

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

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

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## General Information

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

The Campbell Union School District has been providing education beyond the expected for nearly 100 years! We have faced many challenges during that time, but none as challenging as the school closures that happened as a result of COVID-19. This learning and continuity plan has been informed by the impacts resulting from the pandemic. Campbell had to quickly transition to distance learning full time. This impacted the programs we were able to offer. Our instructional focus shifted to a narrowed emphasis on teaching English language arts and math standards as well as English language development for English learners. Subject instruction in science, social studies, physical education and elective courses were offered in the spring, but we understood that the ability of each family to engage with a full curriculum in a distance learning format was dramatically different depending on family circumstances. As we move into the 2020-2021 school year we will provide next generation science, social studies and enrichment instruction.

As a result of school closures it was imperative that all students had access to online learning. In order to achieve this we had to make a change from in-class technology tools to at-home technology. We had to make changes from educating the student as our primary customer to ensuring that parents and guardians had the training they needed to effectively support their child at home. We made changes in how we offered academic feedback based on the fact that assessments looked different. Our report card was changed to include feedback on English language arts and math content instruction as well as how students participated and engaged in a virtual learning environment. We changed attendance protocols by tracking the level of engagement in distance learning so that we could effectively offer intervention to those students who were struggling the most. Changes were made in how Special Education services were offered to meet the goals in individualized educational plans. SpEd Staff had to provide specialized one on one support for families so they could effectively support at home in addition to the teacher. We had to change activities and celebrations to a virtual setting. Despite all of these sudden changes we noted the positive impact on our profile of a graduate competencies. There was an increase in self direction, empathy, critical thinking and online communication noted during distance learning that we will build upon as we vow to come back stronger in the 2020-2021 school year.

Our educational process will continue to look different in the coming year. With stakeholder engagement we have created a four phase approach to re-opening our schools. Phase 1 has every child starting the year in distance learning, Phase 2 will bring cohorts of students

back on a rotating A/B schedule, Phase 3 has all students back on campus for the minimum amount of required instructional minutes and Phase 4 is all students back for a full instructional day as was provided prior to COVID-19. There are not dates provided between the phases since we will be informed by the most current safety guidelines from the public health department. We will provide a minimum of two weeks for families to make plans between the phases.

The impact of school closures thus far has resulted in a widening of the achievement and equity gap due to the fact that some students do not have the support necessary at home to achieve at levels necessary to maintain grade level proficiency. The pandemic has also had an impact on our overall enrollment. We've seen a decrease in the number of registered students. We have seen a decrease in data informed instruction due to the fact that we had less formative assessments and no summative ELPAC or SBAC assessments to help drive instruction. We have seen an increase in requests for specialized services such as counseling, Special Education and referrals to community based organizations for basic support services such as food and shelter. We have heard about the negative impact on child development that has occurred by the lack of preschool and childcare programs. We have heard from students about the social isolation they are experiencing during distance learning. All of these impacts that were shared by our stakeholders were taken into account when writing and funding the elements of this plan.

## Stakeholder Engagement

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

Stakeholder feedback was solicited in the following ways:

- \*Use of Thought Exchange, an online platform for hosting community conversations around pertinent questions. We hosted an exchange for staff, parents and students on April 28, 2020 and May 12, 2020.
- \*Parent Surveys (English/Spanish): May 28 and June 5.
- \*Teacher Survey: June 5-12, 2020
- \*District work group teams: Facilities Team, Operations Team, Technology Team, Teaching and Learning Team, and Governance Team. Team Chairs met on: April 28, May 5, May 12, May 18, May 27, June 3, June 10, June 22, and July 7.
- \*District Return to Work Committee: July 8 and July 15
- \*District Return to work Community meeting (English/Spanish): July 30, 2020
- \*SPAC meeting: August 6, 2020
- \*DELAC meeting: August 12, 2020
- \*Superintendent Student Advisory Group meeting: June 3, 2020
- \*Consultation with CETA: August 28, 2020

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- \*School Board meetings: April 2, April 23, May 14, June 4, June 25, July 16, August 13, September 3 and September 24
- \*Weekly online updates emailed to all parents through the Communication Department
- \*Weekly video briefings send to parents and staff from March-June in English/Spanish with closed captions for hearing impaired.
- \*Social media notifications (YouTube channel, Facebook and Twitter) of all meetings and closure/re-opening plans.
- \*Written answers to all questions from parents: 700 questions answered in writing.
- \*School Site Council meetings:
  - Blackford: August 27, 2020
  - Campbell School of Innovation: August 25, 2020
  - Capri: August 27, 2020
  - Castlemont: September 1, 2020
  - Forest Hill: August 25, 2020
  - Lynhaven: August 31, 2020
  - Marshall Lane: August 27, 2020
  - Monroe Middle: August 27, 2020
  - Rolling Hills Middle: August 20, 2020
  - Rosemary: August 31, 2020
  - Sherman Oaks: August 31, 2020
  - Village: September 10, 2020

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

Campbell Union School District values good communication, especially during this challenging time. Our communication protocols were increased substantially during COVID in order to provide our stakeholders with information. The following protocols were used and will continue to be used moving forward:

- \*All board meetings were streamed live and attendance was heavier than normal due to streaming availability.
- \*Communication went out to all CUSD families via our email and website communication notifying them of the public hearing and how they could virtually attend.
- \*The board meeting live stream link is provided conveniently on our website.
- \*Automated calls went out to families (in English and Spanish) notifying families of the events and the community re-opening meeting. The meeting was translated into Spanish live during the Zoom meeting and had closed captions for the hearing impaired.
- \*Parents and staff have a process in place to ask questions regarding all aspects of school re-opening. FAQ's have been created and disseminated on the district's COVID-19 webpage.
- \*The website has the ability to translate content into the language of the reader using a translation feature.
- \*Social media was used to communicate and gather feedback. (Twitter, Facebook, YouTube channel)
- \*All families are emailed a weekly electronic email with our newsletter.
- \*The Superintendent did weekly video briefings that were pushed out to staff members and the community. These were translated into Spanish and had closed captions for the hearing impaired.

\*We have a phone subscription translation service so that teachers, administrators and other needed staff can contact parents using their native language.

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

Themes from stakeholder surveys from teachers indicated there is a concern about:

- \*Employee childcare needs
- \*Struggle to teach both in an in-person and distance learning format
- \*Safety protocols and access to PPE
- \*Concern over the widening of the equity gap as a result of some students not getting the support they need from home
- \*Adequate time allocated for professional development to get up to speed with best practices in distance learning before school starts in August
- \*Too much time expected for professional development while also doing distance learning
- \*The need to streamline the standards for teachers due to the reduced instructional minutes
- \*Concern about not being able to communicate effectively in the child's native language
- \*Concern about the academic needs of newly arrived English Language learners
- \*Concern about the social emotional needs of students
- \*Fear they will get sick when coming back to in-person instruction

Themes from stakeholder surveys from parents/families indicated there is a concern about:

- \* Childcare needs, especially for essential workers
- \*Parent concern over being able to adequately support students at home while they are also working
- \* Safety protocols and availability of resources needed
- \* Difficulty in understanding the variety of platforms teachers use to deliver instruction
- \*Second language parents feel uncertain about how to help students at home
- \*The fear of their students falling behind academically
- \*The desire to have students back in school as much as possible
- \*The need for free or low cost preschool for our youngest learners
- \*Desire for additional counseling and wellness supports for students who had challenges during shelter in place
- \*Concern about how special education (IEP goals) would be met
- \*Not enough synchronous learning time for students and inequity among school sites about daily schedule expectations
- \*Students not receiving grades and/or feedback from teachers on assignments

Themes from stakeholder surveys from students indicated there is a concern about:

- \*Social isolation and missing their friends
- \*Getting support from teachers in the moment when they need it.
- \*Missing organized school based activities (drama, sports, clubs, etc)

- \*Struggling to do well in a distance learning environment
- \*Struggling if they have to help a sibling due to a parent not being able to support the needs
- \*Difficulty managing the various google classrooms they needed to access material
- \*Not receiving feedback on assignments, didn't know things were missing

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

The Learning Continuity plan was informed by stakeholder input and feedback. There are a number of items that were funded because of stakeholder feedback. The following items will be addressed in the plan that are a direct result of feedback:

- \*In-Person Learning Labs will be offered at four school sites to alleviate child care and lack of engagement in distance learning issues. In-Person after school care is also being funded to support essential workers and staff member childcare needs.
- \*Professional development is being offered to all teachers before school starts to go over best practices in distance learning.
- \*A Social Worker will be hired to support student and family social emotional well being.
- \*A distance only full year program was created and staffed to accommodate all families desiring this model for the year.
- \*Preschool programs were supplemented in order to be able to continue.
- \*Meals will be fully funded for students on free and reduced cost lunch.
- \*We purchased safety gear for staff and student use. (Personal protective equipment, cleaning and disinfecting products, hand sanitizer, face shields, protective barriers)
- \*We provided signage in all public places of the safety measures required.
- \*We are providing parent/family education to support learning at home.
- \*We provided connectivity and devices to all families in need.
- \*We streamlined the essential standards in English language arts and math at the request of our teachers.
- \*We will offer reading boot camps to support literacy development for our neediest learners.
- \*We provided virtual and in-person summer learning opportunities.

# 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.]

It is the goal in Campbell to provide as much in-person instruction as possible for our most vulnerable students during phase 1 of the reopening plan. We strive to get all students back on campus at the earliest point possible following the recommended public health department and state guidelines. The base program for all students for the in-person model has a phase in approach to return students to campus following the year starting in full distance learning(phase 1). Phase 2 is students on campus for two days. Phase 3 increases the amount of time on campus and increases the cohort size to the full class size. Finally, Phase four has students back on campus full time. The duration of time between phases will be closely evaluated by the district's return to school work group.

Small group student orientations will be the initial experience for students to come to campus to meet the teacher in person or pick up learning materials. This will set them up for the initial distance learning phase. When students return to campus the primary focus will be intense instruction of essential standards in English language arts, English language development, math and science. Additionally, we realize the importance of social emotional learning and will create intentional in-person time to meet the needs of the whole child. Our phase in approach brings back our younger students first, as they are the ones who have proven to have the most difficult time with distance learning. We will bring back grades TK/K and 1 before all other grades. This strategy also aligns to our "every child a reader by third grade" instructional focus. While formal classroom instruction is not able to happen in phase one we are making some accommodations for in-person support that will be needed during distance learning. Learning Labs will be discussed in the next section of this plan.

Recognizing that our students with disabilities, English learners, foster youth and homeless students are at a significant disadvantage in a distance learning model, we created "above and beyond" opportunities for them to come back in small groups for teacher instruction while other students were only participating in distance learning. Teachers, counselors, educational associates and community liaisons are permitted to work directly with families to invite students to campus for targeted lessons and/or support services with extensive safety measures in place. In Phase 1 when all students are in a distance learning model we listened to stakeholder feedback about the need for childcare and preschool for working families. Due to this, we partially funded our CampbellCare child-care programs for essential workers, staff members and identified district families. Parents in the district also expressed concern over preschool programs not continuing. There was concern that there would be learning loss and that students wouldn't be prepared for Kindergarten. Funds in this plan allowed Preschool programs to partially re-open and run throughout the summer.

When students return to campus the need for advanced cleaning and disinfecting is magnified and requires additional custodial support to meet the demand. Disinfecting supplies and personal protective gear also must be purchased to create an effective and safe learning environment. All teachers will be provided a face shield and a mask should they choose not to provide their own. Students will bring their own masks to wear and will also be provided one if they don't have one, or forget on a given day. Air conditioning filters are being updated and replaced to ensure that they are creating safe and clean air flow. Students will receive instruction in social distancing and appropriate hand hygiene. Students will arrive and leave school in a staggered approach and will be dropped off at school without parents leading them onto campus. We will not be allowing visitors and/or parents on campus during Phase 2 in order to limit the number of adults on campus.

Students will be grouped in stable cohorts and will remain in those cohorts for all parts of the day. Recesses and lunches will be staggered and the playground will have zoned areas to ensure cohorts remain separate. Additional shade structures will be purchased at each site to accommodate more outdoor learning and eating spaces with shade. Classrooms will have students socially distanced and using their own instructional supplies. Backpacks and personal supplies will be spaced apart. Windows and doors will remain open to the extent practicable. Water faucets will not be in use when schools open. Students will have assigned bathroom times. Signage will be provided to mark social distancing spacing requirements and remind staff and students of proper hand hygiene. Adults will not be allowed to congregate in the staff room in large groups and they must maintain social distance if they are in a common space. Outdoor learning and eating spaces are being created at each school site. Should a child or adult contract the virus or be exposed to it we will follow strict guidelines and protocols from the public health department and we will provide required notifications and contact tracing to all parties.

During both in-person and distance learning the district will utilize a formal assessment calendar to track learning and growth. For those who have experienced significant learning loss interventions will be put in place as outlined in other sections of this plan.

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

Description	Total Funds	Contributing
Cleaning disinfectant products, additional custodial support to ensure we are meeting health department guidelines.	400,000	No
Purchase of canopies to support the creation of outdoor learning spaces.	120,000	No
Funding to continue in-person preschool program during school closures and through the summer.	200,000	Yes
Funding to support childcare for low income, foster youth and students experiencing homelessness.	368,751	Yes
COVID related personal protective equipment for staff.	113,070	No

## 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 district will be starting the year in a distance learning format and protocols are in place to ensure that the quality of instruction is of similar quality to an in-person experience. First, adherence to all of the SB98 guidelines will be followed. These guidelines provide for a robust manner of accountability. Protocols such as clear attendance and engagement measures have been created to ensure we are accountable that each child is accessing the educational program being provided. We will utilize PowerSchool to track attendance so that a permanent record is created. A teacher and administrator work team was established for the purpose of refining the district's overall essential standards. This was done because stakeholder feedback indicated this was a concern for teachers. The refined standards will guide teacher planning to ensure that instruction is tightly aligned to the most important big ideas of learning at a grade level. With instructional minutes being reduced there is an understanding that the learning must be very intentional. During distance learning all students will utilize the same district adopted curriculum to teach the standards. An additional curriculum supplement was purchased to account for learning loss in reading in grades 1-3. It is an online supplemental tool that supports our CKLA science based literacy curriculum. It is an adaptive online tool that pushes out the necessary curriculum to students to ensure access to the full alphabetic code necessary to become a reader. All teachers have been provided guides to the virtual teaching tools from our curriculum so that they can access any new elements or supports that have come out from the publishers as a result of school closures. A distance learning website has been created for teachers that houses all planning resources, virtual assessment tips, virtual curriculum supplements from publishers and social emotional resources.

Grade level instruction will take place via using both synchronous and asynchronous instruction daily. Students will receive a minimum of 60 minutes of synchronous instruction in grades TK and K. For grades 1-8 they will receive a minimum of 90 minutes daily. They will have asynchronous learning activities to complete the additional time required in SB98. Students will have daily check-ins with their class or homeroom for the purpose of building classroom culture and receiving social emotional learning support. Schedules allocate time for one on one check in with the teacher to ensure student engagement as needed. In distance learning students are put into A/B cohorts so that transition to a hybrid model will be facilitated and students will already have a sense of class culture with the students in their cohort when we are able to come back to school. This practice also promotes instruction in small groups which is a distance learning best practice. A weekly schedule of 120 minutes of synchronous dedicated ELD instruction is part of the schedule for English learners. Additional asynchronous support will also be in place for English Learners. All teachers have received support for how to utilize our current adopted curriculum ELD resources in a virtual setting to support designated ELD. Students with an IEP will receive support virtually as indicated in their plan. Families will be notified in a 1:1 virtual meeting for how their IEP goals will be accomplished. English learner families will be notified of their child's schedule each week through the student's google classroom. Parents will be provided with a distance learning support document before school starts. That will be provided in Spanish. We utilize a phone calling service that allows us to communicate in the native language of parents which will be how we communicate with parents of ELs. We are investigating the purchase of a learning management system called Schoology for middle school and the distance learning program for the 20-21 school year. Teachers will utilize Google Classroom to push



out and receive assignments from students. Letter grades will be given in middle school and students in elementary school will receive feedback using the standards based report card. Teachers will grade assignments based upon completion and application of the learning targets and progress toward standard mastery. Rubrics are used to determine the level of independence a student shows toward mastery. The distance learning program will promote a healthy balance of screen time vs. hands-on activities that promote creativity and choice. Learning packets may be provided as needed for students who are struggling to access a purely digital format. Students will be provided with instructional tools needed such as paper/pencils/crayons to ensure they are able to access learning from home. The instructional materials and technology devices were passed out in a drive through fashion the week before school started using a touchless, social distancing protocol.

To provide continuity of instruction and ensure that our neediest learners are able to have access to distance learning we created Learning Labs. The Learning Lab programs will happen at least four school sites throughout the district. Students enrolled in the Learning Lab program are provided an opportunity to engage in their distance learning in a setting with adult support and guidance. Targeted special populations have priority to the Learning Lab option with no cost to the family. Those targeted groups include English learners, foster youth, homeless students and those who were identified as having a lack of engagement in the spring when schools first closed. CUSD staff members are also able to send their children to the Learning Labs.

## **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.]

CampbellUSD's technology team has been diligently working to ensure all students have access to devices and connectivity to support distance learning. The work that has been completed can be organized into three categories: Devices, Connectivity, and Learning Platforms.

### **Devices**

Shortly after the shelter in place order was issued on March 13, essential workers within the Technology Department began organizing, inventorying, and preparing thousands of Chromebooks for student distribution. 98% of the district's 2,100 middle school students previously received a Chromebook at the start of the year through the District's 1:1 take-home initiative. The first batch of Chromebooks for elementary students were gathered, sanitized and distributed between March 16-19. By the beginning of Spring Break on April 3, over 1,200 devices were distributed to elementary students. Due to the limited availability of devices, families with elementary students initially received a single Chromebook to share. As the Technology Department prepared more devices by mid-April, each student in Grades 3-5 could receive their own. By the end of April, all students who needed access to a device received one, regardless of grade level. In total, over 3,600 CampbellUSD students requested and received a district-owned device to keep at home to engage in Distance Learning.

Since students were released for summer, the Technology Department has been disassembling existing Chromebook carts, sanitizing, repairing, and preparing extra Chromebooks for distribution. Technicians have also been replacing broken or missing Chromebook power supplies. Additionally, 1000 Chromebooks were purchased to ensure that all students will be able to check-out a District-issued Chromebook when school returns for Fall 2020. To support student use of Chromebooks, printed tutorials, web pages, and videos were provided to families in English and Spanish. Topics included how to check out a computer, how to check out a hotspot, how to activate a hotspot, how to

log into the computer, and basic information about the apps and services used by the district. CampbellUSD's technology team has been diligently working to ensure all students have access to devices and connectivity to support distance learning.

### Connectivity

Parent surveys over the past three years suggest many CampbellUSD families struggle to provide and maintain home internet access. In order to ensure students are ready to fully engage in distance learning, CampbellUSD provided low-cost internet information in multiple languages to every family picking up a Chromebook. Additionally, CampbellUSD surveyed families in Spring 2020 to determine the current levels of home internet need and in response, purchased 100 cellular hotspots and service plans from T-Mobile. These devices provide unlimited data to any family device that joins and filtered internet to the student's Chromebook. CampbellUSD students who live within the borders of San Jose reported a lack of internet access at a disproportionately higher rate than their Campbell, Saratoga, and Los Gatos peers. In partnership with Santa Clara County Office of Education and the City of San Jose, CampbellUSD has secured 200 additional hotspots for students who live within San Jose city boundaries. These devices also provide unlimited data to any family device that joins and filtered internet to the student's Chromebook. These AT&T hotspots will play an essential part in providing reliable internet access to all CampbellUSD students in pursuit of Distance Learning. For the least connected neighborhoods, CampbellUSD is investigating long-term internet solutions. In a partnership with Santa Clara County Office of Education, CommScope and Ruckus Networks, CampbellUSD is piloting a private-LTE network in a neighborhood immediately adjacent to Rosemary Elementary, a Title I school. The recently licensed CBRS-band promises better neighborhood penetration than traditional outdoor wifi deployments, and lower total cost of ownership compared to traditional cellular hotspots. More work will be completed through the 2020-21 school year to determine the feasibility of providing permanent home internet access for the CampbellUSD students most in need.

### Platforms:

With devices in hand and home internet access ensured, CampbellUSD teachers and students use a variety of platforms to ensure Distance Learning is compelling, engaging and meaningful. CampbellUSD teachers and students use Zoom as a video conferencing solution. Zoom provides teachers an opportunity to connect with their students daily and allows teachers to cluster students into smaller "Breakout Rooms" for collaboration and small group work. Students and teachers use Screencastify to create screen- and audio-recordings, and teachers can help students struggling with their devices by using the remote monitoring and assistance tool, GoGuardian. For students whose devices cannot be immediately fixed through GoGuardian, Solarwinds WebHelpDesk platform allows students to directly connect with IT Department technicians and schedule repairs.

It is critically important for students to be safe while using their devices at home. CampbellUSD utilizes Gaggle's monitoring platform to watch Google Drive, Gmail, and Hangouts for inappropriate content or an indication of imminent student harm. Principals and counselors are notified when flagged content is found, and appropriate support and services are provided to the involved student(s).

## 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.]

Instruction will be tracked and monitored for both synchronous and asynchronous learning. For synchronous, physical attendance will be taken daily. Students will be expected to show up ready to learn and participate in the learning by using Zoom chat features, engagement strategies as directed by the teacher and participation in small group and/or break out rooms. Teachers will pay attention to those students who don't respond or participate and they will follow up with students during designated connection time in their schedule. If a child is showing up but not participating in synchronous instruction the teacher will contact the child's parent via phone or email to discuss the concern. For asynchronous instruction, assignments will be disseminated via the Google classroom or in packet form to be picked up at the same time as lunches are passed out. Assignments will be collected and tracked for completion and content. Teachers will provide students with general feedback on their progress toward standards. For those not engaging we have a communication protocol that will be followed. First, teachers reach out to families on two separate occasions using either phone or email, followed by community liaisons and finally, site administrators. The goal is to determine any barriers for participation and work with the family to remove those barriers. Students will be provided with a weekly schedule following the same format that clearly describes the assignments that are due and how they will be turned in. Assignments due back from students weekly will be in the content areas of math, English language arts, and ELD as necessary. Teachers will track student progress in a grade book and/or in Powerschool as they traditionally do and progress will be communicated to parents as is traditionally done which may include: email, feedback on student work, progress reports, and/or report cards. Teacher and administrators will meet in PLC teams to focus on data that demonstrates student progress and identifies students who need intervention support. The schedule identifies expected specific synchronous and asynchronous learning for students as listed in an earlier section. Stakeholder feedback from March through June was that there was not enough synchronous time for students to meet with the teacher and to see classmates in a Zoom setting. There was too much independent learning time. That feedback was taken into account when creating the new schedule which ensures daily live instruction and includes opportunities for 1:1 check ins as well as small group instruction for re-teaching opportunities. Additional enrichment opportunities have been created that will be optional for students. These may provide opportunities for students to "see" classmates which will help alleviate social isolation. Teachers have been provided with the daily schedules and they have worked together to customize it to specific school and student needs. Training has been provided on planning to create engaging lessons that are age appropriate for the developmental level of students and the amount of screen time that is determined to be appropriate. Of course, there is always room for growth and change as we determine what works best. As necessary changes are made to schedules communication to parents/families will occur. We made our current determinations by reading research articles and publications of what is being done by others in the field. There is no one recommendation for district's to follow so we will work with our stakeholders to consistently evaluate what is working based on how students are progressing academically and socially. All teachers will utilize a common district assessment calendar to guide formal assessments using tools the teachers are already familiar with. In addition they will use common formative assessments, student self reflection sheets, rubrics, and exit tickets to evaluate pupil progress. Teachers will evaluate the data in professional learning community (PLC) meetings and will respond by personalizing the learning for students to help address learning gaps. When students don't make growth in the progress monitoring phase done by teachers it is then necessary to engage a larger data team. The team will evaluate overall data to determine additional interventions needed in addition to high quality first instruction. The data from these benchmark assessments will be evaluated by a school data multi-tiered system of support (MTSS) team. Teachers, Administrators and specialists will evaluate the data to determine who needs progress monitoring and/or interventions.

## 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.]

Providing on-going professional development is a key strategy to ensure the implementation and success of the strategies laid out in our plan. Based on both teacher and parent feedback, we realize the need to continually improve our distance learning strategies. To that end, all teachers and identified classified staff will be provided with in-depth training before the school year starts. There was agreement with the certificated and classified unions to change our annual calendar to accommodate moving all identified professional development days to August in order to have additional time before the student year started for training in August. We hired a consultant who provided strategies for engaging students in distance learning. The district identified the instructional technology tools and platforms that will be utilized in distance learning and all teachers will receive training in how to utilize the tools as well as how to help parents access the instructional technology tools. As was mentioned earlier in the plan, the impact of school closures has had a profound impact on student's social emotional well being. To support teachers in helping students, professional development will be provided in trauma-informed instruction and social emotional learning strategies throughout the year. New social emotional curriculum (Character Strong) has been purchased for various school sites and training has been provided. Guides will be provided on how to transform our assessment practices to a virtual setting. Understanding that on-going learning is necessary to provide instruction equal to the quality of in-person learning, the weekly schedules for teachers includes identified time for professional development. Additionally, there is time embedded to engage in the work of a professional learning community which is considered data informed job-embedded professional development. The trainings will be offered in a variety of formats: a.) as self-paced trainings done on the teacher's own time and at a time when he/she is ready to learn, b.) mandatory synchronous training where teachers can ask and answer questions of the presenter, and c.) allocated time for asynchronous learning with follow up from site administration and/or teachers on special assignment (TOSAs). TOSAs will also offer support in a variety of ways: small group meet ups, one on one support, live support during in-class or Zoom class meetings, pushed out planning and learning resources, facilitated book studies. All teachers were provided with a 20 day instructional plan to support them in starting the year. The plan contained resources for social emotional learning, how to support the district's profile of a graduate competencies, how to plan standards-based lessons virtually and strategies for virtual assessment. A distance learning website has been created for staff which is home to all of the professional development and planning resources that are available. It also has a tab for professional development that will be added to as we progress deeper into distance learning. Staff feedback is solicited through surveys and school meetings to determine areas where further training is needed. Technology support is offered through our technicians. Teachers utilize an online system for placing tech help requests. Those are responded to daily and it rarely takes longer than 24 hours to close a tech ticket request.

While there is a great need for training on distance learning strategies we also realize the need to ensure our continued focus on high quality first instruction and attainment of district-wide goals. Toward this effort, we are continuing training on initiatives aligned to our Every Child a Reader by third grade goal and deepening our practice around high quality math instruction.

Safety training was all rolled out to all staff prior to the beginning of the school year. All staff received video instruction for the protocols for daily health self-checks when coming on campus, handwashing videos for adults and students, the process of reporting to human resources if they are symptomatic or have been exposed to someone with the virus. A flow chart for reporting was provided to all staff in August before school started. A COVID-19 including factual and self-care information was provided and required of all staff. When we transition back to in-person instruction teachers will receive training on how to enter/exit school grounds, how to direct students when entering/exiting and

transitioning to lunch and recess time. Training will include the recommendation to keep windows and doors open to the extent practicable. Training will be done using video protocols or in-person with the support of school administration.

## Staff Roles and Responsibilities

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

As a result of school closures and response to COVID-19 the LEA worked closely with both the certificated and classified union representatives to create memorandums of understandings(MOUs) which identified areas of the contract that required some modifications based on current conditions. For the classified union it was agreed that some positions could not be done virtually (such as a bus driver to name one example) and/or there was no work due to the school closure. An MOU was created to allow staff to work out of their traditionally hired (classifications) positions if necessary to maintain employment. A distance learning (DL) only school was created for the entire year and this changed the working location for staff members hired to staff this program. Notice was provided to all teachers to apply for the DL school should they be interested or have health related concerns which wouldn't allow them to return to in-person instruction in our phased in program. We used transfer language in our Collective Bargaining Agreement to move teachers to the DL program based on student to staff ratios. The process for agreeing upon the MOUs was done through formal negotiation sessions with the district and union teams. There were multiple virtual sessions where each side presented their interests. At the time of writing this plan, negotiations were finalized with CSEA and we are still in progress with the CETA group. With CETA, we agreed on Middle School Schedules and are still negotiating: leaves, PD time, safety, evaluations, special education, training. The delivery model of instruction changed for all teachers in that they had to teach in a virtual setting requiring them to learn new technology skills as discussed in the professional development section. In the event the work of an employee could be done at home, staff members were given the option to work at home or at their assigned work location. In the case of working at home staff have the responsibility to set up a distraction free zone where they can complete the requirements of their position. Some positions (classifications) do not lend themselves to remote work and the employees worked in person following all of the social distancing protocols. When employees share they have a medical concerns, they are provided an interactive dialogue with HR where we work to make accommodations and offer leaves to others who could not be reasonably accommodated. When instruction transitions back to in-person in the hybrid model staff members will have the responsibility to make sure they are following all protocols, as well as providing instruction to students on the safety guidelines that must be followed. Staff will need to adapt to wearing personal protective equipment at all times. They will need to adapt to "no-visitors" on campus and will be directed on how to guide students on and off campus daily. Staff members will also fill out a daily health check and list their location if working on campus to allow for contact tracing if necessary. With the increased cleaning and disinfecting protocols that will be in place when in-person instruction resumes. We have allocated funding to hire additional custodial support. We have allocated funding for some new positions as a result of our response to COVID-19 issues: Social Worker, Therapist for Special Education. Distance Learning Administration and DL teachers including a reading intervention teacher and clerical support for distance learning and human resource increase requirement, ELD TOSA. and hourly staff to support Learning Labs, Reading Boot Camps and ELD instruction. The social worker will support the social emotional and wellness needs of our families and the Therapist will meet with students who require individual or family therapy in their IEP. An English Language Development (ELD) TOSA is being hired at the district level to support English learners. A TOSA for Digital Learning and Innovation was also funded for another year to support 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:

Campbell Union School District (CUSD) will be providing English Learners (ELs) with synchronous and asynchronous instruction in all content areas, including Designated English Language Development (ELD), during distance learning. The Comprehensive ELD Instruction will be provided by credentialed classroom teachers during core content instruction. In addition to the classroom teachers supporting the needs of the students, three ELD Teachers On Special Assignments (TOSAs) will support ELs at high need sites above and beyond the core instruction. The TOSAs will support the classroom teachers by reviewing, monitoring, and adding access strategies to lessons to meet the needs of ELs to meet reclassification goals and academic standards in a timely manner. The TOSAs will also work directly with ELs for extended instructional minutes, in small groups, to do reteaching, extension activities, or just provide a time to ask clarifying questions to ensure that content standards are being met and measured through formative assessments in the Professional Learning Communities (PLCs) process. Finally, as a result of school closures due to COVID-19, CUSD will also hire hourly ELD classified or certificated staff, who will work collaboratively with identified classroom teachers, to support ELs for extended instructional minutes either through distance learning or in-person instruction, in order for ELs to acquire language and meet grade level content standards above and beyond Comprehensive ELD Instruction. All teachers in CUSD have been provided Comprehensive Google documents outlining the requirements of Comprehensive ELD. These documents include how to provide Integrated and Designated ELD through distance learning, the required minutes for Designated ELD Instruction, resources to support instruction, links to the ELD Standards, ELA/ELD Framework Vignettes, California Department of Education Frequently Asked Questions, and supplemental instructional resource links. The ELD TOSAs will also be offering office hours to provide any teacher a chance to ask questions either about Integrated or Designated ELD. Site and district administrators and district and ELD TOSAs will monitor Integrated and Designated ELD Instruction. Teachers will also be submitting their Designated ELD schedule, students' names, and the students' proficiency levels to their site administrators. The site administrators will submit those schedules to the ELD Coordinator. It is critical that the ELs in CUSD have an opportunity to continue to practice their listening and speaking English language skills. For students who need additional time to acquire language in these areas, small breakout rooms will be provided by either the classroom teacher, an ELD TOSA or an hourly classified staff member or certified teacher. A home-school connection is imperative in CUSD. In addition to providing PD to our staff members, we will be providing bilingual education nights to our families. It is important to assess or screen our ELs in distance learning, in a hybrid model, or in-person. Multiple measures will be used and analyzed in PLCs to identify strengths and areas of growth of ELs in all content areas. Educators will break down the data to make instructional decisions that support growth for all ELs. We will be administering the following assessments:

iReady ELA (diagnostic test 2-3 times)

iReady Math (diagnostic test 2-3 times)

Dibels Foundational Reading Skills Assessment (2-3 times per year)

Curriculum embedded assessments in all content areas, including Designated ELD (ongoing)

Grade level created formative assessments (ongoing)

Observational notes of the student within the synchronous instructional setting (ongoing)

Empathy interviews to identify how the ELs learn/interact in various academic and recreational settings (as needed)

Initial ELPAC Results (once)

A Developmental English Proficiency Test (ADEPT) (as needed)

Local indicators such as perception surveys, thought exchange, etc. (1-2 times)

EL specific professional development (PD) will be offered to staff. The focus of the PD will be on both Integrated and Designated ELD for distance learning or in-person learning. The professional development will be offered in a variety of formats: Self-paced through the CUSD PD portal and PD website or In-person or virtually by internal and external EL experts.

The PD, focusing on helping ELs acquire language and give them access to content, may include:

\*Lesson Planning Template

\*Effective ELD Strategies

\*Culturally responsive and anti-biased teaching

\*ELA/ELD Framework

\*AVID Excel (a supplemental program that goes above and beyond to support our LTELs in accelerating language acquisition, developing academic literacy, and placing them on a path to success in high school and beyond)

#### Students with Exceptional Needs

Students with IEPs will continue to receive services based on level of need and previous offerings of special education services. All students will receive special education and related services from their IEPs during each phase of instruction. Case managers, teachers, and related service providers will coordinate to determine the appropriate number of service minutes within the distance learning setting, and in accordance with SB 98. The majority of students in special day classes will receive the majority of their instruction and services based on their goals from their special education teachers. Students in general education with resource specialist support will receive the majority of their instruction from their general education teachers, with special education and related services included in their total instructional minutes, according to their grade levels. The preschool program will provide in-person instruction starting on August 24, 2020. The preschool staff will provide as much in-person instructional support to our most vulnerable students, as a licensed preschool. Related services, such as speech and language and occupational therapy for students in the preschool program will be delivered remotely, initially, to maintain stable cohorts while within Phase I. Related services (e.g., vision, orientation and mobility, speech and language, counseling, occupational therapy, adaptive physical education, and deaf hard of hearing) will be provided per student need and as outlined in the distance learning service plans that are created for students. These services may be provided by district personnel, county office of education staff, or contracted agencies. Support may be provided individually or in groups. Providers may meet with students within the virtual classroom setting (push-in) or separately (pull-out.) Instruction may be synchronous or asynchronous. Support may also include student, staff or parent consultation. To ensure access to technology and materials, staff will communicate with parents and materials will be distributed weekly to parents by staff. Students who need electronic devices will be provided with Chromebooks for access to instruction and services. Those students who require different devices, based on their IEPs, for accessibility, will have access to them in the home. When parents cannot travel to a school site or the District office to collect materials and/or devices, these items can be delivered to a mutually agreed upon location. Within the first week of their return, case managers and service providers will contact parents to introduce themselves and determine the best mode of communication for the parents moving forward. The case managers will provide parents with service provider's contact information. Case managers will provide parents with a prior written notice (PWN) letter within the first ten days of school; this letter will outline service minutes to be provided during distance learning. Regarding assessments, psychologists will provide parents with assessment plans, rating scales and

will interview parents, as well as teachers. All assessors will observe the student via synchronous instruction. Students will be interviewed when appropriate. During school closure, IEP meetings will be held via Zoom, Google Meet or conference call. Parents will receive a draft copy of the IEP. Case managers will share an agenda for the meeting. Case managers will screen share the IEP document during the meeting. The IEP team will receive an email to electronically sign documents. Parents will be emailed and mailed a copy of the IEP. Progress summary reports for student goals will be sent to parents in conjunction with report card updates.

Case managers and service providers worked closely with site based and district office teams to support families and students during distance learning. This support included training and utilization of adaptive equipment (e.g. supports for students with visual impairments), hands-on manipulatives and materials, and parent support/training in working with students with challenging behaviors. Staff worked with families to accommodate schedules and meet with students as needed in order to provide them with the skills needed to access their learning.

#### Foster Youth and Students Experiencing Homelessness

Students will be invited to attend the Learning Labs in person to engage in their distance learning with the support of an adult staff member. McKinney Vento families will be provided with bus passes if transportation is an issue. Students will be provided with necessary instructional supplies, including technology and hotspot if needed. They will be allowed to take learning supplies with them daily. Community Liaisons reach out to families to connect them with any community resources that may be needed. Students will not receive unexcused absences if they are not able to attend synchronous learning times if it related to illness, a connectivity or technology issue. Teachers will follow up with students and families to ensure that they are able to access what they missed in the event they miss instruction. School staff will work with social workers to ensure that foster youth and families are engaged and connected, are in communication with the school when an issue arises and are being provided additional academic support when needed.

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

Description	Total Funds	Contributing
Teacher on Special Assignment to support Digital Innovation and teacher coaching during distance learning	56,026	No
Substitutes for school cohorts during distance learning	80,000	No
Administrative and clerical staff for the distance learning only program.	87,963	No



Description	Total Funds	Contributing
Zoom and Other Technology contracts needed for distance learning	40,000	No
Learning Management System for middle school and distance learning program	50,000	No
Coordinator of Innovation, Teaching and Learning Position to support blended and distance learning.	62,696	No
Discretionary Budget for Distance Learning Instructional Supplies and teacher support	116,500	No
Internet hotspots for connectivity	60,000	Yes
Printed and instructional supplemental materials for students struggling with distance learning.	15,000	Yes
Professional Development to support distance learning and other teacher needs aligned to providing continuity of instruction.	20,000	No
See Saw contract to support parent engagement and student ownership of learning.	44,000	No
Chromebook and technology devices for students and teachers to engage in distance learning.	300,000	Yes
Hiring a reading intervention teacher to support the distance learning full year program.	120,000	Yes
Provide parent education to help family members learn best practices to support students in distance learning programs.	5,000	Yes

Description	Total Funds	Contributing
Learning Lab implementation and childcare at five school sites for students to be able to engage in distance learning.	2,000,000	Yes

## 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.]

Formal assessment will start after labor day in order to give teachers time to build class community and address social emotional learning needs. After that time we will use our universal screeners to implement the required assessments as listed on our annual calendar. We utilize iReady for both reading and math (given three times a year) as well as a district developed math assessment for students in Kindergarten (given twice a year). Students in grades K-2 will be tested on their reading development using DIBELS(three times a year). It has not been our protocol to utilize DIBELS with third graders but we will be looking at the last data we have on second graders from the winter of 2020 to determine if we need to use DIBELS to effectively gauge learning loss for current third graders. For those who were a full year behind in second grade in the winter we will have our Reading Intervention teachers assess them using DIBELS. iReady reports provide us with actual grade level development by month, so for students who were with us last year we can compare the reports of the last score we have compared to how they do in September. From there we will assess the learning loss and teachers will place students in appropriate learning groups to ensure that they are receiving grade level instruction as well as needed intervention support to help them catch up. Teachers will analyze all of the data in PLCs to determine what standards may need to be retaught to which groups of students. PLC groups will need to articulate with the teachers from the previous grade to get necessary class and student information. Articulation will also be necessary to determine which standards may not have been taught due to the school closure. PLC time is embedded into the teacher schedule weekly. Teachers may utilize iReady standards mastery tests that provide evidence of where a student is in his/her development of the standard. This can be done for both reading and math. Teachers will provide grade level instruction and will utilize both long and short term formative and summative assessments. Short term assessments will be done on a weekly basis. When teachers notice that students have experienced specific learning loss they will provide instruction on previous unlearned standards. Teacher collaboration will be key to providing appropriate support. After instruction, students not demonstrating growth toward mastery will be put on a system of progress monitoring which is where they track the students' academic performance, to quantify a rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. If it is noted that students are not responding to interventions teachers will utilize the Student Study Team (SST) process to look at data with a larger team in order to provide supplemental support to students.

## 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.]

Addressing learning loss will be a focal point of instruction as we enter the 2020-2021 school year. CUSD teachers are skilled in addressing the wide range of abilities that come with a class of diverse students. Distance learning provides an opportunity for teachers to work on a more personalized level with students and to discuss with them learning styles and resources for developing their profile of a graduate skills of self-direction, critical thinking, collaboration, innovation and empathy. One of the strategies that will be used is the creation of student learner profiles so that students can begin to own their learning and develop deeper critical thinking skills. We vowed in Campbell to come back stronger as a result of the pandemic and this is one opportunity we feel will have lasting impact, as well as the self-direction we see developing in students beginning at a young age. In addition we will be providing more in-person learning time for our neediest populations. (English learners, low income, foster youth, students experiencing homelessness and those with exceptional needs) We are creating learning labs at four schools which will support these groups as a first priority. The Learning Labs will offer students an opportunity to complete their distance learning in a place where adult support is available. In-person instruction for these target populations will be allowed during phase 1 of our plan in accordance with all safety measures recommended by the public health department. Attendance, academic and behavioral data will also be tracked by targeted groups so that we can offer interventions to our neediest students. That data will be evaluated after each interim assessment. Interventions include in-person reading boot camps and small group virtual instruction with specialists. ELD TOSAs will provide additional ELD and core grade level instruction for identified students. A specific lesson planning template was developed to support the instructional needs for EL students. The template will be utilized by the ELD TOSAs and their partner teachers. This lesson plan promotes intentional planning with the understanding that some students will struggle and that we must provide support up front in areas of known learning gaps. Another strategy that will be used is to provide parent education for those families struggling to engage with distance learning. Parents/families and students will be provided a schedule for where and how they can receive additional support. Teachers and other support staff will have access to all district adopted curriculum as well as the resources in our reading toolkit which was designed to provide instruction to students at the earliest point of struggle. Additionally, publishers of our core curriculum are providing supplements that outline how to accelerate and remediate instruction. These resources are shared with our teachers and TOSA support and training is provided as needed. Intervention and acceleration will be handled with differentiated instruction done by the classroom teacher, multiple means of representing what is known, small group or 1:1 instruction, When we move to phase 2 and bring students back to campus for instruction we will bring back our younger learners first so that they have more time to adjust to structures and transitions on campus.

## 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.]

In order to monitor the effectiveness of the services and supports put in place for students we will track the number of students in each tier of instruction using iReady reports. This will be done three times a year and we will expect to see the number of students in Tier 3 reduce

between each assessment. We will also utilize the progress monitoring feature in DIBELS to measure the number of students being watched for statistical growth. It is expected that this number will drop between assessments. The data will be gathered by teachers who will evaluate the data in PLC teams. Site Administrators will evaluate school and district-wide data in quarterly PLC institutes. The student study team process will be used to track specific interventions being offered as well as the fidelity of teacher implementation of those interventions. Data reports will be provided using DataZone and/or Schoology when fully implemented. Schools will determine if changes must be made to schools-wide MTSS by having discussion with the instructional leadership team (ILT) or guiding coalition. ILT meetings happen at a minimum of one time per month. It is in these meetings that teacher and administrative teams talk about school systems that support students. These innovative teams drive the work that is done at the school site and many of them are guided by the principles from improvement science, such as examining the problem, creating rapid cycle change ideas and iterating on the impact of the work using data.

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

Description	Total Funds	Contributing
Reading Intervention program to provide in-person print rich environments for students in grades 1-3 experiencing learning loss related to reading instruction.	60,000	Yes
Purchase of CKLA adaptive reading curriculum to support instruction of concepts not fully covered during distance learning for grades 1-2 and struggling 3rd graders.	30,000	Yes
Intervention programs to support student learning loss. This may include teacher selected curriculum supplements, staffing to support small group instruction and/or student tutoring.	60,000	Yes
Learning resources to support continuity of learning during the summer and creation of a teacher committee to refine and align the essential standards throughout the district to support learning loss and continuity of instruction.	25,000	Yes
Hire an English Language Development TOSA and hourly support staff to meet the needs of English Language learning in distance learning and the hybrid model.	200,000	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.]

Daily SEL lessons will be provided to students by their classroom teacher during synchronous learning. Staff will continue to receive additional social emotional learning resources to support their implementation of daily lessons. A social emotional survey through Panorama will be administered to all students and staff in the fall and in the spring. The staff survey will assess how they perceive their student's social emotional skills and their capacity to develop their student's social emotional skills. It will also assess how to understand and develop teacher capacity to support every student's social and emotional development. The student survey will assess how students perceive their own social emotional skills. All staff members will have access to various social-emotional learning curriculum and activities through the Panorama playbook. School sites will also implement their site adopted SEL programs to support their student's social -emotional development.

The mental and social emotional well being of staff will be supported through monthly newsletters that will include various resources for staff to access when needed. The newsletters will focus on self-care and wellness and will include articles, webinars, videos and practices for staff to consider for implementation within their work setting and/or home setting. Staff surveys will be administered quarterly to assess staff capacity with the implementation of distance learning, support needs, professional development interest, and mental and social emotional well being.

The district has hired additional staff to help support the mental and social-emotional well being of pupils. The additional staff include a district social worker, social worker interns through San Jose State University, a licensed marriage and family therapist and two additional middle school counselors. The additional staff play a critical role in ensuring student and family engagement during distance learning. They will join other school staff who will provide support and outreach to all students and families in area of mental health support and student wellness, academic support, student disengagement from distance learning, support with accessing resources for basic needs, and when students are in need .

Staff and families will have access to an online referral form to refer students for counseling support. The form will be accessed by the site's school counselor who will review the reason for the referral and determine if the student should be seen by a staff member or an outside agency. This referral process allows school staff and families to refer students at the onset of concerns. Counseling support is also available for CUSD staff members through the CONCERN program.

With students participating full time in distance learning, families need to have information readily available in the event of a mental health emergency. A community guide with information about local mental health services and organizations will be made available for parents when requested and also on the district and school site's website. This guide is inclusive of local medical and mental health support both in person and virtually. It is intended to help parents locate a provider that can provide immediate service if needed.

Outside mental health agencies, who provide on site support services when school is in session, will continue to serve students who require a higher level of service. These agencies will provide tele-therapy services to our students and families. Parent webinars and training via an online platform will be offered by these agencies to help parents establish routines to better support their children during distance learning. The staff from the outside mental health agencies will also engage with school staff in each site's Tier 2 meetings when individual student cases and needs are communicated.

Site community liaisons will act as a bridge between parents/guardians and schools. The role of the community liaison is to support, connect and engage families with the school as a partner in their child's education. The liaisons also address barriers that are impacting the students education such as access to mental health supports. The community liaisons will connect parents and guardians with the appropriate staff for support with mental health needs. The liaisons will also provide language support when needed during the referral and consent process. This ensures that students who require this support receive it in a timely manner.

All staff will receive training in the area of trauma and trauma informed practices. The training will address the impact of trauma on the brain and how to avoid educator fatigue when supporting students with trauma. The training will also focus on how to work as an educator with students whose trauma is manifested in their behavior. Staff will also receive suicide prevention training which will focus on prevention and intervention through connection and relationships. The training is intended to inform staff about the warning signs of suicide and how they can support students in the classroom who have exhibited suicidal ideation. Each training will provide staff with resources which include articles, webinars, videos, and strategies and considerations for the regular and online classroom.

## **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.]

Daily Pupil engagement will be tracked through daily synchronous learning. Weekly pupil engagement will be tracked through a combination of asynchronous learning, class assignments, assessments, participation in small group instruction and office hours. Classroom teachers will track both daily and weekly pupil engagement. Daily pupil engagement will be entered as daily attendance every morning. Weekly pupil engagement will be tracked as participation and will be entered at the end of each week on Friday.

Pupil engagement and outreach will be monitored, tracked and documented in our student information system. Documenting this information in our student information system will allow district staff to generate reports to identify trends, areas of strength and areas of growth of of pupil engagement and outreach for all students specifically for the following subgroups: ELLs, Low SES, McKinney Vento, Foster Youth, Students

with Section 504 plans and Students with Disabilities. When pupil engagement is identified as less than 25% for the week, school staff will intervene and seek to work with the family directly to increase engagement. School staff will work with the family to determine the cause and provide suggestions to increase and to remove barriers that are impacting the student's ability to participate.

## Outreach

When students miss daily synchronous learning, parents/guardians will be required to verify the absence. Distance learning codes have been created to accommodate for absences that are atypical to when students are attending school in person. School staff will outreach to students and their families when they are absent from daily synchronous learning. Interpretation services are available for school staff to communicate with families whose home language is not English. This service is accessed through the telephone and connects school staff with a live interpreter who speaks to the parent directly. The identified school staff who will conduct outreach are: classroom teacher, attendance clerk, community liaison, district social worker, social worker interns, special education case manager, school counselor, and school administrators. Outreach strategies have been delineated in a tiered model. The number of missed online interactions in synchronous learning will determine the outreach strategy. As the number of missed online interactions increases, the level of outreach and involved staff members changes.

When students miss up to 2 days of synchronous learning, the classroom teacher will provide:

Outreach directly to the parent/guardian through phone calls, emails and or text messages during and outside of the daily school schedule. The classroom teacher will determine the reason for the absences and inform other school staff should the family require a higher level of support.

The classroom teacher will enter outreach information in the student information system.

When a student misses up to 3 missed days of synchronous learning in a week or 5 missed days of synchronous learning in a month, the classroom teacher, social worker intern, attendance clerk and/or the community liaison will attempt:

Phone calls, text messages and emails outside of the daily school schedule

To determine the reason for the absences and remove barriers if able to avoid future absences.

A virtual or phone meeting check-in with the family and provide an opportunity for the family to share and discuss the reasons for the absence.

To send a check-in postcard informing the family that the community liaison is available to support the family with accessing resources that will assist the family with keeping students engaged.

Complete a counselor referral if the child is in need of mental health support in order to be re-engaged with synchronous learning.

Refer family to local organizations to assist with providing families with resources for basic needs.

Coordinate outreach efforts with local organizations for basic needs to eliminate barriers that would impact the student's engagement.

Will enter outreach information in the student information system.

If the student obtains 3 unexcused absences, truancy letter #1 will be generated.

When a student misses up to 5 missed days of synchronous learning in a week or 12 missed days of synchronous learning in a month, the community liaison, district social worker, school counselor, special education case manager and/or school administrator will attempt:

To Contact individuals listed on emergency card

A virtual or phone meeting check-in with the family and provide an opportunity for the family to share and discuss the reasons for the absence.

Conduct a socially distant home visit and provide a door hanger with contact information for the family.

Refer family to local organizations to assist with providing families with resources for basic needs.

Coordinate outreach efforts with local organizations for basic needs to eliminate barriers that would impact the student's engagement.  
To determine the reason for the absences and remove barriers if able to avoid future absences.  
Conduct phone calls, text messages and emails outside of the daily school schedule  
Schedule Pre-SST Level 1 meeting with the student, family and school administrator(virtual and/or by phone )  
Provide a Prior Written Notice to families of students with disabilities indicating the challenge of implementing the student's IEP when the student is absent and not engaged in their learning.  
Will enter outreach information in the student information system.  
If the student has 5 unexcused missed online interactions- truancy Letter # 3 will be generated  
When a student misses more than 5 missed days of synchronous learning in a week or 12 missed days of synchronous learning in a month, the community liaison, district social worker, school counselor, special education case manager and/or school administrator will:  
Refer the student for a formal Student Study Team (SST)meeting.  
Conduct an Individualized Education Plan (IEP) meeting if the student has a current IEP  
Conduct a 504 meeting if the student has a current 504 meeting  
Refer the student to district SARB and provide an attendance contract for the remainder of the school year.

## 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.]

CUSD is serving meals at nine district school sites during distance learning. We are utilizing a grab and go system to distribute meals daily from 11:00 a.m. to 1:00 p.m. at seven elementary school sites and 2:00 to 3:30 at the two middle school locations. Meals are self contained in closed bags and families picked up the meals in a drive through or walk up fashion where all social distancing protocols and safety measures were in place. Students do not have to be present to pick up the meals. A lunch and/or a breakfast for the next day will be passed out. Staff members are subject to temperature checks and symptom reviews before entering the workplace. Once there, they use masks, hand sanitizer and gloves to distribute meals. Central kitchen employees are instructed to keep 6 feet of distance from each other, as much as possible, while packing meals. The total staff working in the central kitchen is limited to 10 or less to maintain proper distancing. As a safety precaution, central kitchen employees and school site employees are not commingled. Cafeteria assistants will ask each family the name of the CUSD student to receive the meal, and that will be entered in our Meals Plus POS system. This is the system we run in the cafeterias to keep track of the meals served. Our cafeteria assistants will have tablets that they will be able to enter the students into in real time as they are passing out the meals. Students will have a choice of receiving lunch and/or a breakfast for the next day. We are encouraging all families to apply for free and reduced price meals. School Messenger emails and phone calls will start on August 18 encouraging families to go online to apply for the meals. Each school site was given paper applications and the link to our online application



to pass out to families. During our meal distribution our cafeteria assistants will be passing out applications and encouraging families to apply. We also utilize Direct Certification where we are able to get a list of students from CalPads who receive CalFresh or Medical and are able to automatically approve them for free or reduced meals. This year we have also worked with the County of Santa Clara to match even more students who are foster, homeless and or receive other benefits that may be missed on the CalPads list. All students regardless of status can come and pick up a to go meal. If the student is paid status their account will be charged \$3.75 for lunch and \$2.50 for breakfast if they choose to take it. They will be encouraged to prepay for meals online, but we will accept cash or check in a pre-payment envelope at the meal pick-ups sites. Per regulations we are not allowed to deny a student a meal even if they owe money, so all students will be fed that come to pick up a meal regardless of their status or charges. We currently have applied for the following waivers: Meal time Flexibility, Non-congregate Feeding, Meal Pattern, Parent/Guardian Meal Pickup.

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

Section	Description	Total Funds	Contributing
School Nutrition	Additional staffing needs to provide breakfast and lunch to the community during shelter in place from March-June. The distribution of meals is principally directed to support unduplicated pupils and is an effective strategy because students from low socio-economic backgrounds are more likely to experience food instability.	148,243	No
School Nutrition	Additional staffing costs to provide free and reduced cost lunches and breakfast to qualifying students in the 2020-2021 school year. Staff must accommodate the social distancing and cohort requirements requiring additional staff. The distribution of meals is principally directed to support unduplicated pupils and is an effective strategy because students from low socio-economic backgrounds are more likely to experience food instability.	300,000	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Hire a social worker to help with the mental health well being of students and families. This action is principally directed to support unduplicated pupils. Internal data from the initial school closure demonstrated that english learner students and those from low income families struggle with access to basic needs of food and home stability. The social worker will support families by connecting them to needed community resources.	100,000	Yes
Mental Health and Social and Emotional Well-Being	Contract with CASSY counseling agency to provide counseling for students who demonstrate need as a result of the impact of the pandemic.	150,000	Yes
Mental Health and Social and Emotional Well-Being	Implement the Panorama survey to assess social emotional areas of strength and weakness for staff and students.	12,000	No
Pupil Engagement and Outreach	Provide funding for additional community liaison support to do outreach and connect families to needed community resources resulting as a need of the pandemic.	150,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide additional speech therapist support and psychology assessment support to meet the increased demand as a result of the pandemic.	60,000	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional Administrative support for additional Special Education Needs associated with IEP needs of students.	35,775	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Partially Fund Special Education Therapists to meet the individualized needs of students during distance learning.	150,000	No

## 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
24.58%	1,165,884

### 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 percentage to increase of improve services and the increased apportionment amount listed in this plan is reflective of Rosemary School which is our district identified non-charter school. This learning continuity plan is the representative plan for the district. Each school in the district will benefit from the actions listed in this plan. The other schools in the district are dependent charters and have LCPs that can be accessed on the district website: [www.campbellusd.org](http://www.campbellusd.org) after September 30, 2020.

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.

\*Principally directed district funded continuation of preschool programs: Research demonstrates that students who participate in preschool experience greater school readiness and oral language development. Internal data demonstrates that our low income and English learners are most at risk if they are not able to continue in high quality preschool programs. This item is found in the In-person section of the plan.

\*Principally direct funding to continue childcare: Stakeholder feedback stated this as a primary concern for students coming from low income families, and those who are essential workers. This is found in the In-person section of this plan.

\*Principally directed access to devices and connectivity: Chromebooks and hotspots were provided to families with limited or no access due to financial instability. This is found in the distance learning section of the plan.

\*Principally directed: Funding an additional reading intervention teacher to support struggling learners who are part of the distance learning program created as a result of COVID-19. Research suggests that students benefit from intervention provided by a highly trained teacher when not making progress. This is found in the distance learning section of the plan.

\*Principally directed: Purchase of a supplemental adaptive online reading curriculum (CKLA) for students in grades 1,2 (and struggling readers in 3rd). It is imperative based on research that ELs, low SES and students with exceptional needs are taught from materials that are based on the science of learning to read. This is found in the Actions to Address Pupil Learning Loss Section of the plan.

\*Principally directed funding to support the need for printed materials for targeted students who are unable to access a fully digital learning experience. This can be found in the Distance Learning Section of the plan.

\*Principally directed funding for parent education to teach families the necessary skills to be successful with distance learning. Evidence suggested that EL parents and those from low SES struggled to support their student. This can be found in the distance learning section of the plan.

\*Principally directed funding of in-person Learning Labs to support targeted students to complete distance learning with the supervision of an adult. We tracked data from the spring school closures of students who did not engage in the learning. They were invited to attend the in-person learning labs to ensure continuity of learning. This can be found in the Distance learning section of the plan.

\*Principally directed funded reading boot camps for unduplicated students in grades 1-3. Designed as in-person programs to create a print rich environment where ELs, Foster Youth, those experience homeless are able to experience high quality literacy instruction to ensure they remain on track to be readers by third grade. This can be found in the Pupil Learning Loss Section of the plan.

\*Principally directed funding to support academic interventions for students struggling from learning loss. Interventions may include additional staff to support small group instruction which is a research based best practice to support struggling learners or supplemental curriculum to teach learning gaps in both distance and in-person learning. This can be found in the Pupil Learning Loss Section of the plan.

\*Principally directed creation of Summer learning loss instructional materials to support learning during the summer. The materials were created in Spanish to support our English learners. This can be found in the pupil learning loss section of the plan.

\*Principally directed hiring an additional English Language Development Teacher on Special Assignment to support designated ELD. There is a need to increase support for ELs due to school closures and regression of English language skills. This can be found in the pupil learning loss section of the plan.

\*Principally directed hiring of a Social Worker and funding for Community Liaisons to support the mental health and well being of targeted families. Data from initial school closures demonstrated an increased need to connect families to community resources. This can be found in the Additional Actions Section of the plan.

\*Principally directed: Funding to support additional counseling needed for students as a result of the trauma experienced during school closures. Internal data demonstrated higher referrals for counseling support as a result of COVID-19. This can be found in the Additional Actions Section of the plan.

Principally directed: Purchase and implement the Panorama Social Emotional Survey to assess social emotional wellness and development of students and staff. The survey identifies areas of strengths and weaknesses and provide SEL resources to help develop skills that students especially need to deal with social isolation occurring as a result of the shelter in place. This can be found in the Additional Actions Section of the plan.

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

The Campbell Union School District is made up of eleven dependent charter schools and one non-charter, Rosemary Elementary. Due to our unique make up each school is required to increase services for EL, Foster Youth, and Low Income students by the following percentages by school:

Blackford: 22.85%

Capri: 8.15%

Castlemont: 13.85%

Forest Hill: 4.52%

Lynhaven: 14.35%

Marshall Lane: 3.28

Rosemary: 24.58%

Sherman Oaks 24.21%

Village: 3.15%

Campbell School of Innovation: 5.46%

Monroe Middle School: 19%

Rolling Hills Middle School 5.30%

These percentages equal \$6,458,157.

This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learner, Foster Youth and Low Income students. Below are the actions that are supported outside of this plan.

\*Continue to provide academic intervention services that include: Reading Intervention Teachers, Hiring of District and School based Teachers on Special Assignment, ELD Teachers on Special Assignment, Reading Boot Camps, after school expanded learning programs, hiring educational associates to work with small groups in the classrooms, hiring additional teachers to maintain class size, providing training on high quality multi-tiered systems of support and Response to Intervention training, student data analysis by sub-groups done in professional learning communities, supplemental curriculum and assessment tools (iReady)

\*Continue to provide mental health and social emotional services that include: Counselors, Community Liaisons, Partnerships with community based organizations to provide support for families, targeted social emotional curriculum and teacher training, close attendance monitoring to ensure access to education

\*Continue to support the health needs of students by hiring nurses and health clerks.

\*Continue to provide access to school through bus transportation for targeted students, bus passes for students experiencing homelessness.

\*Continue to provide parent education and community outreach through our School Linked Service Program.