

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Students will experience high quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students' experiences will build upon their passions, interests, and strengths

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            1A. Basic Services</p> <p><b>19-20</b>            Maintain baseline</p> <p><b>Baseline</b>            100% fully credentialed and appropriately assigned teachers, sufficient access for 100% of students to standards aligned instructional materials indicated in the annual Notice of Sufficiency of Instructional Materials; all sites “Good” or better on the FIT</p>	<p>Baseline            100% fully credentialed and appropriately assigned teachers, sufficient access for 100% of students to standards-aligned instructional materials indicated in the annual Notice of Sufficiency of Instructional Materials; all sites “Good” or better on the FIT</p> <p>Baseline maintained</p>
<p><b>Metric/Indicator</b>            1B. Implementation of CA standards will include NGSS for all students including English learners as measured by survey and observation</p> <p><b>19-20</b>            100% implementation of NGSS</p> <p><b>Baseline</b></p>	<p>80% implementation of NGSS. While all teachers are providing instruction in NGSS, science, full implementation has not yet been reached per observation and survey. Teachers desire standards aligned materials, to assist with full implementation. Pilot to select Science curriculum to support full implementation NGSS was delayed due to school closure in response to the COVID-19 pandemic, but will be provided along with professional learning beginning in the 2021-22 school year.</p>

Expected	Actual
<p>While all classrooms are implementing CA standards in ELA and mathematics, NGSS aligned science instruction is just beginning.</p> <p><b>Metric/Indicator</b> 1C. 100% of students will have a broad course of study including unduplicated students and students with exceptional needs per district review of classroom and schoolwide schedules.</p> <p><b>19-20</b> Maintain baseline</p> <p><b>Baseline</b> All students currently receive a broad course of study inclusive of core academic subjects: ELA, mathematics, science, social studies, physical education, music, art, and technology.</p>	<p>Baseline 1C. 100% of students will have a broad course of study including unduplicated students and students with exceptional needs per district review of classroom and schoolwide schedules.</p> <p>Baseline Maintained</p>
<p><b>Metric/Indicator</b> 1D. Parent input and involvement in the development and annual review of districtwide and site-based objectives will continue as measured by participation in scheduled parent meetings and surveys at the site and district level. Participation of all parents is solicited, including parents of second language learners, students receiving Special Education, and families whose children receive free or reduced lunch. Event flyers for families of second language learners and immigrant families are mailed home in several different languages.</p> <p><b>19-20</b> Maintain or increase baseline</p> <p><b>Baseline</b> Meetings to share information and receive input from stakeholders are regularly scheduled by the district and school sites. Stakeholders have the opportunity to give feedback via hard-copy, verbally, and online. In-person input was received</p>	<p>Baseline Meetings to share information and receive input from stakeholders are regularly scheduled by the district and school sites. Stakeholders have the opportunity to give feedback via hard copy, verbally, and online. In-person input was received by more than 750 participants. Written survey responses were received from 103 district stakeholders.</p> <p>The COVID19 Pandemic required creative approaches to soliciting parent input and involvement in the development of districtwide and site-based objectives. All meetings, including those of district and site committees, principals coffees, and other informational meetings were held virtually. Our community is highly connected digitally and the use of technology increased the number of people participating in meetings and via survey. Combined, we have feedback from over 1300 district stakeholders.</p> <p>Increased Baseline</p>

Expected	Actual
<p>by more than 750 participants. Written survey responses were received from 103 district stakeholders.</p>	
<p><b>Metric/Indicator</b>            1E. Scores on ELA Smarter Balanced will increase by 1%, for all students; student groups scoring 30 or more points below the district average will increase by 5%.</p> <p>Scores on Math Smarter Balanced will increase by 1%, for all students; student groups scoring 30 or more points below the district average will increase by 5%.</p> <p>Reclassification rates for English learners will be maintained or exceed at least 19.4%</p> <p>Percent of English learners making annual progress will increase annually by 1%</p> <p>California Science Test (CAST) 5th Grade</p> <p><b>19-20</b>            Reclassification Rate: Maintain or exceed baseline</p> <p>Percent of English learners making annual progress will increase by 3% from baseline</p> <p>Goal will be determined based on 18-19 baseline results</p> <p><b>Baseline</b>            Reclassification Rate = at least 19.4%</p> <p>Percentage students making annual progress = 87%</p>	<p>2019-2020 Smarter Balanced data for ELA and math is not available. State assessments were canceled as a result of school closure in response to the COVID-19 pandemic.</p> <p>Reclassification Rate for English Learners: 24.6% (Exceeded Target)</p> <p>2019-20 annual progress data for English learners not available due to school closure in response to the COVID-19 pandemic.</p> <p>California Science Test (CAST) data for fifth grade is not available. State assessments were canceled due to school closure in response to the COVID-19 pandemic.</p>

Expected	Actual

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a) Continue</p> <p>b) Continue with pilot and recommendation for adoption of NGSS aligned materials.</p> <p>c) Continue with mathematics and reading training, additional NGSS training.</p> <p>d) Implement MTSS at all schools. Monitor implementation and adjust support as needed.</p> <p>e) Continue to provide identified professional learning for ELD</p> <p>f) Provide training and support for using the new platform, Ellevation, to monitor reclassification and monitoring process for English learners.</p>	<p>Objects 1000-5000 Salaries, benefits, books/supplies, and services</p> <p>LCFF Base 24,093,000</p> <p>Title II \$61,200</p>	<p>Objects 1000-5000 Salaries, benefits, books/supplies, and services</p> <p>LCFF Base 24,600,000</p> <p>Title II 53,780</p>
<p>a) Continue</p> <p>b) Continue with pilot and recommendation for adoption of NGSS aligned materials.</p> <p>c) Continue with mathematics and reading training, additional NGSS training.</p> <p>d) Implement MTSS at all schools. Monitor implementation and adjust support as needed.</p> <p>e) Additional personnel to provide targeted instruction to identified high needs students at schools receiving Title I funds</p> <p>f) Continue to provide identified professional learning for ELD</p> <p>g) Provide training and support for use of the new platform, Ellevation, to monitor reclassification and monitoring process for English learners.</p>	<p>LCFF Base &amp; Supplemental – (includes \$1,177,828 of Supplemental)</p> <p>Included in Goal 1.1 Objects 1000-5000 Salaries, benefits, books/supplies, and services</p> <p>Title I \$127,000</p> <p>Title III \$6,000</p>	<p>LCFF Base &amp; Supplemental – (includes \$1,161,688 of Supplemental)</p> <p>Included in Goal 1.1 Objects 1000-5000 Salaries, benefits, books/supplies, and services</p> <p>Title I 151,625</p> <p>Title III 6,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a) Review and refine professional learning focus based on student performance data. b) Educational program data reviewed and appropriate supports refined based identified need c) Continue	Objects 1000, 3000, 5000 Salaries, benefits, and services  Title III \$82,000	Objects 1000, 3000, 5000 Salaries, benefits, and services  Title III 74,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no significant changes in expenditures for identified actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes and Challenges

Over the three years of the 2017-2020 LCAP, analysis of state and local data related to students' academic progress indicates continued high achievement levels for DMUSD students. Specific actions, informed by stakeholder feedback, have been selected each year to support the academic program elements related to this goal. School closure in the spring of 2020 due to the COVID-19 pandemic required a shift in gathering stakeholder feedback from LCAP actions to school reopening. In addition, state assessment data was limited due to the cancelation of the Smarter Balanced Assessments and the ELPAC assessment. Where ever possible, the most recent state and local data have been included to demonstrate successes and challenges in implementing the actions and services selected to achieve the goal.

Directions for this template require exact language from the 19-20 LCAP to be copied in the sections above. In some cases, actions were continued from one year to the next. To provide clarity to stakeholders, actions are listed below with complete language:

Action 1A: Appropriately credentialed and assigned certificated staff (22:1, K-3 and 28:1, 4-6) providing instruction to all students, including English learners (continued in 19-20).

Action 1B: Provide standards-aligned materials to all students (Continued with pilot and recommendation for adopting NGSS aligned materials for 19-20).

Action 1C: Professional learning in CA standards (Continued with mathematics and reading training and additional NGSS training for 19-20).

Action 1D: Implement MTSS at all schools. Monitor implementation and adjust support as needed.

Action 1E: Additional personnel to provide targeted instruction to identified high-needs students at schools receiving Title I funds.

Action 1F: Provide all teachers with professional learning to implement the newly adopted ELD program embedded onto the newly adopted language arts program (Continue to provide identified professional learning for ELD for 19-20).

Action 1G: Provide training and support for using the new platform, Ellevation, to monitor reclassification and monitoring process for English learners (new action for 19-20).

Action 2A: Review and refine professional learning focus based on student performance data.

Action 2B: Educational program data reviewed and appropriate supports refined based on identified need.

Action 2C: Continue adult ESL classes.

Specific information regarding the implementation of these actions is as follows:

Action 1A: Appropriately credentialed staff members were assigned to all students. Small class size ratios were maintained.

Action 1C, 1F, 2A, 2B: Professional learning was provided throughout the year. All teachers attended differentiated CGI professional learning for mathematics. All teachers attended a grade-level professional learning day. These sessions were divided between English language arts and science. Objectives included examining lesson design principles to ensure meaningful learning opportunities for students while using the Wonders ELA curriculum and teaching Next Generation Science Standards. The presenter also demonstrated language scaffolds to provide students, including English learners, access to core instruction. School closure in March 2020 due to the COVID19 pandemic required adapting the remaining professional learning to meet teachers' needs in a remote setting. The Instructional Services Department planned additional training for all teachers. Eighteen sessions were held over eight days. Topics included focusing on the three District supported learning management systems, best practices using recommended tools for recording instruction, and safely conducting live remote sessions using Zoom and Google Meet. Staff also provided sessions to refresh teachers' understanding of how to use ConnectEd, the digital platform for the Wonders ELA/ELD curriculum. In addition to technology sessions, district math TOSA's facilitated grade level support sessions and developed specific content weekly for teacher use in providing Cognitively Guided instruction for mathematics remotely.

Action 1D and 1F: All schools provided intervention throughout the year, including during remote instruction as part of MTSS. Once schools closed, virtual meetings provided opportunities for small group instruction, allowing for differentiated support and scaffolding for students, including English learners and other at-risk students. Teachers also continued to seek out ways to use digital platforms to provide personalized feedback to all students. Staff hired at Title I schools earlier in the year supported students based on identified needs in ELA and math. These staff members also used digital platforms during school closure to provide support to students virtually.

Action 1G: Training for Ellevation to support the reclassification process and monitor students already reclassified occurred early in the school year. This system allowed for a much more streamlined process for gathering all staff feedback, which contributed to an increase in the number of students reclassified in the 19-20 school year (24.6% - an increase of 5.2% from baseline). Unfortunately, school closure affected the ability to assess all English learners with the ELPAC to determine an annual progress rate for the district.

Action 2C: Adult ESL classes were continued in the 2019-20 school year; however, they were discontinued before the end of the year due to school closure.

Action 1B: School closure in March necessitated the postponement of a planned pilot to determine the selection of science curriculum aligned to NGSS to the 20-21 School year.

When considering student progress over the lifespan of the LCAP, students continue to experience a rigorous academic program. Students achievement on the 2019 dashboard was as follows:

#### English Language Arts

All Students: Blue (85.4 points above standard)

English Learners: Green (37.7 points above standard)

Low Socioeconomic: Green (31.8 points above standard)

Students with Disabilities: Green (20.1 points above standard)

Asian: Blue (110.1 Points above standard)

Hispanic: Blue (46.4 points above standard)

White: Blue (81.3 points above standard)

Two or More Races: Blue (84.7 points above standard)

#### Math

All: Blue (79.4 points above standard)

English Learners: Green (49 points above standard)

Low SES: Green (12.9 points above standard)

Students with Disabilities: Green (15 points above standard)

Asian – Blue: (121.1 Points above standard)

Hispanic: Blue (21.8 points above standard)

White: Blue (69.9 points above standard)

Two or More Races Blue (75.7 points above standard)

The Smarter Balanced Assessment was not administered in the spring of 2020. To measure the amount of learning loss that may have occurred due to the instructional adjustments made as a result of school closure, the I-Ready Diagnostic for math and English language arts was administered at the beginning of the school year. Those results are as follows:

Reading:

Tier 1: 92%

Tier 2: 5%

Tier 3: 3%



The COVID19 Pandemic required creative approaches to soliciting parent input and involvement in developing districtwide and site-based objectives. All meetings, including district and site committees, principals coffees, and other informational meetings, were held virtually. Our community is highly connected digitally, and the use of technology increased the number of people participating in meetings and via survey. In 2020 all feedback for the school program focused on school reopening in the 2020-21 school year.

## Goal 2

Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            2A. Schoolwide and all students groups will achieve and maintain a 97% attendance rate and Chronic Absenteeism will be reduced by at least 1.5% by 2019-20</p> <p><b>19-20</b>            Attendance Rate: Maintain 97% or lower</p> <p>Chronic Absenteeism: Reduce baseline by 1.5%</p> <p><b>Baseline</b>            Attendance Rate: 97%</p> <p>Chronic Absenteeism: 4%            (modified to 4.8% with fall 17- 18 state release of data)</p>	<p>The CDE did not publish the California School Dashboard for the 19-20 school year. Therefore color performance is not available for the Chronic Absenteeism Indicator. Chronic Absenteeism and Attendance rate data for the 2019-20 school year was obtained from DMUSD's student information system and was used to determine the following analysis.</p> <p>Chronic Absenteeism*: 4.34% (Increased by .34% from baseline)</p> <p>Attendance Rate Maintained*: 97.7% (Increased by .7% from baseline)</p> <p>*Represents partial school year through school closure on March 13.</p>
<p><b>Metric/Indicator</b>            2B. The Pupil Suspension Indicator on the dashboard will be maintained at green or blue for the district; all student groups and</p>	<p>The CDE did not publish the California School Dashboard for the 19-20 school year. Therefore color performance is not available</p>

**Expected**

schools will be maintained at blue or green or improve to reach at least green by 2019- 2020. The expulsion rate will be maintained at 0%.

**19-20**

All student groups and schools will be maintained at blue or green or improve to reach at least green by 2019- 2020. The expulsion rate will be maintained at 0%.

**Baseline**

Suspension: Baseline	
Group	Status
District, English Learner, Asian, Filipino, White, African American, Hispanic	Blue/ Green
Students with Disabilities	Yellow
Socioeconomically disadvantaged	Orange
School	Status
Carmel Del Mar, Sycamore Ridge, Ocean Air, Torrey Hills, Del Mar Heights, Sage Canyon, Ashley Falls	Blue/ Green
Del Mar Hills	Orange
Expulsions (Baseline): 0%	

**Actual**

for the Pupil Suspension Indicator. Suspension and expulsion data for the 2019-20 school year was published on the Dataquest website and was used to determine the following analysis.

The suspension rate for the 19-20 school year increased by .1%, representing an increase from 5 to 9 unduplicated count of students suspended district-wide. On the California School Dashboard, this would fall in the Maintained performance level and would have remained blue.

Student Group colors would have been as follows:

Blue/Green

English Learner, Students with Disabilities, White, Hispanic, African American, Asian

Orange

Socioeconomically disadvantaged, Two or More Races

Schools

Seven schools were blue and one school was green.

The district expulsion rate was maintained at 0%

Expected	Actual										
<p><b>Metric/Indicator</b> 2C. DMUSD will administer an annual climate and/or student interest survey.</p> <p><b>19-20</b> Improve upon or maintain baseline climate data.</p> <p><b>Baseline</b> DMUSD currently administers the Healthy Kids Survey to 5th grade. DMUSD does not administer a student interest survey.</p>	<p>The DMUSD Wellness survey was administered to all 4-6 grade students at the end of the 2018-19 school year to establish a baseline for the 2019-20 school year. The baseline was as follows:</p> <table data-bbox="1056 310 1461 488"> <tr> <td>Very Healthy:</td> <td>68.5%</td> </tr> <tr> <td>Healthy:</td> <td>10.1%</td> </tr> <tr> <td>Moderately Healthy:</td> <td>8.5%</td> </tr> <tr> <td>Moderately Unhealthy:</td> <td>4.1%</td> </tr> <tr> <td>Unhealthy:</td> <td>8.8%</td> </tr> </table> <p>As a result of school closure due to the COVID19 pandemic, the DMUSD Wellness Survey will be administered in the 20-21 school year to establish a new baseline for the 2021-24 LCAP.</p>	Very Healthy:	68.5%	Healthy:	10.1%	Moderately Healthy:	8.5%	Moderately Unhealthy:	4.1%	Unhealthy:	8.8%
Very Healthy:	68.5%										
Healthy:	10.1%										
Moderately Healthy:	8.5%										
Moderately Unhealthy:	4.1%										
Unhealthy:	8.8%										

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a) Continue</p> <p>b) Continue</p> <p>c) Administer a climate and/or student interest survey. Analyze results. Determine next steps based upon results.</p> <p>d) Develop a district-level SARB team</p> <p>e) Communicate attendance expectations for California with families new to Del Mar</p>	<p>Object 5000 Services LCFF Base \$7,700</p>	<p>Object 5000 Services LCFF Base \$7,700</p>
<p>a) Implement MTSS at all schools. Monitor implementation and adjust support as needed</p> <p>b) Train new staff in trauma-informed practices</p> <p>c) Refine use of Second Step SEL program as needed</p>	<p>Included in Goal 1 Objects 1000-5000 Salaries, benefits, books/supplies, and services  LCFF Base \$0</p>	<p>Included in Goal 1 Objects 1000-5000 Salaries, benefits, books/supplies, and services LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Over the three years of the 2017-2020 LCAP, analysis of state and local data related to students' socioemotional wellness, engagement levels, and school climate indicate positive learning environments for students. Specific actions, informed by stakeholder feedback, have been selected each year to support the student program elements related to this goal. School closure in the spring of 2020 due to the COVID-19 pandemic required a shift in gathering stakeholder feedback from LCAP actions to school reopening. In addition, state and local assessment data sources were limited due to school closure. Where ever possible, the most recent state and local data have been included to demonstrate successes and challenges in implementing the actions and services selected to achieve the goal.

Directions for this template require exact language from the 19-20 LCAP to be copied in the sections above. In some cases, actions were continued from prior years. To provide clarity to stakeholders, actions are listed below with complete language:

- Message to community focused on the importance of regular school attendance (Continued action).
- Provide information and training for independent study when appropriate and recommended. (Continued action).
- Administer a climate and/or student interest survey. Analyze results. Determine next steps based upon results.
- Develop a district-level SARB team.
- Communicate attendance expectations for California with families new to Del Mar.
- Implement MTSS at all schools. Monitor implementation and adjust support as needed.
- Train new staff in trauma-informed practices.
- Refine use of Second Step SEL program as needed.

### Successes and Challenges

Stakeholders continued to receive ongoing communication regarding the importance of attendance during the 2019-20 school year via school newsletters, handbooks, and Principal's Coffees, including to those families new to California. Independent Study contracts were approved for students as appropriate. Through January 2020, we appeared to be on a positive trajectory for both attendance

rates and chronic absenteeism data. However, absences begin to increase were as the San Diego County Health Department established health and safety guidelines regarding COVID19 were established and as families became increasingly concerned with the increased spread of the virus. This culminated with school closure on March 13, when attendance data stopped being collected for the remainder of the school year. Despite this, the attendance rate was maintained at 97.7%. Chronic absenteeism increased from 3.9% to 4.94%, which reflected the mandate that students be free of any symptoms for at least 24 hours before returning to school and also a 14-day exclusion for students returning from specific countries identified by the CDC.

The DMUSD Wellness survey was administered at the end of the 18-19 school year to all students in grades 4-6 to establish a baseline for the 19-20 school year. Each school site integrated site-specific goals related to the results into the Comprehensive Safe Schools Plan. Unfortunately, school closure prohibited the administration of the survey at the end of the 19-20 school year as was planned to determine the progress of these goals. This survey is being administered in 20-21 to establish a new baseline for the 2021-24 LCAP.

To support the implementation of MTSS, the special education department provided a series of three professional learning sessions with the following objectives:

Session One:

- Requirements of the Individual with Disabilities Act (IDEA) and the rights it affords students
- Defining what it means to provide the least restrictive environment
- Intervention strategies for students who are not eligible for special education.

Session Two:

Understand the difference between equitable support vs equal support

Understand the difference between 504 and an IEP

Determine the difference between an accommodation and a modification

Session Three:

Trauma-Informed Practices and their role in an MTSS

Second Step, a researched-based social-emotional curriculum, continued to be implemented at all school sites, including during school closure. Observational data reflects implementation would benefit from articulation both within grade levels and vertically across grade levels.

The COVID19 Pandemic required creative approaches to soliciting parent input and involvement in developing districtwide and site-based objectives. All meetings, including district and site committees, principals coffees, and other informational meetings, were held virtually. Our community is highly connected digitally, and the use of technology increased the number of people participating in meetings and via survey. In 2020 all feedback for the school program focused on school reopening in the 2020-21 school year.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional teachers to reduce class size for in-person instruction to meet guidelines for physical distancing.	\$2,967,000	2,967,000	Yes
Personal protective equipment and cleaning supplies and installation of additional hand washing station.	\$500,000	500,000	No
Additional custodial staff to provide disinfecting throughout the day	\$404,000	225,000	No
Additional vehicles for special education students in order to follow health and safety guidelines for physical distancing	\$100,000	98,000	No
Tents to facilitate the use of outdoor spaces to maximize physical distancing	\$190,000	204,000	No
Core curriculum to ensure resources are available to newly hired teachers for the purpose of reducing class sizes	\$34,000	34,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to the closure of the Del Mar Heights school campus, custodial staff were able to be reassigned resulting in less custodial staff hired for 2020-21.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-Person Instructional Offerings  
DMUSD has been committed to offering an in-person learning experience that ensures the health and safety of all students and every staff member. Extensive stakeholder feedback was gathered via both district and site reopening committees. Members of these

committees represented various stakeholder groups including parents, teachers, classified personnel, and site and district leadership. 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), student focus groups, District Leadership Group, and District Cabinet. Ongoing communication occurred both at the opening of school and throughout the school year to further refine the in-person program.

Every school provided an in-person learning experience, and all students had the option of attending school five days per week beginning the third week of school. With careful planning, ongoing communication, and careful adherence to each school's Safe Reopening Plan, we successfully educated two-thirds of our students in our school buildings. Actions that contributed significantly to success included:

- All staff and children participating in daily symptom and temperature checks and wearing masks
- Schools closed to visitors
- Students remaining in class cohorts throughout the day to limit their contact with other students
- A rigorous schedule of cleaning and disinfecting implemented at each site throughout the day. One additional custodian, dedicated to disinfecting high touch areas, hired for each school site.
- A reduction in the average number of students assigned to each in-person class to facilitate physical distancing to the extent practicable
- Classroom and outdoor space, including the use of tents, maximized to facilitate physical distancing to the extent practicable.
- Adherence to a plan for responding to staff or students who became ill or exposed to COVID-19, including the temporary closures of classrooms or schools as directed by local health officials.

As a result of these actions, no school site or other district facility experienced community spread. Systems were established to ensure a smooth transition for some classrooms required to shift to remote instruction as a result of community exposure, including providing all in-person teachers and students with the same distance learning tools and access to the same professional learning on how best to provide instruction in a remote setting. District and site leadership provided ongoing communication to inform the school community of changes in health and safety guidelines from state and local health departments. Webinars featuring a local infectious disease expert provided the community with research-based information regarding the best precautions to take for COVID-19.

Schools have been closed to visitors all year, which has had a significant impact on the school community. In a typical year, teachers and students benefit from high levels of parent involvement in many ways including supporting the facilitation of small groups, completion of classroom tasks, and sharing expertise with students in content areas.

Interim and classroom data indicate most students in our in-person classrooms are making good progress. The i-Ready diagnostic was implemented K-6 to provide progress monitoring data. Crosswalk tools from i-Ready provide a prediction for how students may score at the different proficiency rates on Smarter Balanced assessments. Important to note the midyear Diagnostic was administered in late January, with four months of learning remaining.



## Crosswalk to Smarter Balanced Grades 3-6 Midyear

### Reading:

#### All Students Asian Hispanic. Two or More Races White

Level 4 54% Level 4 66% Level 4 36% Level 4 57% Level 4 49%  
Level 3 29% Level 3 23% Level 3 32% Level 3 32% Level 3 32%  
Level 2 10% Level 2 6% Level 2 20% Level 2 7% Level 2 12%  
Level 1 7% Level 1 5% Level 1 12% Level 1 4% Level 1 7%

#### English Learners Students with Disabilities Socioeconomically Disadvantaged

Level 4 13% Level 4 27% Level 4 21%  
Level 3 33% Level 3 24% Level 3 30%  
Level 2 17% Level 2 23% Level 2 23%  
Level 1 37% Level 1 26% Level 1 26%

### Mathematics:

#### All Students Asian Hispanic. Two or More Races White

Level 4 40% Level 4 62% Level 4 16% Level 4 42% Level 4 30%  
Level 3 27% Level 3 23% Level 3 22% Level 3 29% Level 3 31%  
Level 2 24% Level 2 12% Level 2 41% Level 2 23% Level 2 30%  
Level 1 9% Level 1 3% Level 1 21% Level 1 6% Level 1 9%

#### English Learners Students with Disabilities Socioeconomically Disadvantaged

Level 4 21% Level 4 17% Level 4 11%  
Level 3 25% Level 3 19% Level 3 19%  
Level 2 25% Level 2 29% Level 2 36%  
Level 1 29% Level 1 35% Level 1 34%

The i-Ready Diagnostic results placed students needing additional support in a personalized learning pathway. Teachers used this intervention tool in combination with other classroom-based intervention approaches. Staff at each school responded to the academic and social-emotional needs of each student with a variety of strategies to support students whenever possible. Cohorting provided challenges for grouping students with like needs for targeted intervention. However, staff, especially at schools receiving Title I funds,

were creative with the use of Zoom for small group instruction whenever possible. IEP Goals for all special education students were reviewed early in the school year to determine any necessary service modification. Special Education staff monitored each student's progress towards goals throughout the year and made modifications to strategies and services as appropriate. Imagine Literacy and Learning provided additional support for those students learning English, especially at the earliest language acquisition levels. We anticipate further growth to be reflected in the end-of-year i-Ready Diagnostic and results will be used to structure targeted intervention for those needing support in the 2021-2022 school year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Permanent substitute to provide continuity for instruction should a teacher need to be absent	\$32,000	32,000	No
Student devices (mice, headphones, Chromebooks, i-Pads)	\$406,000	151,000	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	21,000	No
Leading Edge Certification (Stipends and cost of training)	\$ 633,000	576,000	Yes
Student Supply Kits for students receiving distance learning instruction	\$27,000	27,000	Yes
Administrative Support for the distance learning program	247,000	247,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Chromebooks were delivered at the end of the 2019-20 school year and reflected in the 2019-20 expenditures. Less stipends paid than expected for the Leading Edge Certification program.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

DMUSD has been committed to offering a robust distance learning program comparable to in-person learning. Extensive stakeholder feedback was gathered via both district and site reopening committees. Members of these committees represented various stakeholder groups including parents, teachers, classified personnel, and site and district leadership. 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), student focus groups, District Leadership Group, and District Cabinet. Multiple webinars were provided to gather feedback in designing the program. Ongoing

communication occurred both at the opening of school and throughout the school year to further refine the in-person program. Two groups were formed with the specific purpose of gathering and disseminating information important to the program. These groups included a Launch advisory group and a room parents liaisons group. In addition, Instructional Services staff met monthly with each grade level.

### Continuity of Instruction

The Del Mar Union School district provided the Launch Distance Learning Program as an option for over 1200 students from all eight schools during the 2020-2021 school year. While Launch operated as a separate program, site and district staff supported ongoing connections for each family with their home school. The Launch program provided a comprehensive, well-articulated learning option comparable to in-person learning. Program elements included:

- Families designated a learning coach to provide at-home support for students.
- Special education teachers and specialists were assigned to Launch and supported students receiving specialized services.
- Launch teachers participated in Leading Edge Certification to support their skills as distance learning teachers.
- Launch teachers 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 were provided professional development for Google Classroom and Sites, Seesaw, and Zoom to ensure they had the skills necessary to support students in a digital environment.
- Digital access to all core curriculum materials was made available to all students, along with hard copy materials when needed.
- All curriculum materials needed for at-home learning were provided. Students were provided math manipulatives, school supplies, and supplementary materials required for learning tasks and were distributed throughout the year to support all content areas.
- Launch teachers used 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 easily accessed class information and daily assignments. Primary teachers also used Seesaw for assignments and to provide feedback.
- Monitors, keyboards, HDMI cables, apple pencils were purchased for those teachers providing instruction from home
- Students attended school during the same hours as in-person, at school learning, following state requirements for daily minutes of instruction. Teachers created a schedule allowing students to work on and offline throughout the day.
- Launch students learned in various group sizes throughout the week, including whole class, small group, and one-on-one sessions. Group sizes were reflective of student needs.
- Class size has been maintained at district averages typical for the district. Fifth-grade class sizes were slightly larger than all grade levels and received push-in support. Support was provided by Library Media Specialists, whose responsibilities were shifted for the 2020-2021 school year due to in-person students remaining in cohorts throughout the day.
- A Launch specific permanent substitute was hired to provide continuity of learning and was provided training on all digital learning tools
- Over 50 substitutes were trained to use Launch digital platforms. This allowed students to experience continuity of instruction when a teacher was absent.

### Pupil Participation and Progress

Pupil progress has been assessed through formative, progress monitoring, and summative assessments. i-Ready for reading and math and Imagine Learning for English learners were purchased to supplement an already established assessment system. Launch teachers were provided with specific directions for completing assessments remotely. Pupil progress has been monitored through daily live interactions, evaluation of teacher-created assessments, and daily assignments.

Daily attendance and student engagement levels have been monitored in accordance with state requirements. Daily attendance has been recorded in the student information system, Illuminate, and reflects participation in daily synchronous and asynchronous lessons. Student engagement levels have been reported weekly by each teacher through a district-provided Google form. Each teacher maintains a schedule indicating planned lessons and assignments. The student day exceeds the daily minimum required for the 2020-21 school year.

### Staff Roles and Responsibilities

The impact of COVID-19 on Del Mar Union instructional programs required changes to the staff's roles and responsibilities to provide learning continuity 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 in the Launch program have provided distance learning for the entire year. In-person staff members have been ready to shift to remote instruction as mandated by health and safety protocols. The instructional staff has assumed 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 were hired to reduce class size for the in-person program. Additional custodial staff was hired to provide regular cleaning and disinfecting throughout the school day in high traffic areas. An administrative assistant was hired to support the Launch program. Site principals provided ongoing supervision for teachers in both the in-person and the Launch program. They also provided regular communication to families enrolled in both programs. Both the Director and Coordinator of Curriculum and Instruction provided ongoing facilitation for the program. They held regular grade-level meetings with Launch teachers and Launch parent groups, and they provided weekly communication to the school sites and the community. Many tasks had to be re-imagined for the 2020-2021 school year. Some of these tasks included materials distribution, technology support, training and assigning of substitutes, professional learning, student pictures, attendance procedures, and ELPAC testing.

### Support for Pupils with Unique Needs

**English Language Learners:** English learners have focused on the same rigorous grade-level academic standards expected of all students. Teachers have provided language instruction services to English learners through designated and integrated ELD to enable meaningful participation and support English acquisition. All English learners, including those not yet assessed with the Initial ELPAC, were rostered to Imagine Learning, an adaptive learning platform providing differentiated instructional tools to support areas of need via small group instruction. Students in the Launch program demonstrated the highest usage of this program and also high levels of growth. All students in the Launch program participated successfully in a remote administration for ELPAC.

Special Education: Students with disabilities were 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. IEP Goals for all special education students were reviewed early in the school year to determine any necessary service modification. Special Education staff monitored each student's attendance, active participation, progress towards goals throughout the year and modified strategies and services as necessary. IEP teams have worked with each Launch program family to collaboratively determine where each student demonstrated success in distance learning and what accommodations and modality of learning allowed for the greatest access. Special education teachers have collaborated with general education teachers to ensure appropriate accommodations, modifications, and supports have been provided during distance learning instruction. Special education staff modified assignments, provided feedback, and designed lessons aligned to each student's IEP. They also provided live small group and one-on-one instruction following each child's designated IEP service delivery model. All Instructional assistants assigned to assist the program received training for the specific digital tools they used as they supported 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 who 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, we have provided 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.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

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

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive difference between budgeted expenditures and and estimated actual expenditures.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Students attending both the in-person program and those attending the Launch Distance Learning Program have been offered a robust educational program for the 2020-2021 school year. DMUSD has an established systemic cycle of assessments, including formative and summative assessments for reading and mathematics. This system was augmented to include the i-Ready reading and mathematics diagnostics for all students in grades K-6. This diagnostic tool allowed for identifying students at the beginning of the year who may have experienced significant learning loss during school closure.

i-Ready Diagnostic performance at the beginning of the year was as follows:

**Reading**  
 Tier 1: At and above: 66%  
 Tier 2: Approaching: 26%  
 Tier 3: Below: 8%

**Math**  
 Tier 1: At and above: 56%  
 Tier 2: Approaching: 36%

### Tier 3: Below: 7%

The i-Ready Diagnostic results placed students needing additional support in a personalized learning pathway. Teachers used this intervention tool in combination with other classroom-based intervention approaches. Launch teachers coordinated small group instruction in ELA and Mathematics to target specific student need by leveraging asynchronous instruction. Ongoing observation provided opportunities for site and district leadership to provide feedback regarding scheduling and active engagement strategies to enhance student learning. District math TOSA's provided professional learning and resources focused on engaging students in problem-solving during online instruction. The role of library media specialists was modified to provide push-in support for grade levels with higher class sizes. IEP Goals for all special education students were reviewed early in the school year to determine any necessary service modification. Special Education staff monitored each student's progress towards goals throughout the year and modified strategies and services appropriately. Imagine Literacy and Learning provided additional support for those students learning English, especially at the earliest language acquisition levels. Students whose learning and/or attendance were impacted negatively in the distance learning program were encouraged to transfer to the in-person program whenever possible. Student data reflects continued academic progress throughout the year.

i-Ready Diagnostic performance end of year performance was as follows:

#### Reading

Tier 1: At and above: 88%

Tier 2: Approaching: 9%

Tier 3: Below: 3%

#### Math

Tier 1: At and above: 89%

Tier 2: Approaching: 10%

Tier 3: Below: 3%

These results will be used to structure targeted intervention in the 2021-22 school year for those students demonstrating need and will also establish baseline data for the 2021-2024 LCAP.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The social-emotional wellbeing of our children and staff has been a high priority during the 2020-2021 school year. The following outlines Strategies successfully implemented to ensure safe and secure learning environments.

### Students:

Helping children who were returning to in-person school feel confident that they would be safe in the school building was critical to the start of the year. Multiple district and site webinars were held for the community before the start of school. These sessions provided specific information about modifications being made to school buildings, and the specific protocol families were expected to follow. Webinars featuring a local infectious disease expert provided the community with research-based information regarding the best precautions to take for COVID-19. Teachers held back-to-school sessions before the first day of school for students and their parents to meet the teacher and have classroom-level information necessary for a strong start. Parents have shared throughout the year that their children are thriving in the in-person environment. Returning to school brought back a sense of normalcy to students and their families.

For students whose families selected the Launch Distance Learning program, it was important to create spaces online where students also felt safe and had a sense of belonging to the school community. Webinars for the community were held during the summer to share program design elements. Feedback gathered from these sessions informed refinements to the program. Families had a strong desire to remain connected to their home school community. To facilitate this connection, families received messages from their home school sites and invited them to attend home school-related activities, including principal coffees. Like the teachers for the in-person program, Launch teachers held back-to-school sessions before school opening. This allowed students to meet their teacher and begin to feel connected to the rest of their class. Room parents also contributed to community building by creatively replicating some of the more traditional activities, such as class parties and holiday-related events.

Teachers closely monitored their students and worked with site administration to access appropriate intervention or needed resources as part of MTSS. Throughout the year, all teachers used the district-adopted social-emotional program, Second Step, for both in-person and for Launch. This program provides opportunities and strategies for building positive relationships, engaging in community building, and tools to develop emotional self-regulation, all essential life skills necessary for the challenges this school year has brought. All teachers have been provided training in trauma-informed practices during the 2019-2020 school year, which informed the support they provided students. Psychologists used the Bounce Back Program, a school based-group intervention for elementary students exposed to stressful and traumatic events in small group sessions. Instructional assistants use their specialized training in behavior response to assist students who demonstrated increased behavior related to the trauma experienced due to the pandemic.

The DMUSD Wellness survey was administered, and the results reflect 91% of students falling in the healthy range.

### 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 was supportive. Staff was surveyed regarding their preference for an in-person or distance learning instructional model. Whenever possible, staff members have been placed according to their preference. Teachers and support staff reported a concern for supporting their own children's education with the increased expectations for distance learning. Free childcare was made available for all full-time staff members with children in TK- Grade 6. The childcare program included learning coaches to guide the schoolwork of children participating in distance learning programs. The human resources department worked with staff members with specific medical issues requiring extended leave by providing clear information on what COVID-19 related relief options are available. Whenever possible, staff roles were restructured rather than eliminating positions. 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 purposefully engaged in activities to support the social-emotional well-being of all staff. They intentionally engaged with individuals and referred staff for additional support when necessary. The Human resources department developed an articulated system allowing staff to obtain information for how to access needed mental health resources in a manner that protected the individual's privacy.

In addition to the stresses brought on by the COVID-19 pandemic, the summer of 2020 also brought weeks of protests calling for racial justice at all levels of society. Our district has engaged each of our schools and the community in addressing and eradicating racism. All staff members participated in anti-bias training. Every school in our district completed all required activities required to be designated a No Place for Hate school. No Place for Hate is a program designed and implemented by the Anti-Defamation League focused on helping school communities create respectful, inclusive environments. This work is continuing through the formation of a District Equity Team. This team consists of 59 staff members representing all schools and all departments across the district and includes teachers, administrators, and classified personnel. The team has begun a series of more than 30 hours of professional learning facilitated by the San Diego Office of Education. Overall goals are to a) help raise the consciousness about general topics and issues of equity, b) build capacity throughout the district to begin leading equity professional learning at every site, within every department, and with the parent community, and c) begin building systems and school cultures that ensure equity.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

DMUSD followed state expectations for monitoring student attendance and engagement for the district's distance learning program and for those classrooms requiring a short-term transition to remote instruction as required by health and safety guidelines. The district established procedures for taking daily attendance where students were required to participate in live instruction to be counted as present. Teachers also submitted weekly engagement records and maintained a record of assignments. Tiered re-engagement strategies were developed to support students who were absent or not engaged in the learning program. Six students in the program required tier two or three interventions. Elements that contributed to high levels of engagement include the following:

- An important program element of the distance learning program was the expectation that a learning coach, usually a parent, be identified to support each student's participation in the program. Teachers held weekly learning coach meetings or check-

ins to preview schedules. This allowed families to consider how their time may need to be organized during the week, an important consideration for those parents navigating their jobs and other responsibilities in addition to supporting their children.

- Support from the Technology Department via a dedicated help email. Staff diligently responded to many questions when technology devices, websites, or software did not operate as expected. They also replaced devices as necessary.
- When it appeared a student struggled with maintaining engagement in the distance learning program, principals counseled parents and encouraged them to transfer into the in-person program. The in-person program successfully followed health and safety protocols, as demonstrated by the lack of community spread of COVID-19. As a result, most parents moved their children back to the in-person program if suggested to be in their best interest educationally.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Families participating in the free lunch program were provided lunch at no cost. Reduced lunch program participants pay 40 cents. As our District does not have a dedicated cafeteria, business services continued to contract with Choice Lunch to deliver meals. At the beginning of the year, two schools were selected as pick-up sites based on the most need. To provide easier access, this transitioned to providing students lunch at their home school site. The district sent out communication via email and automated calls to families, which provided directions for picking up five grab-and-go meals every Monday. Heating instructions were provided with each pickup. Staff followed physical distancing protocols and all food service procedures required by the health department throughout distribution.

The district also contracted with Choice Lunch to provide meals for in-person instruction, including students receiving free and reduced lunch. Meals were packed in single hot and cold containers. Lunch schedules were staggered to maximize physical distancing as practicable. This year parents have liked the option to select the entire meal for their students (in prior years, they would choose the entrée). Lunch service is much faster due to the pre-bagged lunches.

Lunches served August 24 - May 28, 2021:

Free: 21,254

Reduced: 3,850

Paid: 36,135

Total: 61,239

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	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	3,000	No
Stakeholder Engagement	Purchase of Zoom enterprise to allow for online meetings and webinars to support community engagement	12,000	33,000	No
Stakeholder Engagement	Purchase of Thought Exchange to support online surveys and provide inclusivity for those speaking a language other than English	\$20,000	20,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Purchased upgraded version of Zoom to provide enhanced support for distance learning and virtual meetings.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

It has been an enormous undertaking to develop entirely new quality programs in response to the new paradigm created by the COVID19 Pandemic. The time and resources invested in transforming and improving the school experience for all students in our district before the start of the pandemic benefited this year's work greatly. These elements continue to be a part of our goals and actions in the 2021-24 LCAP and include:

- Maintaining lower class size to support teachers in providing differentiated, targeted support to students
- Professional learning for Cognitively Guided Instruction to support teachers as they help students to become mathematical thinkers and problems solvers
- Continuing to provide professional learning to deepen teacher understanding of the instructional frameworks which guide our work with students. These frameworks are Creating Cultures of Thinking and the Essential Elements of Instruction.

- Ongoing work to develop a STEAM+ Learning Structure promoting student choice and differentiated opportunities based on grade
- Continued refinement of the MTSS process to ensure every student is monitored and provided the targeted academic and social-emotional/behavioral support necessary for success

In addition to the work we will continue, the experiences of this past year have influenced the identification of new actions in support of our goals, including:

- The development of a districtwide Diversity, Equity, and Inclusion plan and District equity team. We must start this work by building our own understanding of equity issues and developing the capacity to lead the conversations necessary to build systems and school cultures that ensure equity.
- The addition of counselors skilled in addressing the mental health needs of our students at all tiers.

Finally, we are truly fortunate to have a supportive community instrumental in this year's extraordinary efforts to reopen school buildings for in-person learning and implement Launch Distance Learning. Ongoing collaboration with all stakeholders continues to benefit our educational program through thoughtful feedback on proposed goals and actions for the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and are addressed in the 2021-24 LCAP as follows:

- State and local metrics for all students and student groups, including those with unique needs (English learners, students receiving special education, students from homes with low socioeconomic status).
- Refinement of the MTSS process, including using a new digital system to monitor all students' academic and social-emotional/behavioral needs and the effectiveness of selected interventions.
- Professional learning to deepen teachers' understanding of the effective implementation of designated and integrated English language development instruction.
- Professional learning and coaching with the goal of expanding co-teaching teams. The co-teaching model will facilitate increased collaboration between general education teachers and special education teachers as they meet the needs of students with disabilities and general education students needing additional support.
- Hiring staff to facilitate intervention to accelerate student progress to close learning gaps for students below grade level.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All actions were successfully implemented.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis of student outcomes for the 2019-2020 LCAP and the 2020-21 LCP indicates most students are generally on the same trajectory they were before the extraordinary events of the last year. For this reason, we are continuing actions that have demonstrated a positive impact on student progress. These include:

- Maintaining lower class size to support teachers in providing differentiated, targeted support to students
- Professional learning for Cognitively Guided Instruction to support teachers as they help students to become mathematical thinkers and problems solvers
- Continuing professional learning to deepen teacher understanding of the instructional frameworks which guide our work with students. These frameworks are Creating Cultures of Thinking and the Essential Elements of Instruction.

However, it will be critical to have strong systems to quickly identify any students who have been impacted negatively and provide needed support. In addition, there continue to be achievement gaps for some student groups, including students whose families have low socioeconomic status, English learners, and students with disabilities. Actions supporting early identification and proactive intervention for students not meeting achievement expectations and who may require social-emotional support include:

- Refinement of the MTSS process, including using a new digital system to monitor all students' academic and social-emotional/behavioral needs and the effectiveness of selected interventions.
- Hiring staff to facilitate intervention to accelerate student progress to close learning gaps for students below grade level.
- The addition of counselors skilled in addressing the mental health needs of our students at all tiers.
- Professional learning and coaching to expand co-teaching teams. The co-teaching model will facilitate increased collaboration between general education teachers and special education teachers as they meet the needs of students with disabilities and general education students needing additional support.
- Professional learning to deepen teachers' understanding of the effective implementation of designated and integrated English language development instruction.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.



- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	24,376,900.00	24,893,105.00
	127,000.00	151,625.00
LCFF Base	24,100,700.00	24,607,700.00
Title II	61,200.00	53,780.00
Title III	88,000.00	80,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	24,376,900.00	24,893,105.00
	24,376,900.00	24,893,105.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	24,376,900.00	24,893,105.00
		127,000.00	151,625.00
	LCFF Base	24,100,700.00	24,607,700.00
	Title II	61,200.00	53,780.00
	Title III	88,000.00	80,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	24,369,200.00	24,885,405.00
<b>Goal 2</b>	7,700.00	7,700.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$4,195,000.00	\$4,028,000.00
<b>Distance Learning Program</b>	\$1,376,000.00	\$1,054,000.00
<b>Pupil Learning Loss</b>	\$155,000.00	\$155,000.00
<b>Additional Actions and Plan Requirements</b>	\$35,000.00	\$56,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$5,761,000.00</b>	<b>\$5,293,000.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$1,228,000.00	\$1,061,000.00
<b>Distance Learning Program</b>	\$63,000.00	\$53,000.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>	\$15,000.00	\$36,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,306,000.00</b>	<b>\$1,150,000.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$2,967,000.00	\$2,967,000.00
<b>Distance Learning Program</b>	\$1,313,000.00	\$1,001,000.00
<b>Pupil Learning Loss</b>	\$155,000.00	\$155,000.00
<b>Additional Actions and Plan Requirements</b>	\$20,000.00	\$20,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$4,455,000.00</b>	<b>\$4,143,000.00</b>