintendent to move to Phase 2.

We prepared draft hybrid schedules for Phase 2, following an A/B model of bringing students to campus. Sample schedules were shared at Board meetings in July and August, and these are accessible in Board Docs under the items labeled "Update on the Reopening of Schools". We are still finalizing schedules for in-person learning and once schedules are finalized, we will publish these on site Learning Hubs. Our current schedules include time for small group support, and we anticipate that this will continue during in-person learning in order to ensure that students receive personalized support in response to formative and summative assessment data. Small group support will be a key strategy in accelerating learning for students who are struggling academically. In addition, funds were allocated to school sites with higher needs in order to provide additional intervention support. Teachers will continue to use the assessments described in the Distance Learning section in all models of instruction, including benchmarks with guiding assessment calendars in English Language Arts, English Language Development and Math as well as informal, classroom based assessments such as exit tickets and anecdotal notes. With support from the principals, teachers will work together at their school sites to analyze student performance data, identify resources and plan/deliver tiered interventions. In our hybrid plan, students will be on campus for a portion of the school week, and learning at-home for the remainder of the week. Hybrid schedules will include time for students who are working at home to check in with the teacher, ask questions and access support. Students on campus and students at home will continue to engage in lessons and complete assignments to ensure a full-year curriculum. We also will continue our weekly focus on social-emotional learning to support engagement and wellness.

In anticipation of Phase 2, we have secured a three month supply of PPE to ensure that we do not experience a shortage of supplies. Also, we purchased table top dividers to support a safe distance between students and teachers during close activities such as 1:1 assessments. HVAC filters were upgraded to support healthy air quality. Our nursing team developed a series of safety protocols to support staff in operating safely on campuses, including wellness screenings and guidelines for physical distancing. We will follow all state and public health guidelines to ensure a safe in-person learning environment. COVID awareness and safety signs were added to campuses, and staff/student wellness protocols are in place. Custodial teams have upgraded cleaning supplies and more rigorous schedules to ensure that all requirements for disinfecting will be met. Our HR team has trained a set of on call substitutes to ensure that we have the capacity to address staff absences, as needed.

At this time, we have not completed Phase 2 negotiations with our bargaining teams, and this process would need to be completed before the District moved into Phase 2.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>IP1: Obtain PPE including tabletop dividers, soap and dispensers for increased hand washing, hand sanitizer to protect safety of students and staff</td>
<td>$350,000</td>
<td>No</td>
</tr>
<tr>
<td>IP2: Custodial Supplies for cleaning, and overtime for custodial/maintenance staff to increase cleaning</td>
<td>$263,000</td>
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### Description

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<tr>
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<tr>
<td>($38,192 to date from March-August and approx. $25,000 per month)</td>
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<tr>
<td>IP3: HVAC upgraded filters</td>
<td>$60,000</td>
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<tr>
<td>IP5: Signage to inform staff, students and community of safety protocols</td>
<td>$72,000</td>
<td>No</td>
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<tr>
<td>IP7: After school intervention at sites with higher needs. (DeVargas, Nimitz, Hyde, CMS)</td>
<td>$70,000</td>
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<tr>
<td>IP8: Train core set of subs in the use of Distance Learning tech tools and procedures to support a smooth transition for students when teachers are absent.</td>
<td>$4500</td>
<td>No</td>
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</tbody>
</table>

#### 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.

CUSD is committed to ensuring that pupils have access to a full curriculum of substantially similar quality, regardless of the method of delivery.

**Curriculum Pacing**

During the summer, collaborative teams of teachers, principals, and instructional coaches developed instructional resources for Elementary English Language Arts (ELA), Elementary and Middle School Mathematics, Middle School History Social-Science, and Social-Emotional Learning (SEL) TK-8. Resources include a plan for administering assessments, lesson recordings and resources for personalization, the
identification of critical standards/units of study, and a year-long pacing guide to ensure that students have access to a full curriculum of substantially similar quality regardless of the method of delivery. Resources were shared with all teachers before the start of the school year.

Assessment
New assessment tools support the work completed during the summer including ESGI for TK and K, Literably, Writable and literacy assessments adapted to distance learning for TK-5 ELA, iReady Math for TK-8, iReady ELA for all middle schools as well as elementary schools receiving Title I funds, and Imagine Learning for English Language Development. Additionally, all schools will use the Panorama SEL survey and access the dynamic Student Success Platform that integrates SEL data with our iReady data to support the identification of students with needs across all areas of development.

Instructional Resources
In addition to the tools mentioned above, the District added significant instructional resources to support continuity of instruction. New resources and digital tools were in place as a result of new adoptions in elementary science (Elevate), elementary reading/phonics (Units of Study), and middle school History-Social Science (TCI) We will be launching a middle school world language pilot to broaden instructional resources during Distance Learning. In addition, we are engaged in a pilot of Studies Weekly, a supplemental tool to support social studies curriculum for our elementary students. Based on feedback from teachers, tech resources such as Screencastify, Pear Deck, Newsela, Google Classroom and Seesaw also were made available to support distance learning and all phases of instruction. Digital resources for core programs also were enhanced or re-communicated including Go Math for K-5 students, Systematic ELD/Read 180/English 3D for English Learners, and Impact Science for middle school science. Middle school electives teachers also were asked to provide input on supplies and resources needed during Distance Learning, and principals are working with District staff to meet needs. Additionally, all sites were provided with funds to purchase social-emotional learning resources such as Second Step.

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.]

Families who need devices and/or internet access are provided resources, and we are purchasing additional equipment to meet this need. Families were surveyed, emailed, and/or contacted directly via phone to identify the device and "hot spot" need. Once the need was determined, students obtained the device at their school through a pick-up line. July 1 - August 15, 2020: With the support of school staff, 3100+ student loaner devices were deployed along with 573 student hotspots. Additionally, staff processed 100 staff hotspot requests and delivered 840 laptops to sites for certificated staff.

The District “Help Desk” and school site technology specialists have been available to support families by email and phone. The District added a chat feature this fall to increase responsiveness and nearly 900 chats have occurred to date. If any device needs repairs, the devices will be swapped out with a functioning device. Tech support is highlighted in our Distance Learning Handbook for Parents (https://www.cusdk8.org/Page/8917) and on our website (https://sites.google.com/cusdk8.org/cusd-tech-help) to make it easier for families to access help at any time.

When Shelter in Place started, our enrollment included 12 homeless students and 3 foster youth. Of the 12 homeless students, 5 students
left the school district (found housing outside of district boundaries) and requested to discontinue CUSD education and support. Of the remaining 7 students, 3 did not request support, 3 requested additional supports (devices, food, and shelter), and 1 family was unresponsive after numerous attempts. All of the families caring for foster youth reported having sufficient support and devices. The Senior Director of Student Support services continues to follow up with CUSD families and offer resources, as needed.

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.]

CUSD schedules include minimum instructional minutes that exceed state requirements, including a mix of synchronous and asynchronous learning.

TK/Kindergarten: 195 minutes daily
Grades 1-3: 240 minutes daily
Grades 4-8: 250 minutes daily

For our elementary students, daily schedules on M, T, Th and F include 3 blocks of synchronous time ranging from 45-90 minutes. For our middle school students, daily schedules M, T, Th and F include synchronous periods ranging from 55-65 minutes. On Wednesdays, students will participate in one synchronous learning block, followed by asynchronous learning time for the remainder of the daily instructional minutes. Teachers are responsible for assigning time value to pupil work that is completed asynchronously, ensuring that all students receive at least the minimum daily instructional minutes and they will be asked to sign a statement of certification each week, beginning September 1, 2020 in compliance with state regulations. Schedules have been provided to teachers to indicate how instructional minutes are shared between synchronous and asynchronous time. Find school schedules on the site Learning Hubs: https://www.cusdk8.org/Page/8791.

Per state requirements, teachers will complete a weekly engagement record to note whether or not students have attended synchronous classes, participated in "live" meets (synchronous time), accessed small group support, and completed assignments.

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.]

In spring 2020, the District launched a Distance Learning Resources site for staff. This site includes instructional resources as well as a menu of professional development offerings. Professional development sessions also are open to classified staff, our partners in this work.

During the summer, teacher teams developed instructional resources, videos, and pacing guides to support teachers across the District in getting started with the school year. This set of tools will continue to be developed over the course of the 2020-2021 school year.

Additionally, the District contracted with Ed. Tech Teacher to provide professional development in support of best practices for remote teaching. Teachers completed a self-assessment and then were assigned to a course to meet their needs: Beginning, Intermediate or Advanced. A team of advanced teachers completed the course during the summer and prepared to serve as site mentors to support
colleagues. Looking ahead to our October Learning Day for staff, we will partner with Ed. Tech Teacher and teacher-leaders within CUSD to offer a variety of professional development sessions designed to support best practices in teaching and learning. In January, we will launch a pilot of the Canvas Learning Management System for interested middle school teachers. We considered launching this in the fall, and adjusted our approach to target middle school and begin later in the school year based on teacher feedback.

Our school site technology specialists continue to provide essential tech support at school sites. Staff, parents and students also can access District Tech Help which was enhanced this fall to include a live chat feature in order to increase responsiveness.

All certificated staff received new laptops this fall, and were given the opportunity to request additional supportive equipment such as iPad stands or hotspots. Teachers may choose to work in their classrooms to access tools at the school site. Teachers can access additional support through instructional coaches, as needed.

Over the summer, a professional development institute to support our adopted elementary reading and phonics program was held for elementary teachers newly implementing the curriculum. Ongoing professional development will support implementation over the course of the school year as well. In keeping with past years, we have reserved a Reading Summer Institute with Teachers College Reading and Writing Project for June 2021. Additionally, funds were made available to sites in years two and three of implementation to support focused training. Three administrators are enrolled in the TCRWP Leadership Series to support implementation in distance learning. These examples are part of our ongoing professional development in support of our adopted elementary reading and phonics program. New teachers participate in the Induction program and are supported by instructional coaches.

This fall, principals were invited to participate in a professional development session: The Distance Learning Playbook Institute with Doug Fisher, John Hattie and Nancy Frey

**Staff Roles and Responsibilities**

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

CUSD has an "all hands on deck" approach to meeting the challenge of our current context. Staff members are working tirelessly to support students, families, and each other during this challenging time.

Teachers, principals and site staff have fully shifted to a distance learning instructional model. Although their core responsibilities have not changed, their mode of delivery has been transformed. Site staffs are working diligently to deliver a high quality, engaging instructional program for all students. All site staff are sharing the responsibility of materials distribution, ensuring that students have the supplies they need to engage in learning. This includes hard copy materials to allow for hands-on learning and reduced screen time, elements that are important to all stakeholders. Additionally, teachers are working in collaboration with certificated and classified colleagues to gather resources, deliver lessons, and provide support to students. Principals will be asked to gather site feedback and coordinate an approach for how classified staff will support students during Distance Learning.
To provide additional choices for families, our Home Study program has expanded from one class to three, resulting in the assignment of two additional teachers to the Home Study program. This provides an alternative to families who want an option other than distance learning.

To support the health and safety of all staff and students, our Senior Director of Student Support Services and our CUSD Nurses have been working diligently to communicate with Public Health and develop safety protocols for our District. Although this always has been part of their roles, this area of responsibility has expanded significantly as a result of COVID-19. Additionally, the mental health needs of students is a high priority. The Student Support Services Team reorganized to designate two Program Managers as lead Mental Health experts for the District. This will allow us to identify needs, prioritize resources and further developed our tiered approach to mental health support.

Our Tech Help Desk staff (3 team members) transitioned from supporting only internal needs to supporting all students, parents and staff during distance learning. From July 1- August 15, 2020, Help Desk processed 788 Password reset forms; 324 parent/guardian requests, as well as 380+ chats - a new feature added this school year to increase responsiveness.

While student routes are paused, Bus Drivers are on call to make deliveries of supplies and materials, as needed, to support students and staff. While special education assessments are paused, school psychologists are working with site principals to develop site plans outlining the responsibilities of school psychologists. Roles may include supporting Resource Teachers with student goal updates, supporting social-emotional learning, working directly with students, or other responsibilities to support staff, students and families during Distance Learning.

**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.]

English Learners will continue to receive designated and integrated ELD during distance learning. Elementary students will be offered a minimum of three synchronous ELD lessons a week, as well as two asynchronous learning opportunities. Asynchronous learning will include the use of the Imagine Learning assessment and personalized pathway. The District purchased Imagine Learning for all English Learners, and also accessed the online tools available through Systematic ELD, our core adopted program for TK-5. Students in middle school have online access to core materials (English 3D, Read 180, Systematic ELD) for grades 6-8. Teachers have access to information and tools to support ELD via the Distance Learning Resources site, which includes and ELD toolbox as well as information about how to access curricular resources.

Students with exceptional needs: All students in special education will be provided with the services described on their IEP to the greatest extent possible. During the first three weeks of school, special education staff will evaluate progress on all students’ goals in order to prepare Distance Learning Plans for each student. These plans will be shared with parents so that all members of the IEP team understand how student needs will be addressed and measured during Distance Learning. A letter explaining this process was sent to all parents/guardians of students with IEPs and case managers are making contact with all parents/guardians of their students to check in, understand concerns and answer questions. For those students who are not making expected progress, the IEP team will meet to define the student’s needs and propose amended or additional special education accommodations and or services.
Students in foster care, pupils experiencing homelessness, and students who are socio-economically disadvantaged: The Director of Student Support Services monitors students in foster care, pupils experiencing homelessness, and students who are socio-economically disadvantaged. Using a combination of personal phone calls, emails and mailed letters, as well as direct consultation with school staff, the Director will ensure each family has access to resources and support during Distance Learning.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>DL1: Contract with Ed. Tech Teacher to provide professional development about best practices in Distance Learning (summer sessions, keynote and October Learning Day)</td>
<td>$32,200</td>
<td>No</td>
</tr>
<tr>
<td>DL2: Pilot Canvas Learning Management System with up to 25 middle school teachers, beginning in January 2021</td>
<td>$30,000</td>
<td>Yes</td>
</tr>
<tr>
<td>DL3: Provide summer professional development to support the implementation of Units of Study in Reading and Phonics (K-5 with Inspire) $2625 in teacher stipends</td>
<td>$12,625</td>
<td>Yes</td>
</tr>
<tr>
<td>DL4: Convene summer work teams to develop curriculum resources, assessment plans and pacing guides. (Elementary ELA, Math, SEL)</td>
<td>$82,000</td>
<td>No</td>
</tr>
<tr>
<td>DL5: Develop a Distance Learning Handbook for Parents and recorded Parent Education modules to support parents as partners in their child's education</td>
<td>$3,906</td>
<td>No</td>
</tr>
<tr>
<td>DL6: Expand the Home Study program to provide an alternative to Distance Learning - Add two teachers beyond original staffing plan (estimate $230,000) and purchase curriculum and provide resources for two new classes ($3,000)</td>
<td>$233,000</td>
<td>No</td>
</tr>
<tr>
<td>DL7: Purchase new laptops for staff in order to ensure that teachers have functional equipment to support distance learning</td>
<td>$240,000</td>
<td>No</td>
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<tr>
<td>Description</td>
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<tr>
<td>DL8: Launch middle school world language pilot to increase digital resources for students enrolled in a language elective</td>
<td>$12,000</td>
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<tr>
<td>DL9: Purchase Units of Study videos and resources to add digital tools to our adopted ELA curriculum (reading, writing, phonics) for grades K-8.</td>
<td>$90,000</td>
<td>Yes</td>
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<tr>
<td>DL10: Purchase tech tools to support the integration of technology: Screencastify, Pear Deck, Flipgrid, Lexia, Newsela, RAZ-Kids, Seesaw, Minecraft</td>
<td>$290,041</td>
<td>Yes</td>
</tr>
<tr>
<td>DL11: Purchase the digital version of our adopted ELD program: EL Achieve (K-5) Read 180 and English 3D (MS) to support English Learners in accessing lessons during distance learning.</td>
<td>$49,465</td>
<td>Yes</td>
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<tr>
<td>DL12: Provide site funds to support social-emotional learning curriculum and resources ($5000 for all elementary sites, $15,000 for all middle school sites, $150,000 for sites with higher needs)</td>
<td>$325,000</td>
<td>Yes</td>
</tr>
<tr>
<td>DL13: Schedule TCRWP Summer Institute (on hold with no contract - pending the ability to return staff to campus by summer 2021). This includes $105,000 for teacher stipends and $73,600 for the contract. Ongoing PD with Inspire ($25,350)</td>
<td>$203,950</td>
<td>Yes</td>
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<tr>
<td>DL14: Professional Development for Principals: The Distance Learning Playbook Institute with Doug Fisher, John Hattie and Nancy Frey</td>
<td>$4,000</td>
<td>No</td>
</tr>
<tr>
<td>DL15: Allocate funds to support site professional development for schools in year 2 and year 3 of implementing Units of Study in Reading/Phonics (up to $5000 per school, pending site's plan)</td>
<td>$100,000</td>
<td>Yes</td>
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<tr>
<td>Description</td>
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<tr>
<td>DL16: Provide TC libraries for schools newly implementing Units of Study in Reading/Phonics. Libraries provide books that support the lessons taught in class and ensure that selections can be personalized to address students' interests and needs.</td>
<td>$200,000</td>
<td>Yes</td>
</tr>
<tr>
<td>DL17: SVMI Membership and MARS Assessment - Maintain membership in the Silicon Valley Mathematics Initiative ($6,300), a think tank and resource for best practices in teaching, learning and assessment. SVMI provides the MARS assessments, one of the tools we use for math placement in middle school ($10,100)</td>
<td>$16,400</td>
<td>Yes</td>
</tr>
<tr>
<td>DL18: Maintain middle school ELD teachers to provide designated ELD through and ELD course</td>
<td>$250,672</td>
<td>Yes</td>
</tr>
<tr>
<td>DL19: Maintain support of our Library Media Clerks (LMCs) who want to attend professional development to learn about new and engaging books for students</td>
<td>$650</td>
<td>Yes</td>
</tr>
<tr>
<td>DL20: Maintain funding for site libraries so that LMCs can work with site staffs to add new and engaging books to the collections so that all students can access books that cultivate their interests and a love for reading, support their academic success, and meet their needs as readers.</td>
<td>$82,500</td>
<td>Yes</td>
</tr>
<tr>
<td>DL21: Maintain Alexandria/Companion system for checking out library books. LMCs are coordinating curbside pick up and drop off of library books during Distance Learning.</td>
<td>$38,350</td>
<td>No</td>
</tr>
<tr>
<td>DL22: Directors: Support site leadership, District program development, and MTSS at all sites (4 Directors of Instructional Leadership and Intervention to support 25 schools)</td>
<td>$810,905</td>
<td>Yes</td>
</tr>
<tr>
<td>DL23: Instructional Coaches: Support teachers at all sites, new teachers participating in the Induction Program, as well as District program development (5 coaches for 25 schools)</td>
<td>$699,150</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
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</tr>
<tr>
<td>DL24: Administrators: three will attend the TCRWP Leadership Series to support implementation of reading, writing, phonics workshop in distance learning.</td>
<td>$4,400</td>
<td>No</td>
</tr>
<tr>
<td>DL25: Purchase additional devices, cases, iPad standards, adapters, headsets, scanners for Student Nutrition, Hot Spots and Google Voice numbers to ensure that all students can participate in Distance Learning</td>
<td>$918,500</td>
<td>Yes</td>
</tr>
<tr>
<td>DL26: PEBC virtual coaching support (to continue to support district Math Workshop initiative)</td>
<td>$4,000</td>
<td>No</td>
</tr>
<tr>
<td>DL27: Professional development and collaboration time to support math teachers in Grades 6, 7, 8</td>
<td>$20,000</td>
<td>No</td>
</tr>
<tr>
<td>DL28: English Language Arts Teacher Cadre: Continue to support teacher collaboration in support of the implementation of English Language Arts curriculum and assessment TK-8.</td>
<td>$15,000</td>
<td>No</td>
</tr>
<tr>
<td>DL29: Convene summer work teams to develop curriculum resources, assessment plans ad pacing guides (Middle School Math/Science)</td>
<td>$22,185</td>
<td>Yes</td>
</tr>
<tr>
<td>DL30: Renew Digital library system for students: Overdrive</td>
<td>$15,000</td>
<td>Yes</td>
</tr>
<tr>
<td>DL31: Explore supplemental resources to support K-5 teachers in teaching History/Social Studies during Distance Learning</td>
<td>$29,000</td>
<td>No</td>
</tr>
</tbody>
</table>
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.]

We recognize that last spring presented many challenges for learning. As a result, some students may have lost skills, and some may never have mastered skills that would have been practiced during in-person learning. During the 2020-2021 school year, CUSD will place a strong emphasis on assessing students' skills and personalizing learning in order to address each child's strengths and needs. Our Strategic Plan calls out these commitments, as well as our core beliefs:

1. All children will progress, learn and thrive when provided engaging learning experiences and environments
2. One size does not fit all - students learn at different paces and in different ways
3. Academics are a portion of what matters to a child’s success in school and in life
4. When families, communities and schools work together, students are more successful and the entire community benefits

English Language Arts (ELA) and ELD
TK students will be assessed in the areas of Letter/Sound ID and Phonemic Awareness in November, March and May. Results will be entered into the ESGI system to provide teachers with an actionable dashboard of results. K-5 students will complete Early Assessment Tools in August, October, January and May. As part of the assessment tools suite, students will be assessed with a running record to instructional level for formative use. The following tools are used for the assessment: Rigby PM Benchmark, Literally, and TCRWP Running Record Assessments. Remaining assessment tools vary by grade level including Letter/Sound ID, Phonemic awareness and Spelling Inventory. Additionally, students will complete on-demand writing assessments as part of the Units of Study writing program. These will be part of classroom instruction throughout the year, and collected in January and May for District reporting. Middle school students will complete the iReady assessment in English Language Arts in August and at the close of each reporting period. In addition, middle school students will complete an on-demand Units of Study writing assessment. This will be part of classroom instruction throughout the year, and collected in March for District reporting.

English Language Development
All English Learners TK-8 will be assessed using the Imagine Learning platform in August and also at the close of each reporting period. Additionally, we will begin administering the state ELPAC exams (initial and summative) as these tools become available from the state.

Mathematics
All K-8 students will complete the iReady mathematics assessment in August and also at the close of each reporting period. Additionally, teachers will keep records of student performance in the core curriculum using formative, classroom-based assessment practices such as anecdotal notes, feedback on classwork and at-home assignments, exit tickets, quizzes and unit tests.
In all areas, teachers will keep records of student performance in the core curriculum using formative, classroom-based assessment practices such as anecdotal notes, feedback on classwork and at-home assignments, exit tickets, quizzes and unit tests. Additionally, teachers will hold virtual Back to School Nights this fall to help parents know what to expect and how they can support their child. Elementary teachers will meet 1:1 with each family to build relationships and hear concerns/hopes from parents. Middle school teams will review each child’s progress, noting children who earned "no credit" or "no mark" last spring and determining if additional supports are needed this fall. Progress reports will be issued at each quarter to support parents and children in identifying areas where more support and/or greater focus may be needed.

**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.]

Assessment results will be reviewed by each teacher as well as by school sites as part of our Collaborative Support Team model. In September and at the close of each reporting period, site teams will review results, share strategies and engage in cycles of inquiry to determine effectiveness. Principals will share leadership strategies at management meetings, and work in small teams with a Director from Ed. Services to review data, share strategies and monitor effectiveness. Last school year, principals were trained in Continuous Improvement tools, and this work will continue in 2020-2021 as we launch a partnership with the National Equity Project. Principals will participate in the Leading for Equity Institute, with the optional of personalized coaching to support application at their school sites.

At the classroom level, daily schedules include time for small group support. Hoonit as well as tools such as iReady, Panorama SEL, and Imagine Learning will support teachers in identifying areas of need and developing personalized pathways of support.

The Senior Director of Student Support Services monitors the progress of low-income students, foster youth, pupils with exceptional needs and pupils experiencing homelessness. Regular contact with families is a part of this role in order to ensure that community resources are leveraged, as needed, to support students and families. School principals and school secretaries also play a vital role in communicating with families and leveraging resources. Ed. Services Directors will support principals in this work, leading conversations about student progress, providing resources that can be used at the school site, and supporting sites in analyzing student performance data.

Our Ed. Services team monitors the performance English Learners and engages parents in DELAC meetings to gather feedback on areas for support. The District will hold a DELAC meeting on September 1, 2020 to identify needs and inform parents of the new Imagine Learning platform to support their child's success in developing proficiency in English. Sites also regularly hold ELAC meetings to support parents of English Learners in participating in and supporting their child's education.

Our special education staff is completing student progress updates during the first three weeks of school, assessing progress towards goals to the degree possible. A Distance Learning Plan will be developed for each child with an IEP so that all members of the IEP team know how goals will be addressed and measured during distance learning.
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.]

The District will capture baseline data in ELA, Math and ELD by the end of September. This information will be shared with school principals to inform site actions, and it will be updated at the close of each reporting period. We will monitor the percentage of students meeting/exceeding standards and the percentage of students making progress at each period. We also will disaggregate this data to identify and address gaps.

Teachers will monitor student progress, attendance and weekly engagement records, personalize support, and communicate with the principals when additional interventions are needed.

Case managers and school principals will monitor Distance Learning Plans and progress towards goals for students with IEPs. At each reporting period, we will identify the percentage of students meeting/making progress towards goals. Periodically, the Ed. Services team will provide an opportunity for school principals to share leadership strategies for supporting staff in analyzing data and personalizing learning.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>PL1: Purchase Imagine Learning to support assessment and personalized learning for English Learners</td>
<td>$150,000</td>
<td>No</td>
</tr>
<tr>
<td>PL2: Purchase iReady Math and ELA to support assessment and personalized learning. Math: All TK-8 students. ELA: All middle school students and all students at elementary schools receiving Title I funds.</td>
<td>$199,124</td>
<td>Yes</td>
</tr>
<tr>
<td>PL3: Contract with the National Equity Project to provide professional development and coaching to support school principals in leading for equity.</td>
<td>$30,000</td>
<td>Yes</td>
</tr>
<tr>
<td>PL4: Purchase Panorama SEL survey and Success Platform to support sites in identifying students with needs and providing tiered interventions</td>
<td>$87,715</td>
<td>No</td>
</tr>
<tr>
<td>PL5: Purchase ESGI to support assessment of TK and K students</td>
<td>$15,150</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>PL6: Intervention specialists at Nimitz, DeVargas and CMS to provide targeted support for students.</td>
<td>$308,405</td>
<td>Yes</td>
</tr>
<tr>
<td>PL7: Add Leveled Literacy Intervention Kits to support Tier 2 reading intervention at school sites, expanding on the work that was done last school year to integrate this program into sites with higher needs.</td>
<td>$10,000</td>
<td>Yes</td>
</tr>
<tr>
<td>PL8: Maintain Data Warehouse and digital assessment tools (Hoonuit, Writeable, Literably) to support teachers in identifying learning strengths and needs and applying tiered interventions to support student progress.</td>
<td>$124,273</td>
<td>Yes</td>
</tr>
<tr>
<td>PL9: Maintain Elevate Math program to support students who are performing below grade level in mathematics.</td>
<td>$16,000</td>
<td>Yes</td>
</tr>
<tr>
<td>PL10: Assessment release days, per teacher contract and Distance Learning MOU, to support teachers in spending 1:1 time with students and analyzing student work to assess learning strengths and needs.</td>
<td>$85,000</td>
<td>Yes</td>
</tr>
<tr>
<td>PL11: Continue Collaborative Support Team (CST) process to identify students who need support and implement tiered interventions</td>
<td>$9,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Mental Health and Social and Emotional Well-Being**
In support of our Strategic Plan, CUSD is committed to designing programs and practices that address community wellness, providing experiences that reinforce expression and creativity, and ensuring students are connected within a network of caring school communities. CUSD will continue to enhance learning environments that help students understand and manage emotions, establish and maintain positive relationships, and make responsible decisions focusing on the following key competencies and frameworks:

Social-Emotional (SEL) Competencies: Self-awareness - identifying emotions, recognizing strengths, and needs and developing a growth mindset; Self-management - managing emotions, controlling impulses, and setting goals; Social awareness - the ability to see perspectives from others, showing empathy, and appreciating diversity; Relationship skills - communication, cooperation, and conflict resolution; Responsible decision-making - understanding and thinking about the consequences of personal behavior

PBIS Framework:

An evidence-based tiered framework aimed at effectively teaching appropriate behavior to all children, intervening early before unwanted behaviors escalate, using research-based, scientifically validated interventions when applicable, and monitoring student progress

Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support (MTSS) School administrators, teachers, counselors, and related support staff will continue to receive training and support in how to implement social-emotional learning, restorative practices, positive behavior intervention supports, and mental health into tiered frameworks within their school communities. Such support and training will be provided through principal and Student Support Services meetings, small-group collaborative networks, office hours, and individual consultations.

CUSD has increased services and funding to develop a strong training environment for mental health interns and associates aimed at increasing the capacity to provide additional support in all tiers.

CUSD mental health providers immediately began providing telehealth services to ensure continuity of care to students needing more targeted or intensive levels of interventions. In addition, and building upon our momentum, CUSD will continue to invest in the development of the following tiered supports:

Tier I: Universal Supports

- SEL, Positive Behavior Supports, and Restorative Practices
- Classroom-level engagement - convening small group and individual student check-ins and progress monitoring
- Tools and partnerships: curriculum (i.e., Second Step), Panorama, Community Partnerships (e.g., Project Cornerstone, Soul Shoppe)
- Data Analysis: Panorama survey results, attendance and participation, grades, behavior, and student work

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.]
Tier II: Targeted Supports
- Staff collaboration focused on engagement and student needs (e.g., Collaborative Support Team (CST), Intervention Support Team (IST)).
- Care Solace: A web-based tool that connects families and staff to community mental health resources
- Mental Health Office Hours: Weekly platforms for administrator and teachers to consult with mental health counselors regarding student needs
- Short-Term Groups: Small group supports centered around skill-building and facilitated peer support

Tier III: Intensive Supports
- Mental Health Counseling
- Safety Risk and/or Mental Health Assessments
- Short-Term Intensive Behavioral Supports based on needs identified from the Educationally Related Mental Health Support Assessment (ERMHS)
- Wrap-Around Services: partnering with community mental health providers (e.g., Rebekahs Children Services, Star Light Solutions) to provide individualized student and family-focused interventions

CUSD continues to provide a variety of ways to support staff overall and during COVID-19. All schools receive site-based funds to support tiered social-emotional learning resources. In addition, CUSD utilizes the Low Performing Students Block Grant to fund Collaborative Support Teams, universal screening and diagnostic tools, and SEL curriculum and related professional development. For the 20-21 school year, CUSD has maintained its partnership with El Camino Hospital and was awarded two grants to increase mental health staffing and materials.

The Behavioral and Mental Health Team will continue to provide support through teletherapy, provide weekly office hours to consult with staff, and collaborate and provide useful tips for self-care and strategies to support students in PLCs (e.g., CST, IST). The team also created a website link that offers resources that include prerecorded SEL lessons, mindfulness strategies, and community resources that support families with mental health. Staff training was also developed to address Suicide Awareness, Tier III counseling referrals, and Student Risk Assessment practices during distance learning. Additional training will continue to be developed which will include, but are not limited to Student Equity, developing Student Wellness Centers, establishing Tier I and II skill-based student groups, and other relevant topics.

CUSD will continue to reach out to students and staff and collaborate around student engagement, training topics, and strategies to address mental health needs to ensure ongoing success.

Pupil and Family Engagement and Outreach
CUSD is committed to ensuring pupils are engaged in their learning, attend class regularly, and make adequate academic progress. The Principal will review Weekly Attendance and Engagement records to identify students who are at-risk of disengaging in learning and ensure that this tiered re-engagement plan is occurring at the school site.

Pupil engagement means a student is actively involved in learning, attending and participating in synchronous sessions, and completing class assignments asynchronously with independence. The District provides support for the school site with translation or interpretation services, as needed.

**Tier 1**
Per our attendance procedures, classroom teachers record student attendance and engagement each day in elementary school and each period in middle school. The attendance secretary makes contact with parents/guardians of absent students to verify the reason for a student’s absence. Classroom teachers, working with the attendance secretary and other site staff, will use the Weekly Attendance and Engagement report to identify students with low attendance, participation, and work completion (less than 60%). As a first step, teacher(s) will reach out to students and/or parents/guardians who are not engaging in learning. When more support is needed, the teacher may work with site administrators and colleagues using the Collaborative Support Team process (or other site process) to identify supports to mitigate and remove barriers to attendance, participation, and/or work completion. The Collaborative Support Team will monitor student engagement, and the teacher will keep open lines of communication with the family regarding student progress.

**Tier 2**
If a student continues to have low attendance, participation, and work completion for more than two (2) weeks, the teacher may refer the student for an SST meeting (Student Success Team). The Student Success Team will include teacher(s) site principal(s), and other service providers as needed and as appropriate. This team also includes the parents/guardians and may include the student, if appropriate. The team will develop a Student Support Plan to improve student attendance, participation, and work completion. If the student has an IEP, the case manager will be consulted, and an IEP meeting will be considered as the next step. If the student has a 504, a 504 meeting will be considered as a next step. The Student Success Team will monitor student engagement, and will keep open lines of communication with the family. The team will continue to support the student, as needed, and celebrate successes. When necessary, the attendance secretary will mail attendance letters home to report excessive absences to the family and provide information about truancy/chronic absenteeism laws.

**Tier 3**
If the student continues to have low attendance, participation and work completion for more than two weeks following the Tier 2 SST meeting, the team will hold a follow-up SST (Student Success Team) meeting. The team will monitor the accommodation and supports in this plan on a daily basis, tracking engagement, providing support and celebrating successes. Additional support providers may be added to the team, and may include counselors, psychologists, district mental health professions, district SARB team members, and/or additional out of district support providers/programs including wrap-around support, as needed.
The Principal may consult with Program Managers and the SARB chair Student Assignment, or the School Resource Officer to consider next steps when Tiers 1, 2 and 3 are not resulting in improvements to student engagement and attendance.

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.]

We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. Meals, foods and beverages sold or served at schools meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods and beverages are prepared and served by qualified child nutrition professionals.

The Department emailed and mailed all parents to notify them of how to apply for free or reduced-price meals and where to pick up meals. Families also may purchase meals at the full price using our online ordering and payment system. Ordering and payment information as well as weekly menus are posted on our website: https://cusdk8nutrition.com/

On September 2nd, Cupertino USD began offering meals at no cost to all children 18 years and younger at 4 school sites. We were able to make this change due to the USDA waiver released on August 31st to continue to use the Seamless Summer Option through December 31, 2020. If the waiver is not extended past December 31st the District will revert back to offering meals to only Cupertino Union students and charging students in their eligibility category.

The Department mailed all families that qualify for free or reduced-priced meals for the 20/21 school year a meal pass, making it quick and easy to pick up meals. The Department is working to identify students within the District that are homeless or high need, to assess the ability for these families to pick up meals.

As the District transitions to in-person instruction, we will assess whether it is possible for students to pick up meals while they are on campus during a hybrid schedule, or if a centralized distribution model will continue to be our best option for serving families. When students are on campus to collect meals, they enter a code as they move through the lunch line in order to access their meal. This process will continue, with appropriate social distancing and disinfecting. Staff members support students in remembering and entering their code, as needed.
Since campus closures in March, the CUSD Student Nutrition Department has served over 330,000 meals to kids in our community.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>AA1: Project Cornerstone Membership - Maintain membership so that all 25 schools can access resources and support for social-emotional learning</td>
<td>$10,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>AA2: Translation Services - Contract with translators to support parents with a primary language other than English in engaging in site and District meetings</td>
<td>$60,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>AA3: Site Funds for Parent Education: Maintain site funding for parent education events to support home-school partnerships</td>
<td>$9,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>AA4: Parent Liaisons: Maintain parent liaisons to provide support for schools with higher needs: DeVargas, Nimitz, Eisenhower, Sedgwick, Hyde, CMS</td>
<td>$45,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>AA5: Maintain Mental Health Associates ($82,191) and Mental Health Interns ($10,000) to provide tiered support in social-emotional learning and mental health.</td>
<td>$92,191</td>
<td>Yes</td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Total Funds</td>
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<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Add SEL module to Newsela for TK-8</td>
<td>$7,200</td>
<td>No</td>
</tr>
<tr>
<td>Stakeholder Engagement</td>
<td>AA6: Maintain Communications Analyst to support virtual District meetings, the CUSD website and Distance Learning Hubs, our community Q &amp; A form, and District communications.</td>
<td>$103,301</td>
<td>Yes</td>
</tr>
<tr>
<td>Stakeholder Engagement</td>
<td>AA7: Maintain Staff Secretary to support parent engagement, PAC/DELAC and community partnerships</td>
<td>$65,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Stakeholder Engagement</td>
<td>Provide parent education workshops to support student learning in Math, ELA, SEL</td>
<td>$8,000</td>
<td>No</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>AA8: Parent Education: Human Growth and Development. Provide parent workshops to support parents in understanding the curriculum and having conversations with children at home</td>
<td>$7,170</td>
<td>No</td>
</tr>
<tr>
<td>Stakeholder Engagement</td>
<td>AA9: Family Engagement Supplies: Provide budget for office and meeting supplies, as needed.</td>
<td>$13,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>AA10: Maintain Youth Outreach specialist to support sites in re-engaging students who are not participating in learning</td>
<td>$50,000</td>
<td>Yes</td>
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</table>
## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.51%</td>
<td>$4,686,065</td>
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</tbody>
</table>

### 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.]

The following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students, but are being made available for all students across an entire school or the whole district. These actions are based in research and grounded in three core areas of our Strategic Plan: Rigorous and Relevant Instruction, Personalizing Learning, and a Focus on the Whole Child. While these actions benefit many students, they are principally directed at supporting the success of English Learners, Foster Youth and Low Income students as described below.

### Area 1 and Area 2: Rigorous and Relevant Instruction & Personalizing Learning

Research shows that a rigorous, engaging curriculum is essential in ensuring that each child develops mastery of foundational skills as well as critical thinking and communication skills essential for success. Research also shows that identifying each child's learning strengths and needs, and then providing a personalized approach to teaching and learning will help students thrive. In our District, we are committed to fostering student ownership for learning, developing flexible pacing and pathways for learning, and supporting data-driven planning and instruction. This includes a strong focus on assessment as well as a Multi-Tiered System of Support (MTSS) as well as time for teachers to collaborate, learn and plan together. The following actions relate to these areas of focus and are principally focused on meeting the needs of English Learners, Foster Youth and Low Income students as described below.

**IP7: After school intervention at sites with higher needs.** (DeVargas, Nimitz, Hyde, CMS)

Maintain intervention programs to support students who are performing below grade level. ($70,000) While this action supports all students who are performing below grade level, this action is principally directed at supporting English Learners, Foster Youth and Low Income students who are struggling during Distance Learning. This support has been converted to a virtual program during Distance Learning, and will provide a Tier 2 intervention for students as part of our Multi-tiered System of Support. Research shows that providing additional learning time and targeted support results in increased student learning.
DL2: Pilot Canvas Learning Management System with up to 25 middle school teachers, beginning in January 2021 ($30,000) This pilot will allow teachers to access a collaborative network and instructional resources to support a tiered approach to instruction, allowing a stronger focus on personalizing learning for EL, FY and Low Income students as part of MTSS.

DL3: Provide summer professional development (PD) to support the implementation of Units of Study in Reading and Phonics (K-5 with Inspire) $2625 in teacher stipends ($12,625). This PD supports an essential shift from primarily whole group instruction to a workshop model. This shift is part of our focus on personalizing instruction for EL, FY and Low Income students to ensure that students receive 1:1 and small group instructional time to target their unique learning needs.

DL9: Purchase Units of Study videos and resources to add digital tools to our adopted ELA curriculum (reading, writing, phonics) for grades K-8. ($90,000) This action supports an essential shift from whole group instruction to a workshop model. This shift is part of our focus on personalizing instruction for EL, FY and Low Income students to ensure that students receive 1:1 and small group instructional time to target their needs during Distance Learning. Without these tools, teachers would not be able to successfully deliver a workshop model during Distance Learning.

DL10: Purchase tech tools to support the integration of technology: Screencastify, Pear Deck, Flipgrid, Lexia, Newsela, RAZ-Kids, Seesaw, Minecraft ($290,041). These tools support student engagement and “voice and choice” as part of the instructional program. These tools provide options for how students engage with content, collaborate, and show what they know, thus enabling all students and particularly EL, FY and Low Income students to actively participate and demonstrate learning.

DL13: Schedule TCRWP Summer Institute to provide professional development in how to implement a personalized workshop model of instruction in ELA ($203,950) This PD supports an essential shift from whole group instruction to a workshop model. This shift is part of our focus on personalizing instruction for EL, FY and Low Income students to ensure that students receive 1:1 and small group instructional time to target their needs.

DL15: Allocate funds to support site professional development for schools in year 2 and year 3 of implementing Units of Study in Reading/Phonics, focusing on small group strategies and conferring to meet student needs ($100,000) This PD supports an essential shift from whole group instruction to a workshop model. This shift is part of our focus on personalizing instruction for EL, FY and Low Income students to ensure that students receive 1:1 and small group instructional time to target their needs. These funds support staff in developing site-based plans to address learning needs that show up in benchmark assessment data for EL, FY and Low Income students.

DL16: Provide TC libraries for schools newly implementing Units of Study in Reading/Phonics, offering each child a rich selection of high quality texts to meet learning needs and interests ($200,000) This resource supports an essential shift from whole group instruction to a workshop model. This shift is part of our focus on personalizing instruction for EL, FY and Low Income students to ensure that students access appropriately leveled texts to support progress towards meeting/exceeding benchmarks.

DL17: SVMI Membership and MARS Assessment - Maintain membership in the Silicon Valley Mathematics Initiative to support best practices in instruction and assessment ($16,400). This action allows us to access a national collaborative network of instructional resources and professional development. In addition, this action provides access to the MARS tasks which are used to assess students'
success in applying mathematical concepts in a set of performance tasks. This action is essential in supporting ELs, FY and Low Income students because it is one of the ways that we ensure a broad approach to assessment and instruction in mathematics. All students, and particularly traditionally underserved students such as EL, FY and Low Income students, must have access to and be supported to demonstrate success in all areas of the mathematics curriculum.

DL19: Maintain support of our Library Media Clerks (LMCs) who want to attend professional development to learn about new, engaging books for students to address learning needs/interests ($650). This action supports our LMCs in developing a diverse, rich collection of library books to serve all students. LMCs are provided with guidance to ensure that selections principally consider the needs of ELs, FY and Low Income students.

DL20: Maintain funding for site libraries to add new and engaging books to collections so that all students can access books that meet their needs ($82,500) This action supports our LMCs in developing a diverse, rich collection of library books to serve all students. LMCs are provided with guidance to ensure that selections principally consider the needs of ELs, FY and Low Income students.

DL29: Convene summer work teams to develop curriculum resources, assessment plans ad pacing guides for Middle School Math/Science. This work included a strong focus on UDL and developing a tiered approach to instruction in order to serve ELs, FY and Low Income students as well as all students. ($18,700)

DL30: Renew Digital library system for students to ensure that all students can access books that meet their needs and interests at home: Overdrive ($15,000) This action provides a digital library for all students, increasing access for EL, FY and Low Income students who may have limited books at home and reduced access to titles at school libraries due to campus closures.

PL2: Purchase iReady Math and ELA to support assessment and personalized learning. Math: All TK-8 students. ELA: All middle school students and all students at elementary schools receiving Title I funds. ($146,361) This action allows us to closely monitor the achievement of EL, FY and Low Income students so that we can personalize instruction to target needs.

PL3: Contract with the National Equity Project to provide professional development and coaching ($30,000). This action will support site principals and other District leaders in developing skills for equity-based leadership in order to better serve ELs, FY and Low Income students and address persistent learning gaps. Research shows that equity-focused professional development and coaching for school leaders can result in positive outcomes for ELs, FY, Low Income and other traditionally underserved students.

PL5: Purchase ESGI to support ELA assessment of TK and K students, our youngest learners who have unique needs. This action will support early identification of needs and intervention. This action will support school teams in assessing each child's skills and providing targeted interventions. Research shows that early, targeted intervention will result in academic gains for ELs, FY and Low Income students who have skills gaps in ELA ($15,150).

PL6: Intervention specialists at Nimitz, DeVargas and CMS ($308,405)
- Nimitz: Intervention specialists are meeting with small groups of students who are a year or more behind grade level in ELA or Math according to iReady Benchmark assessments, Running Records, EAT assessments, and other classroom assessments. Students
are rotated in and out of groups in 8-10 week cycles. Students making limited progress may be asked to join another session or may be referred to IST. Students are being provided phonemic awareness instruction, Sunday, LLI, and math foundations.

- DeVargas: The intervention specialist supports students who are performing below grade level in Reading and/or Math, coordinating with teachers and IAs to procure and develop personalized materials for target students to support them during Distance Learning. Once we have all students and teachers up and running with DL we will resume Tier 2 Reading and Math support via the intervention specialist and Title 1 IAs utilizing Sunday and LLI in Reading.

- CMS: The intervention teacher provides two sections of BOOST class, which is a blended academic intervention course that uses direct instruction and a self-paced computer adaptive programs (Power Up and ALEKs) to help students who are not yet meeting grade level standards. The teacher partners with our Academic Guidance Counselors in overseeing the progress monitoring, teacher collaboration for student support, parent meetings, and development of academic plans for those students in General Education who receive No Credit or No Mark second semester of 2019-20.

While this action supports all students who are performing below grade level at Nimitz, DeVargas and CMS, this action is principally directed at supporting English Learners, Foster Youth and Low Income students who are struggling during Distance Learning. This support has been converted to a virtual program during Distance Learning, and will provide a Tier 2 intervention for students as part of our Multi-tiered System of Support. Research shows that providing additional learning time and targeted support results in increased student learning.

PL7: Add Leveled Literacy Intervention Kits to support Tier 2 reading intervention at sites higher needs. ($10,000) This action will support school teams in providing targeted interventions for primary readers. Research shows that early, targeted intervention will result in academic gains for ELs, FY and Low Income students who have skills gaps in ELA.

PL8: Enhance Data Warehouse (adding service hours to build reports to support MTSS) and digital assessment tools (Hoonuit, Writeable, Literably) to support teachers in identifying learning strengths and needs and applying tiered interventions to support student progress. ($124,273). This action is essential in supporting teachers, site principals and District staff in identifying needs of ELs, FY and Low Income students as well as identifying areas of need as reflected on the CA Dashboard over time. These service hours will be used to add assessment reports that help staff identify, target and serve needs as part of our continuous improvement process.

PL9: Maintain Elevate Math program to support students who are performing below grade level in mathematics ($16,000)

While this action supports all students who are performing below grade level in mathematics, this action is principally directed at supporting English Learners, Foster Youth and Low Income students who are struggling in mathematics during Distance Learning. This support has been converted to a virtual program during Distance Learning, and will provide a Tier 2 intervention for students as part of our Multi-tiered System of Support. Research shows that providing additional learning time and targeted support results in increased student learning.

PL10: Assessment release days, per teacher contract and Distance Learning MOU, to support teachers in spending 1:1 time with students and analyzing student work to assess learning strengths and needs ($85,000) While this action supports all students, this action is principally directed at supporting English Learners, Foster Youth and Low Income students who are struggling to meet benchmarks. Teachers meet with each child 1:1 to complete assessments. This data is used to identify areas of need, implement tiered interventions, and monitor progress. Research shows that a data-centered approach to MTSS is essential in meeting students’ needs.
PL11: Continue Collaborative Support Team (CST) process to identify students who need support and implement tiered interventions ($9,000)

While this action supports all students who are performing below grade level, this action is principally directed at supporting English Learners, Foster Youth and Low Income students who are struggling during Distance Learning. This process functions like a professional learning community (PLC) at the school site level where teachers work collaboratively to review student progress, implement tiered interventions, and monitor progress. Research shows that a collaborative team approach to MTSS is most effective.

Area 3: Whole Child

Research shows that a focus on the whole child (academic, social-emotional and physical) is essential in supporting the development of well-rounded, happy, engaged, successful learners. In CUSD, we are committed to placing a strong focus on overall wellness and creativity as well as fostering a sense of belonging for each child. This includes developing our partnerships with parents. While many children benefit, the following actions relate to this area of focus and are principally focused on meeting the needs of English Learners, Foster Youth and Low Income students as described below.

AA1: Project Cornerstone Membership: Maintain membership so that all 25 schools can access resources and support for social-emotional learning ($10,000)

DL12: Provide site funds to support social-emotional learning curriculum and resources ($325,000)

AA5: Maintain Mental Health Associates ($82,191) and Mental Health Interns ($10,000) to provide tiered support in social-emotional learning and mental health. ($92,121)

While these three actions (AA1, DL12, AA5) support all students, these are principally directed at supporting English Learners, Foster Youth and Low Income students who are struggling during Distance Learning. School teams can access these funds to implement site-based SEL programs designed to address areas of need. Research shows that SEL programs serve all students, and we also know that EL, FY and Low Income students who are struggling during Distance Learning may need access to SEL tools to boost coping strategies, reduce feelings of isolation, and foster a sense of belonging.

DL 25: Purchase additional devices, cases, iPad stands, adapters, headsets, scanners for Student Nutrition, and Hot Spots to ensure that all students can participate in Distance Learning ($918,500).

Although all students have the option to request devices and hot spots, this action is principally directed at supporting low income students who would not otherwise have access to devices to participate in Distance Learning. Additionally, the equipment for Student Nutrition supports all students who purchase meals; however, it is principally directed at serving low income students who qualify for free or reduced meals.
AA3: Site Funds for Parent Education: Maintain site funding for parent education events at sites with higher needs to support home-school partnerships ($9000)

AA4: Parent Liaisons: Maintain parent liaisons to provide support for schools with higher needs: DeVargas, Nimitz, Eisenhower, Sedgwick, Hyde, CMS ($45,000)

AA6: Maintain Communications Analyst to support virtual District meetings, the CUSD website and Distance Learning Hubs, our community Q & A form, and District communications. ($103,301)

AA9: Engagement Supplies: Provide budget for office and meeting supplies to support family engagement through PAC/DELAC and other site and District events. ($13,000)

AA10: Maintain Youth Outreach specialist to support sites in re-engaging students who are not participating in learning ($50,000)

These four actions (AA3, AA4, AA6, AA9, AA10) benefit many schools and students across the District; however, they are principally directed at supporting the engagement of families with EL, FY and/or Low Income students. These resources support parent engagement and education events at the District and site levels to encourage a partnership between home and school. This work is targeted at sites with higher populations of ELs, FY and Low Income Students as well as District events such as DELAC. Research shows that strong home-school partnerships can result in improved achievement for EL, FY and Low Income students.

All areas above are supported by Directors and coaches who work directly with principals and teachers to provide support in the area of MTSS and curriculum implementation. While these supports benefit all schools, they are principally directed at supporting English Learners, Foster Youth and Low Income students. The work of our Directors and coaches includes analyzing student performance data and supporting sites in using tools such as cycles of inquiry and continuous improvement methods to identify and address learning gaps. Research shows that coaching and equity-focused leadership are essential in supporting school teams in developing, monitoring and adjusting their improvement plans to support student progress.

DL22: Directors: Support site leadership, District program development, and MTSS at all sites ($810,905)

DL23: Instructional Coaches: Support teachers at all sites, new teachers participating in the Induction Program, as well as District program development ($699,150)

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

The Cupertino Union School District is required to increase services for EL, Foster Youth, and Low Income students by 3.51% (Total funds: $4,686,065). This increased percentage is met by actions and services included in the Learning Continuity and Attendance Plan. The items in the principally directed section above, as well as the items below contribute to the increased percentage, as required, to support the
success of our foster youth, English Learners and low-income students. Additionally, as described in the Distance Learning section of the plan: The Director of Student Support Services monitors students in foster care, pupils experiencing homelessness, and students who are socio-economically disadvantaged. Using a combination of personal phone calls, emails and mailed letters, as well as direct consultation with school staff, the Director will ensure each family has access to resources and support during Distance Learning. As described in the Additional Actions section, translation services are available to support parents who need primary language support to participate in site and District meetings.

Actions In the Learning Continuity Plan:
In the plan you will see the following actions marked as contributing which are included as part of the increased percentage:
DL11: Purchase the digital version of our adopted ELD program: EL Achieve (K-5) Read 180 and English 3D (MS) to support English Learners in accessing lessons during distance learning ($49,465)
DL18: Maintain middle school ELD teachers to provide designated ELD through and ELD course to ensure that English Learners make progress towards proficiency in English. ($250,672)
PL1: Purchase Imagine Learning to support assessment and personalized learning for English Learners ($150,000)
AA2: Translation Services: Contract with translators to support parents with a primary language other than English in engaging in site and District meetings ($60,000)

This LCAP captures all supplemental funds for the 2020-2021 school year.