

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Del Mar Union Elementary School District	Holly McClurg Superintendent	hmccclurg@dmusd.org (858) 755-9301

General Information

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

The impact of the COVID-19 pandemic has been profound for our community and our district. When families experienced the sudden closure of schools, childcare, and their places of work on March 13, 2020, there was an immediate disruption to the regular routines of life. Many parents struggled with juggling home and work demands while at the same time providing direct support to the education of their children. The impacts on our district staff were also significant. We were required to immediately pivot and deliver instruction and support to students remotely, requiring the quick acquisition of new skills and strategies to provide remote instruction.

Immediately upon school closure, we began to plan for how our classrooms would safely reopen. We started the process of examining every system and structure to identify and address needed modifications necessary to protect the health of our students and staff. Planning continued throughout the summer and has included consultation with parents, teachers, and staff, as well as medical experts. Guidance documents from the California Department of Education (CDE), The Center for Disease Control (CDC), The California Department of Public Health (CDPH), produced during the summer, were instrumental throughout the planning. Continued consultation with the San Diego County Health and Human Services Agency and the San Diego County Office of Education influenced the the reopening plan based on local context. What scientists understand about COVID-19 continues to evolve, and our district will continue to monitor known information so that we can make any necessary adjustments in alignment with public health science.

The Learning Continuity and Attendance Plan (LCP) offers the opportunity to memorialize the planning process and the decisions made to ensure our students receive high-quality instruction in the safest environment possible for the entire school community. Our district has put outstanding measures in place, and we are prepared and ready to reopen safely for the 2020-2021 school year.

Stakeholder Engagement

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

Input and communication for key stakeholders have occurred in a variety of formats throughout planning for reopening. Meaningful stakeholder feedback was solicited during the work of several committees, including the following:

District Reopening Task Force

Purpose: Involved the voices of informed people from a cross-section of relevant areas of expertise to incorporate requirements and guidelines into articulated plans for reopening DMUSD schools.

Dates:

Members: Physicians (parents), teachers, principals, cabinet, PTA President, DMSEF President

District Safe Reopening Planning Committee

Purpose: Engaged in discussion at the district level to address potential guidelines for the safe reopening of DMUSD schools. Committee reconvened after HHS guidelines and reviewed the DMUSD Safe Reopening Plan template for the district. Members served as liaisons for the development of site-based plans.

Dates: April 30, (Sub-committees) May 6, May 7, May 12, May 13, May 14, May 20, July 20

Members: Department representation, teachers, principals, nurses

Site-based All Staff Safe Reopening Planning Meeting

Purpose: Involved all staff with the opportunity to gain knowledge regarding the safe reopening checklist and provide input regarding each site-specific plan.

Dates: July 27

Members: Principal, teachers, support staff

Site-based Safe Reopening Planning Committee

Date: Convened by July 31, various dates at each school.

Purpose: Examined protocols and routines for site-specific conditions to ensure plans for safe reopening represent a variety of perspectives and could be practicably implemented. This committee was involved in the writing and "work" of creating the plan, ultimately acting as liaisons between the committee and the whole staff.

Members: Principal, teachers (representatives from SPED, STEAM+, primary and upper-grade teachers), support staff (office staff, aides), parents (at least two, one member of PTA executive board)

Stakeholders were also engaged in meaningful dialogue through established formal groups, such as the School Board, Del Mar California Teachers Association (DMCTA), Parent Teacher Association (PTA), District English Language Advisory Committee (DELAC), District Leadership Group, and District Cabinet.

Additionally, the community has been engaged through multiple webinars for both parents and teachers, as well through surveys. Thoughtexchange provided the opportunity for families speaking another language other than English to participate in surveys via embedded

translation tools. These translation tools are two-way. The system uses embedded Google translation so that participants can receive an immediately translation of information supplied by the district, and then in turn can use these tools to provide input in their primary language which is translated into English. We have confirmed that all families have access to internet as part of preparing for distance learning. However, to ensure all families were could provide feedback regardless of connectivity, parents were notified of meetings through the Blackboard calling system. Meeting notices were also posted in visible locations at school sites and at the district office and options for providing written comments regarding specific actions and expenditures were provided.

Students will be engaged throughout the year in focus groups facilitated by the site principal. These focus groups will include students from all grade levels and from both the in-person and the distance learning program. Student perspective on aspects of the educational experience analyzed and used to make needed adjustments for both academic support and social emotional wellness during the school year.

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

The Governor's executive order, N-25-20, directs Californians to follow public health directives, including canceling large gatherings. While these orders are in place, DMUSD public meetings and public hearings are available via a Livestream and are accessible via a link on our district website. Members of the community wishing to address the board can do so by submitting a Public Input Form digitally, which allows them to speak publicly during the video call, or to submit written input which can be read aloud. Links to the Public Input Form are also available on the district website.

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

Meaningful stakeholder feedback was solicited throughout the development of our reopening plan.

Themes from parents included:

- A desire for schools to reopen and provide in-person instruction with safety measures in place.
- A desire for a distance-learning option to address the needs of children and family members at high-risk, as well as families not yet comfortable returning to the school building.
- An expectation for students attending in-person learning programs and those participating in distance learning to have the same exceptional learning opportunities that children typically experience in DMUSD.
- A request that class size for distance learning to be equal to class size for in-person for the the 20-21 school year
- A desire for students participating in distance learning to return to the classroom during the school year.
- For students participating in distance learning, parents requested a unified learning management system with all assignments and links located in one area for efficient access.
- A request that teachers have all resources necessary to provide instruction in the distant learning program.
- A request for daily live instruction and regular feedback for students participating in distance learning as part of a well-organized schedule for children.

Themes from staff included:

- A desire to receive training specific to providing remote or distance learning.

- A request for curricula programs designed to support remote or distance learning.
- Identification of how students would be supported should teachers become sick.
- The ability to opt in to providing distance learning rather than provide in-person instruction when an employee is at high risk.
- A desire to have all safety protocols established and personal protective equipment available for teachers before resuming in-person instruction.
- Reduced class size for in-person instruction to maximize the ability for distancing.
- A solution for childcare for those staff members with school-aged children attending remote or distance learning programs in other districts.

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

Response to stakeholder input has had a significant impact during the development of the Learning Continuity and Attendance plan. Parent and staff input has influenced the structure of both in-person and distance learning models, including schedules and instructional tools to support high-quality learning for students as well as ensuring a safe school environment for all. Examples include:

- The development of a distance learning program for those families who choose an alternative to in-person instruction
- The submission of a waiver to the San Diego County Health and Human Services Agency to reopen as allowed in the Governor's Executive Order for elementary schools located in counties on the State's monitoring list.
- The identification of a single learning management system for all grade levels to organize learning resources and assignments, as well as provide a single location to access all digital tools
- The purchase of online supplemental programs for English language arts, English language development, and Mathematics to support the distance learning program and also in-person instruction when remote instruction is necessary
- All teachers are receiving professional learning for new supplemental programs and are learning effective techniques for using technology in instruction in a certification program called Leading Edge Flex.
- All teachers have been surveyed to ensure they have resources necessary to provide instruction in the distance learning program.
- The development of schedules for the distance learning program which reflect daily live instruction, opportunities for small group instruction, and regular feedback. These schedules will also be used when remote instruction is required for the in-person program
- Hiring additional teachers to reduce the class size for students attending school in-person and maintain class size average typical for DMUSD in Launch.
- Training of substitutes for a fluid level of support should a teacher become sick
- When receiving instruction in-person, the requirement for all students, K-6 to wear masks at all times, except when eating or drinking
- The purchase of extensive personal protective equipment for all staff
- Providing childcare at no cost to full-time employees with school-aged children in grades TK-6. Learning coaches are available to support children as they receive instruction online. Employees can also opt to have children attend school in DMUSD.

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.]

DMUSD is committed to offering an in-person learning experience that ensures the health and safety of students and staff. Every DMUSD school will provide an in-person learning experience, and all students will attend five days per week. Each school site has created a Safe Reopening Plan that documents all of the enhanced health and safety guidelines as they pertain to each specific site:

- All staff will attend training virtually to review all safety protocols before the school year starts.
- All staff will participate in a symptom screening and temperature check process before entering campus.
- All students will participate in a symptom screening and temperature check process each day.
- Schools will go directly to classrooms upon arrival, have staggered dismissal, recess, and lunch to avoid congregating
- Schools will be closed to visitors. Access to schools will be limited to students and essential staff.
- Staff will not congregate and will attend all meetings virtually
- Staff will wear face coverings/face shields throughout the day.
- All students in grades K-6 are required to wear face coverings.
- A rigorous schedule of cleaning and disinfecting will be implemented at each site throughout the day. One additional custodian, dedicated to disinfecting high touch areas, is being hired for each school site.
- Increased handwashing and personal hygiene practices will be taught and facilitated throughout the day.
- Students will remain in class cohorts throughout the day to limit their contact with other students.
- The average number of students assigned to each in-person class is reduced to facilitate physical distancing to the extent practicable.
- Classroom and outdoor space, including the use of tents, will be maximized to facilitate physical distancing to the extent practicable.
- The sharing of materials will be limited. Students will have their own set of supplies (crayons, markers, pencils, etc.)
- In order to follow health and safety requirements for physical distancing, additional vehicles will be used for students requiring transportation.
- The district will adhere to a plan for responding to staff or students who become ill or exposed to COVID-19.
- The district will respond to positive cases of COVID-19, which may include temporary closures of classrooms or schools as directed by local health officials.

DMUSD has an established systemic cycle of assessments, which includes formative and summative assessments as well as a social, emotional survey. This system was augmented to include reading and mathematics diagnostics for all students in grades K-6. This diagnostic will allow for the identification of students at the beginning of the year who may have experienced significant learning loss during school closure. The diagnostic assessment helps to establish a learning pathway in an associated adaptive learning program in both content areas. Language acquisition levels for English learners will also be assessed to provide current data that will inform integrated and designated ELD. This assessment is used to establish a learning pathway in a supplemental English language development program. IEP Goals for all special education students will be reviewed in the first two weeks of school and then again after six weeks to assist with determining any necessary

service modifications. Each school will use a Multi-Tiered System of Support structure to respond to student’s academic and social-emotional needs with a team approach for implementing classroom-based intervention strategies to support students in meeting grade level expectations.

Our in-person teachers are prepared if students receiving in-person instruction are required to pivot to a remote instructional model. All instructional tools in place for distance learning have been made available for all students. All teachers are attending the same professional learning so they are able to successfully implement these tools. Students who have been identified as at risk for learning loss will continued to be closely monitored through the MTSS process. Asynchronous instruction will be leveraged so that small group instruction targeting identified needs is provided to students.

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

Description	Total Funds	Contributing
Additional teachers to reduce class size for in-person instruction to meet guidelines for physical distancing.	\$2,967,000	Yes
Personal protective equipment and cleaning supplies and installation of additional hand washing station.	\$500,000	No
Additional custodial staff to provide disinfecting throughout the day	\$404,000	No
Additional vehicles for special education students in order to follow health and safety guidelines for physical distancing	\$100,000	No
Tents to facilitate the use of outdoor spaces to maximize physical distancing	\$190,000	No
Core curriculum to ensure resources are available to newly hired teachers for the purpose of reducing class sizes	\$34,000	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 Del Mar Union School district is offering an online, distance learning program called Launch as an option for students during the 2020-2021 school year to address the needs of families at high-risk, as well as families not yet comfortable returning to in-person instruction. Launch will operate as a separate program within the Del Mar Union School District and will include students from all eight DMUSD schools. A significant investment of time and money has been committed to Launch to ensure a comprehensive, well-articulated learning option comparable to in-person learning. Program elements include:

- Parents should be prepared to have their children part of the Launch Distance Learning Program for the entire school year to support program continuity for student learning.
- All students are eligible to participate in Launch. Special education teachers and specialists will support Launch students receiving specialized services.
- Launch teachers are participating in Leading Edge Certification to support their skill as distance learning teachers. Launch teachers will also receive professional learning in Google Classroom and Sites, i-Ready Assessments, and i-Ready Learning to support math and language arts instruction, Imagine Learning to support English learners, and Amplify Science.
- Instructional Assistants assigned to the Launch program are being provided professional development for Google Classroom and Sites, Seesaw, and Zoom to ensure they have the skills necessary to support students in a digital environment.
- Digital access to all core curriculum materials will be available to all students, along with hard copy materials where needed.
- Launch teachers will use a Google Site in addition to Google Classroom to house and facilitate learning resources, communicate student learning outcomes, and provide feedback on assignments. Students and families may be directed to other digital learning programs, but students and families will find class information and daily assignments organized for easy use and access.
- Students enrolled in Launch will be expected to attend live virtual lessons and complete school assignments during the same hours as in-person, at school learning, following state requirements for daily minutes of instruction. However, students will not be online all day. Teachers will create a schedule that allows students to work on and offline throughout the day.
- Launch students will learn in a variety of group sizes throughout the week, which may include whole class, small group, and one-on-one sessions. Group sizes are reflective of student needs and teachers' lesson plans.
- Class size will be maintained at district averages typical for the district
- All curriculum materials needed for at-home learning will be provided. Also, students will be provided with math manipulatives, school supplies, as well as supplementary materials required for learning tasks.

There may be the need for students attending school in-person to pivot to a remote instructional model should a class, school, or the District

be required to close. Therefore, all instructional tools in place for the Launch Distance Learning Program have been made available for all students. All in-person teachers are attending the same professional learning as teachers in the Launch distance learning program, so they are prepared to provide remote instruction if necessary. Specific information on all aspects of the Launch program can be found at this website address: <https://sites.google.com/delmarschools.org/delmarunionsd/home>

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.]

We are fortunate to have a community highly connected to the internet. While we did deploy over 2,000 devices, very few families required support in obtaining internet access. For the 2020-2021 school year, we have ensured devices will continue to be available for all students. Chromebooks will continue to be available for grades 2-4. We have purchased enough iPads for all students in grades K-1. We found iPads to be more developmentally appropriate for these age ranges. Mice and headphones will be available for families who request them. Devices will be deployed via staggered parent pick up before the beginning of the school year. Hotspots are available for distribution to families who do not have internet access. All families will have direct contact with their child's teacher to ensure they have the technology and connectivity necessary to participate in online learning.

In addition to access to devices, it is also critical for families to access information on how to use these tools effectively. Also, they require a way to receive support should they have technical difficulties. A technology resource page has been developed for both the Launch Google site and our District website. Included are help guides and videos addressing challenges most often encountered by families. A dedicated tech support email was also established to provide families with one-on-one troubleshooting with members of our Technology Department.

Finally, it is important our teachers have the devices they need to provide students with effective instruction when teaching remotely. We have purchased monitors, keyboards, and HDMI cables for teachers who need to augment their equipment should they need to teach from home. In addition, Apple pencils have been purchased for all teachers to use with their iPads.

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.]

Pupil progress will be assessed through formative, progress monitoring, and summative assessments. i-Ready for reading and math and Imagine Learning for English learners have been purchased to supplement an already established assessment system. These assessments have been adapted so they can be given remotely. Pupil progress will also be monitored through daily live interactions, evaluation of teacher-created assessments, and a variety of assignments.

Student attendance will be recorded in the SIS, Illuminate, and reflect participation in daily synchronous and asynchronous lessons.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation and completion of oral, written, and electronic assignments. This time-value will be provided through lesson plans and student assignments from each teacher and reflect the amount of daily instruction, which exceeds the daily minimum required for the 2020-21 school year. The certificated teacher of record will verify these minutes.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The selection of professional learning for all teachers has focused on increasing the skills needed for the Launch distance learning program or remote learning should it be required for the in-person program. All teachers are participating in Leading Edge Flex, a program that teaches the skills necessary to provide online instruction. All teachers assigned to the Launch distance learning program are required to complete certification. All teachers are being provided professional development in Google Classroom and Site, the Learning Management system identified to centralize all learning resources and assignments. Teachers are attending professional learning for i-Ready Diagnostic assessment and i-Ready Learning as well as Imagine Learning, an adaptive program designed for English learners. Teachers have access to a dedicated tech support email monitored by the Technology Department so that they can receive prompt support.

Staff Roles and Responsibilities

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

The impact of COVID-19 on Del Mar Union instructional programs has required a change to the staff's roles and responsibilities as we plan to provide continuity of learning for students and ensure safe environments for students and staff. The impact is felt throughout the organization from classrooms to administrative offices. Teachers and instructional support staff are prepared to provide distance learning for the entire year, or they are ready to shift to remote instruction should facilities for in-person instruction be required to close. Instructional staff will assume responsibility for the safety measures needed for in-person instruction, including taking student temperatures and implementing site safety protocols related to COVID-19. Twenty-three additional teachers have been hired to reduce class size for the in-person program. Additional custodial staff has been hired to provide regular cleaning and disinfecting throughout the school day in high traffic areas. The Coordinator of Curriculum and Instruction will assume many of the administrative responsibilities for the Launch distance learning program, and an administrative assistant was reassigned to provide support to the program.

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 Language Learners: English learners will focus on the same rigorous grade-level academic standards expected of all students. Teachers will provide language instruction services to English learners through designated and integrated ELD to enable meaningful participation and support the acquisition of English. All English learners, including those not yet assessed with the Initial ELPAC, will be rostered to Imagine Learning. This online program provides benchmark assessments to monitor language acquisition, an adaptive learning platform, as well as differentiated instructional tools to support areas of need via small group instruction. All students at ELPAC levels 3 and 4, who were not assessed with the Summative ELPAC before school closure in the spring, will be included in the optional Summative ELPAC window so that current data is available for determining eligibility for reclassification.

Special Education: Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student

with a disability. In these challenging and evolving times, IEP teams must meet and work with the family to collaboratively determine what is working for each student in distance learning as well as what accommodations and modality of learning allow for the greatest access. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction. Special education staff will modify assignments, provide feedback and design lesson in alignment with each student's IEP and offer live small group and individualized instruction. All instructional assistants assigned to assist the program are receiving training for the specific digital tools they will be using as they support students to include Zoom, Google Classroom and Seesaw.

Homeless and Foster Youth: Through the District Liaison and the support of each school principal, the needs of homeless and foster youth will continue to be met. For students in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. DMUSD provides customized support to each child which matches their specific needs. For example, previously we have funded free enrollment in our fee-based childcare program, paid registration fees for afterschool enrichment programs, and have provided free transportation to and from Polinski center. With the assistance of our school site principal and our district McKinney Vento liaison, we will monitor the needs of each homeless and foster child and provide the specific support needed to ensure equal access to the instructional program. Equally important, DMUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person.

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

Description	Total Funds	Contributing
Permanent substitute to provide continuity for instruction should a teacher need to be absent	\$32,000	No
Student devices (mice, headphones, Chromebooks, i-Pads)	\$406,000	Yes
Purchase of devices (monitors, keyboards, HDMI cables, apple pencils) to support distance learning instruction for those teachers who provide instruction from home	\$31,000	No
Leading Edge Certification (Stipends and cost of training)	\$ 633,000	Yes
Student Supply Kits for students receiving distance learning instruction	\$27,000	Yes
Administrative Support for the distance learning program	247,000	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

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

DMUSD has an established systemic cycle of assessments, which includes formative and summative assessments for reading and mathematics. This system was augmented to include reading and mathematics diagnostics for all students in grades K-6. This diagnostic tool will allow for the identification of students at the beginning of the year who may have experienced significant learning loss during school closure. A second administration will include all students before trimester two, and a third administration at the end of the year will include grades K-2. Students at grades 3-6 being monitored through MTSS will also be included. Progress monitoring will occur via additional benchmark assessments and classroom-based formative assessments to determine student progress between administrations of the i-ready diagnostic. Also, student progress in the i-ready adaptive learning programs for both reading and math will be monitored by teachers weekly so that they can plan targeted instruction and support students in identified areas of need.

Language acquisition levels for English learners will also be assessed with the Imagine Learning benchmark to provide current data to inform the planning of integrated and designated ELD. This assessment is also used to establish a learning pathway in a supplemental English language development program.

IEP Goals for all special education students will be reviewed in the first two weeks of school and then again after six weeks to determine any necessary service modifications.

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.]

Understanding school closures may have impacted the progression of student learning, DMUSD will take steps to ensure distance learning opportunities are well designed and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs, such as the use of scaffolds, providing targeted instruction one to one or in small groups. All online

programming and internet content will meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies. Each school will use a Multi-Tiered System of Support structure to respond to student's academic and social-emotional needs with a team approach. Data will be used to plan and implement classroom-based intervention strategies to support students in meeting grade-level expectations and ensure social-emotional wellness. Strategies for specific groups are as follows:

English Language Learners: English learners will focus on the same rigorous grade-level academic standards expected of all students. Teachers will provide language instruction services to English learners through designated and integrated ELD to enable their meaningful participation and support the acquisition of English. All English learners, including those not yet assessed with the Initial ELPAC, will be rostered to Imagine Learning. This online program provides benchmark assessments to monitor language acquisition, an adaptive learning platform, as well as differentiated instructional tools to support areas of need via small group instruction. All students at ELPAC levels 3 and 4 who were not assessed with the Summative ELPAC before school closure in the spring, will be included in the optional Summative ELPAC window so that current data is available for determining eligibility for reclassification.

Low Income: Low-income Students may have less familiarity with the use of technology outside of the classroom. Staff is developing online help guides and videos to guide students and their parents on how to use various digital tools. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, we ensure these students have access to the National School Lunch Program. Families are also provided information on additional food resources, including food distribution events occurring throughout the county

Special Education: Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. In these challenging and evolving times, IEP teams must meet and work with the family to collaboratively determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Homeless and Foster Youth: Through the District Liaison and the support of each school principal, the needs of homeless and foster youth will continue to be met. For students in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. DMUSD will support students experiencing homelessness by delivering resources to students who lack transportation to pick them up. Equally important, DMUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the implemented pupil learning loss strategies will be measured through i-Ready diagnostic results, as well as formative assessment throughout the school year. Results from these assessments will allow teachers and site administrators to evaluate the effectiveness of interventions provided to mitigate learning loss. Modifications to these interventions will be made if they are found to be ineffective at accelerating learning. English learner progress will be assessed with the Imagine Learning Benchmark assessment. Teacher

evaluation of each student’s participation and engagement will play a critical role for those who may need support in staying active in the learning process. Special Educators will monitor progress on IEP goals to determine the effectiveness of the instructional program outlined in the IEP.

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

Description	Total Funds	Contributing
i-Ready Diagnostic assessment to identify students with significant learning loss	\$82,000	Yes
Imagine Learning – assessment and adaptive learning path for English learners	\$73,000	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.]

The entire education community has been affected by the COVID-19 pandemic, and it is critical for the social-emotional wellness of our children and staff are considered as we plan for the 2020-2021 school year.

Students: All teachers will continue to implement the district adopted social-emotional program, Second Step. This program provides opportunities and strategies for building positive relationships, engaging in community building, as well as tools to develop emotional self-regulation. These are essential life skills necessary for the challenges this school year brings. All teachers have been provided with training in trauma-informed practices during the 2019-2020 school year. They will use this lens as they support children. All psychologists have received training for the Bound Back Program, which is a school based-group intervention for elementary students exposed to stressful and traumatic events. Bounce Back teaches students ways to cope with and recover from traumatic experiences. It is designed to be administered by clinicians to small groups of children. In DMUSD, it will be used as a tier two intervention for students identified via the MTSS process. It will also be available for IEP teams to select should it be considered a necessary intervention. All instructional assistants have received training from the Registered Behavior Technician certificate program. Skills learned from this training will help the instructional assistants respond to students demonstrating increased behavior related to the trauma experienced as a result of the pandemic. The mental health and social emotional well-being of each student will be monitored in two ways. First, our teachers closely monitor students assigned to them and work with site administration to access appropriate intervention or needed resources as part of MTSS. Second, we will administer

the DMUSD Core Wellness survey. This data will be used to identify trends both at the school site and across the district and help inform actions needed to support students.

Staff: To support the social-emotional wellness of students, instructional staff must also attend to their social-emotional wellness. Understanding and addressing the needs of staff is one way the district can be supportive. The staff was surveyed for each member's preference for an in-person or distance learning instructional model. Whenever possible, the staff has been placed according to their preference. Teachers and support staff reported a concern for how they would support their own children's education with the increased expectations for distance learning. Free childcare is being made available for all full-time staff members with children in TK- Grade 6. The childcare program will include learning coaches to guide the schoolwork of children participating in distance learning programs. The human resources department is working with staff members who have specific medical issues requiring extended leave by providing clear information on what COVID-19 related relief options are available. The district has made a commitment not to reduce staff due to COVID-19 related issues and instead whenever possible the roles of staff are be restructured so that employment can be maintained. Staff at each of our schools and in our district office are part of a close, supportive community, which is vital to the social-emotional wellness of all staff members. Leaders are purposefully engaging in activities to support the social and emotional well-being of all staff. They are intentionally engaging with individuals and referring staff for additional support when necessary. The Human resources department has developed an articulated system allowing staff to obtain information for how to access needed mental health resources in a manner which protects the individual's privacy and reduce stigma.

In addition to the stresses brought on by the COVID-19 pandemic, the summer also brought weeks of protests calling for racial justice at all levels of society. Our district intends to engage each of our schools and the community in addressing and eradicating racism. All staff members will be participating in anti-bias training. We will also engage in activities at each of our schools to be a designated No Place for Hate district. No Place for Hate is a program designed and implemented by the Anti-Defamation League focused on helping school communities create respectful, inclusive environments.

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.]

Del Mar Union has created a plan to monitor student attendance and engagement, including tiered re-engagement strategies for students who are absent from distance learning or in-person learning for three or more days.

Tier I

- Teachers will have live daily interaction with each student every day.
- Parents will be informed of the expectations for school attendance for the 2020-2021 school year
- The administrative assistant will make contact with home via phone call or email on days students are absent.
- If the administrative assistant is unable to make contact with the home at least three times during the week, the principal will be notified who will then call the parent.

Tier II

- The principal will contact the family three times.
- If contact is made, the principal will inform the teacher and administrative assistant by email.
- If contact is not made, the principal will mail a supportive letter
- If no contact is made, the principal will also facilitate the scheduling of an attendance meeting with the parent and teacher. The purpose of the meeting will be to identify challenges and strategies for re-engaging the student in school.
- If there is no response to two attempts to schedule a meeting, the Coordinator of Curriculum and Instruction will be notified.

Tier III

- The Coordinator of Curriculum and Instruction is involved
- A Home Visit will be scheduled following all health and safety guidelines

While no language group meets the 15% threshold requiring translation, the district regularly engages in the use of translators to facilitate communication with parents who speak a language other than English.

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.]

Families participating in the free and reduced lunch program in the distance learning program will have the opportunity to pick up lunches at no cost. As our District does not have a dedicated cafeteria, business services will continue to contract with Choice Lunch to deliver meals. Two schools have been selected as pick up sites based on where there is the most need. The District will send out communication via email and automated call to families which provides directions for picking up five grab-and-go meals at each site every Monday. Staff will follow physical distancing protocols and all food service procedures required by the health department throughout distribution.

Choice Lunch will also provide meals for in-person instruction, including those for students receiving free and reduced lunch. Meals will be packed in single hot and cold containers. Lunches will be staggered to maximize physical distancing as practicable.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	Purchase of iPads for school psychologists to improve testing and services for students being assessed for potential learning disabilities and for those already receiving services.	\$3,000	No
Stakeholder Engagement	Purchase of Zoom enterprise to allow for online meetings and webinars to support community engagement	12,000	No
Stakeholder Engagement	Purchase of Thought Exchange to support online surveys and provide inclusivity for those speaking a language other than English	\$20,000	Yes

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
3.49%	\$1,146,440.00

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 needs of English learners (EL), low-income students, Foster Youth, and those children who are homeless are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. The services in the LCP demonstrate a 3.49% improvement in services for unduplicated students as compared to services provided to all pupils in the 2020-2021 school year. Using a districtwide expenditure model has proven to be the most effective use of supplemental funds and the success is reflected in our CAASPP data and local performance measures. High priority has been placed on eliciting stakeholder input through the development of the LCP. This is especially important when considering actions to meet the needs of unduplicated students groups in the current context. These students represent populations often underrepresented and historically marginalized and may be more significantly impacted by the pandemic than others. The following are actions which benefit unduplicated students groups:

Districtwide Services:

The purchase of additional technology devices (iPads and Chromebooks) ensures these populations have equal access to instruction when provided in a distance or remote learning model.

The development of online help guides, videos, and a dedicated help desk for families assists those who have had less access to technology or opportunity to develop the skills necessary for full participation in distance or remote instruction.

Adding a math and language arts diagnostic assessment tool for all grade levels assists in the identification of students who may have experience learning loss during school closure. It is anticipated that unduplicated student groups may be more impacted by school closure than others. Early identification of students who have experienced learning loss will allow for the development of intervention to accelerate learning.

Hiring additional teachers to lower class size for in-person instruction and providing additional certificated support to push into the distance learning program will allow for increased differentiated instruction for unduplicated students.

Anti-bias training and the implementation of the No Place for Hate Program will help to ensure our school community is building respectful and inclusive environments for all children, including unduplicated student groups.

Cognitively Guided Instruction (CGI), one of the effective instructional methodologies identified in the California Mathematics Framework, is being implemented districtwide. Cognitively Guided Instruction supports deep conceptual understanding of mathematics by all students, including struggling students and those who are linguistically and culturally diverse. Attention to culture, language, and students with exceptionalities when teaching and assessing is a focal point of professional learning in CGI for all teachers. Teachers are taught to engage in intentional actions that will result in high levels of success for all students. Resources acquired for teachers support culturally and linguistically responsive and equitable instruction. High expectations and supports are present for all students. Teachers will continue to receive differentiated training in CGI practices.

Actions specifically addressing unduplicated groups are as follows:

English learners: The purchase of a robust web-based English language development program will help teachers to monitor language acquisition for those students learning English, and also provide supplemental English language development at each student's level.

Homeless and Foster Youth: We have very view foster youth or children who are identified as homeless attending schools in DMUSD. As a result, we provide customized support to each child which matches their specific needs. For example, previously we have funded free enrollment in our fee-based childcare program, paid registration fees for afterschool enrichment programs, and have provided free transportation to and from Polinski center. With the assistance of our school site principal and our district McKinney Vento liasion, we will monitor the needs of each homeless and foster child and provide the specific support needed to ensure equal access to the instructional program.

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

The services above demonstrate at least a 3.49% improvement in services for unduplicated students as compared to services provided to all pupils in the 2020-2021 school year. The increase apportionment is \$1,146,440.00. DMUSD has increased or improved services by at least the percentage calculated as compared to the services provided to all students. Using a districtwide expenditure model in combination with targeted action items for unduplicated student groups has proven to be the most effective use of supplemental funds and the success is reflected in our CAASPP data and local performance measures. Implementation of the actions listed in the prior section will support continued success as we support these student groups in the current context.

