



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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|---------------------------------|----------------------------------|--|
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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

Through continued and new professional development focused on CCSS, teachers will improve instructional strategies, thus impacting student engagement and performance.

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 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| <p>Metric/Indicator</p> <p>1) The percentage of teachers are appropriately credential and assigned</p> <p>2) Pupil achievement on State assessments</p> <p>3) Pupil achievement on local assessments</p> <p>4) Instructional materials sufficiency</p> <p>5) API</p> <p>6) Implementation of State standards</p> <p>7) Broad course of study</p> <p>The following metrics do not apply:</p> <ul style="list-style-type: none"> • College and career readiness • AP Exam pass rate • EAP College ready participation • High School dropout rates • High School graduation rates | <p>1) 100% of teachers are appropriately credentialed and assigned.</p> <p>2) Maintain performance at or above baseline - Elementary school students - ELA 90% Proficient or Advanced; 57% of those students tested in the Advanced band, Math 83% Proficient or Advanced; 58% of those students tested in the Advanced band. Middle school students - ELA - 89% Proficient or Advanced; 48% of those students tested in the Advanced band, Math - 81% Proficient or Advanced; 53% of those students tested in the Advanced band.</p> <p>3) Maintain performance at or above baseline (Baseline was 56% met growth target in Reading on MAP, 51% met growth target in Math on MAP) - We now use the iiReady diagnostic test and our students K-8 tested 78% Proficient in Reading, 73% Proficient in Math in the 2021 winter administration of the test.</p> <p>4) 100% of our students have instructional materials for all subject areas and appropriate technology.</p> <p>5) API was not used because this metric has been discontinued by the California Department of Education.</p> <p>6) 100% of teachers implement state standards for all students including English learners as measured by classroom observations and the master schedule.</p> <p>7) 100% of students, including unduplicated students and students with exceptional needs, are enrolled in a broad course of study as evidenced by the master schedule.</p> |

| Expected | Actual |
|---|--------|
| <p>19-20</p> <p>1) 100% of teachers are appropriately credentialed and assigned</p> <p>2) Maintain performance at or above baseline</p> <p>3) Maintain performance at or above baseline</p> <p>4) Maintain</p> <p>5) N/A</p> <p>6) Maintain</p> <p>7) Maintain</p> | |

| Expected | Actual |
|--|--------|
| <p>Baseline</p> <p>1) 100% of teachers are appropriately credentialed and assigned</p> <p>2) Through continued and new professional development focused on CCSS, teachers will improve instructional strategies, thus impacting student engagement and performance, as measured by the percentage of students scoring proficient or above on SBAC test baseline scores. Increase District percentage of students meeting Common Core aligned MAP Growth Targets</p> <p>3) All students will show improvement in MAP scores as a measure of standards aligned materials. All grade levels are performing at or above the 90th percentile.</p> <p>4) 100% of the students will have access to standards-aligned instructional materials.</p> <p>5) API is not currently available.</p> <p>6) 100% of classrooms implement State standards for all students including English Learners as measured by classroom observation and master schedule</p> <p>7) 100% of students including unduplicated pupils and pupils with exceptional needs will be enrolled in a broad course of study as evidenced by master schedule</p> | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---|
| Literacy coach provided professional development for elementary teachers instead of staff developers from Columbia University's Teachers' College being commissioned for this work. | staff developer costs/Using Educator Effectiveness funds, Resource 6264 5800: Professional/Consulting | Math adoption books and supplies 4000-4999: Books And Supplies LCFF Base \$45,000 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| | <p>Services And Operating Expenditures Base \$45,000</p> <p>Substitute pay for staff development 1000-1999: Certificated Personnel Salaries Base \$9,000</p> <p>Fringe Benefits 3000-3999: Employee Benefits Base \$1,500</p> | <p>Professional Consulting 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,000</p> <p>Substitute Pay 1000-1999: Certificated Personnel Salaries LCFF Base \$1,500</p> |
| Maintain Digital Content: H/SS and Science | <p>Digital content to support Next Generation Science Standards and H/SS 4000-4999: Books And Supplies Base \$25,000</p> <p>Continued professional development and staff collaboration time 5800: Professional/Consulting Services And Operating Expenditures Base \$5000</p> | <p>Digital content to support Next Generation Science Standards and H/SS 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>Continued professional development and staff collaboration time 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,000</p> |
| Implementation of NGSS aligned science materials in grades K-8 | science materials and curriculum 4000-4999: Books And Supplies Base \$25,000 | Science materials and curriculum 4000-4999: Books And Supplies LCFF Base \$25,000 |
| Further refinement of ELA Units of Study for CCSS alignment: Literacy coaches, site and district administration review current units of study for alignment and implementation success through collaborative planning, observations and monthly literacy meetings. | <p>Literacy Coach Salaries 1000-1999: Certificated Personnel Salaries Base \$278,044</p> <p>Fringe Benefits 3000-3999: Employee Benefits Base \$40,174</p> | <p>Intervention teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$278,044</p> <p>Fringe Benefits 3000-3999: Employee Benefits LCFF Base \$40,174</p> |

Goal Analysis

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

The funds that would have been used to support the salary of literacy coaches was used to support the implementation of our math adoption, including resources and professional development. This supported the needs of our students, families, and staff. We also utilized this funding to pay the salaries of our intervention teachers who support our unduplicated students and students at risk of not meeting grade level standards.

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

Over the last three-year LCAP cycle, the District worked on several curriculum areas directly impacting student achievement, implemented a district-wide assessment tool (iReady), established a new process and materials for our tiered intervention program, and launched a new learning management system.

Although we had planned our actions under this goal in the area of ELA, in the final year of the three year plan we shifted our priority to mathematics due to parent, teacher, and student input. An internal and external review of our Mathematics program in the 18-19 school year resulted in a new adoption of Mathematics curriculum for both the elementary (K-5) school and the middle school (grades 6-8). In the 19-20 school year, the Everyday Mathematics curriculum was implemented in K-5 and the Illustrative Mathematics curriculum was implemented in grades 6-8. Teachers received professional development throughout the school year on how to engage students in the eight mathematical practices, differentiating instruction to meet the needs of our students at all levels, ongoing informal and formal assessment, evaluation of student work, and planning based on student needs. We have observed positive changes in our mathematics classrooms in terms of student engagement and the quality of their assessments, however, we have not had a full year of the implementation with end of year standardized data or District benchmarks due to the pandemic.

A scheduled review of our science program in 18-19, resulted in a new adoption of science curriculum to meet the Next Generation Science Standards (NGSS). Our teachers provided feedback that the materials they were using did not adequately address the new standards. In addition, the District had two part-time science experts that year who provided a pull-out science program to our elementary students. As we reviewed the standards, we determined that students needed more time to develop their content knowledge and competencies in science and that we would move science back to the classrooms in grades K-5 over a two-year period. In the 19-20 school year, our elementary teachers in grades 4 and 5 received science professional development to support their adoption of the FOSS materials (Delta Education), as did our middle school teachers in grades 6-8. The 19-20 school year was the first year of implementation at grades 4,5, and 6. The 20-21 school year was the first year of implementation for grades K-3 and grades 7 and 8. We had professional development in the Next Generation Science Standards and effective implementation of the curriculum, but have not been able to assess our work beyond District assessments.

History/social science in our middle school (grades 6, 7, 8) was a need identified identified by our teachers, parents, and students in the 19-20 school year. The new social studies framework was released by the state and our instructional materials did not align well

with the new framework. A committee was formed of the administrators, and all three of the teachers teaching history/social science at the middle school. They selected TCI materials and they were purchased for implementation in the 20-21 school year. The adoption included online materials of exceptional quality and this was of great benefit to our students who were distance learning this year. The middle school teachers spent time familiarizing themselves with the materials this year, but will engage in further professional development next year. We did maintain the digital History/SS content.

Goal 2

English Learner students will demonstrate growth by at least one performance level on ELPAC testing (replaces CELDT) each year. English Learner students will meet yearly growth targets as measured by MAP testing results ELA and mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Metric/Indicator 1) Progress toward English proficiency 2) Reclassification rate | 1) Established baseline of 47.6% of our students made progress toward English language proficiency on the ELPAC in the first year of implementation. 2) Due to the small percentage, students are individually monitored for progress toward reclassification. |
| 19-20 1) Maintain or increase performance from ELPAC baseline. 2) Due to the small percentage students are individually monitored for progress toward reclassification. | |

| Expected | Actual |
|--|--------|
| Baseline 1) 39% of EL students improved one performance level according to CELDT. Establish baseline data for ELPAC Testing. 2) Due to the small percentage students are individually monitored for progress toward reclassification. | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| Implementation of the iReady program instead of the NWEA/MAP program. It was felt that iReady gave more meaningful assessment data that allowed teachers to target instruction in their classrooms to meet student needs. Additionally, iReady has a personalized computer program for students based on their individual needs in both reading and mathematics. | iReady program/Curriculum Associates 4000-4999: Books And Supplies Base \$8,000 | iReady program/Curriculum Associates 4000-4999: Books And Supplies LCFF Base \$8,000 |
| Ongoing embedded performance tasks in ELA and math with grade level collaborative scoring | Literacy Coach & Math Coach 1000-1999: Certificated Personnel Salaries Base \$159,000 Fringe 3000-3999: Employee Benefits Base \$23,000 | Intervention teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$159,000 Fringe Benefits 3000-3999: Employee Benefits LCFF Base \$23,000 |
| Professional Development on new ELD standards and frameworks including funding of an EL Coordinator to monitor EL student progress. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,500 ELD Coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental \$31,500 | Intervention materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500 ELD Coordinator Stipend 1000-1999: Certificated Personnel |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|-----------------------------|---|---|
| | Fringe Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4,500 | Salaries LCFF Supplemental and Concentration \$31,500 Fringe Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,500 |

Goal Analysis

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

We utilized the funds that would have been spent on a literacy coach and math coach on intervention teachers to support the literacy and math work in the elementary setting. They work with our English learner population on English language development, and reading and math content and skill development. In addition, funding was needed to provide new intervention materials for use with the intervention teachers.

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

We have been pleased overall with our assessment tool, iReady, for grades K-8. In the 17-18 school year, iReady was selected to replace MAP testing the district had used to monitor student progress (entry, winter, end of year test administration). The 18-19 school year was the first year of implementation of both the diagnostic component of iReady and the iReady pathways. The pathways program was intended to create individual target and stretch goals for each student according to his/her needs as determined by the iReady diagnostic test. In both the 18-19 and the 19-20 school year, we asked all K-8 students to complete a number of units each week in their individualized pathway program. This was done at school, in the classroom, and was a large time commitment. We did see a high correlation of iReady results to standardized testing, but no growth in progress could be solely attributed to the implementation of the program that first year. In the 19-20 school year, with no standardized data or iReady data at the end of the year, it was difficult to quantify it's success. As we returned to in-person learning at the start of this school year, it was important that we had the iReady diagnostic test in place to assess any learning loss that may have occurred during the closure. Because our students spent a great deal of time on their screens during the closure, we determined that we would not use the pathways component of the iReady program, but would use it prescriptively (only students who would benefit from the program due to gaps in their skills). We have had input from teachers, students, and parents at the elementary school that the iReady diagnostic and pathway program is a useful tool for our students. At the middle school, teachers, parents, and students feel that the diagnostic program gives them meaningful information that is used in instruction, but the pathway program is only needed for students who would benefit from additional practice. We believe that the iReady diagnostic and using the pathways is of benefit to our students, particularly our unduplicated students, and it will continue to be included in the plan.

There is a small English learner population in both R. Roger Rowe Elementary School and R. Roger Rowe Middle School. Each year, the number ranges from under 20 to 24 students in grades K-8. We have had success with the strategies we have in place for our English learners, including a pullout program and successful use of the program "Language Power" that provides lessons geared to their language proficiency levels and is used to build English language skills. We have used intervention teachers to provide these services. In the new LCAP plan, we allocated resources to providing more training for our teachers on supporting the language needs of our English learners throughout the day.

Goal 3

Implement use of the Learning Management System at each grade level to best serve students, parents, and staff with communication and managing student learning needs and grades.

Ensure 1:1 devices (Ipad) are provided to every student in 5th-8th grade to use as a learning tool and to provide access to the Learning Management System.

Ensure class sets of 1:1 devices (iPad) are provided to grades K-4th.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| Metric/Indicator 1) Provide students, parents, and staff with an annual Canvas (LMS) survey to provide input and/or feedback related to school culture and climate 2) Technology Initiative will continue with the implementation and expansion with the purchase of Chromebook laptops 1:1 in grades 5-8. 3) The District will ensure 100% of schools have access to and utilize multiple methods of communication to promote participation in school activities for all parents including parents of unduplicated pupils and individuals with exceptional needs. | 1) maintain - Annual survey completed in May of 2020 (Questions concerning the school closure, reopening plans) 2) maintain - All students were provided with an iPad instead of a Chromebook 3) maintain - All students and parents have access to and utilize the new Learning Management system for communication |

| Expected | Actual |
|--|--------|
| <p>19-20</p> <p>1) maintain</p> <p>2) maintain</p> <p>3) maintain</p> <p>Baseline</p> <p>1) 80% of stakeholders participated in the survey</p> <p>2) Technology will continued implementation of 1:1 device program in grades 5-8</p> <p>3) 100% of sites utilize multiple methods of communication (fliers, phone calls - live and automated, websites) to promote parent participation</p> | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| Increase digital content and personalized learning options in K-8 with progress monitoring review | Digital Content for Science and H/SS 4000-4999: Books And Supplies Base \$4,000 | Digital Content for Science and H/SS 4000-4999: Books And Supplies LCFF Base \$4,000 |
| Continue technology initiative | recurring costs and improvements 4000-4999: Books And Supplies Base \$10,000 Consultation 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000 | Recurring Costs and Improvements 4000-4999: Books And Supplies LCFF Base \$10,000 Consultation 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$10,000 |
| Ensure access to and the use of LMS is used in each classroom. | Annual renewal of Canvas license 4000-4999: Books And Supplies Base \$12,000 | Annual renewal of Canvas license 4000-4999: Books And Supplies LCFF Base \$12,000 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>Maintain 1:1 device accessiblility for grades 5th to 8th.</p> <p>Continue to provide professional development for teachers to ensure effective use as an instructional and learning tool.</p> | <p>Purchase additional iPad, computers and apps to support the implementation of the 1:1 technology initiative. 4000-4999: Books And Supplies Base \$120,000</p> <p>Curriculum development for effective device use 1000-1999: Certificated Personnel Salaries Base \$16,695</p> | <p>Purchase additional iPad, computers and apps to support the implementation of the 1:1 technology initiative. 4000-4999: Books And Supplies LCFF Base \$120,000</p> <p>Support provided by on-site technical staff 2000-2999: Classified Personnel Salaries LCFF Base \$16,695</p> |
| <p>Continue to provide staff Development to the staff and students with use of 1:1 device.</p> | <p>Support provided by on-site technical staff 2000-2999: Classified Personnel Salaries Base \$66,780</p> <p>Fringe Benefits 3000-3999: Employee Benefits Base \$16,695</p> | <p>Support provided by on-site technical staff 2000-2999: Classified Personnel Salaries LCFF Base \$66,780</p> <p>Fringe Benefits 3000-3999: Employee Benefits LCFF Base \$16,695</p> |

Goal Analysis

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

Although support was provided to staff through our technology team, we did not pay additional money to certificated staff for curriculum development.

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

We continued our work with ensuring that all students utilized the Learning Management System in grades 5-8, and that our families were able to utilize it to review grades and communicate with teachers, support teachers, and Special Education staff. This was accomplished. Due to the fact that the Illuminate Student Information System would be discontinued by the company, we determined to change systems a year before they would end services. In the 2020-2021 school year, we changed over to PowerSchool. We chose Schoology (Grades 3-8) and Seesaw (Grades K-2) as our Learning Management Systems.

Our primary grade teachers feel that Seesaw is a very effective management system and engages students well. Students enjoy using the system and parents find it easy to manage. Teachers found Schoology to be an effective tool, but would like to explore all of its features to utilize it more fully next year.

As this is only the first year of implementation for both systems, based on feedback from teachers, we are including training on the new Learning Management Systems in our new LCAP plan.

We have been ensuring that a one-to-one device to student ratio is maintained with our iPads. In grades 5-8, students take the iPads from school to home. In grades K-4, students are assigned an iPad for daily use in class. This goal was particularly helpful during the school closure in the spring of the 19-20 school year. All students were given iPads for home use. They were able to continue their learning through the learning management system where they accessed taped instruction, asynchronous assignments, feedback on their assignments, and interactive learning via Zoom.

For next school year, we need to refurbish devices based on teacher, student, and parent feedback. Our iPads are in their fourth year of use and no longer hold a charge. We had teacher and student input on the new purchases of teacher stations, student devices, and the keyboards. We will also provide devices school to home for all unduplicated students.

Goal 4

Improve services, facilities and programs to promote the academic, social, and emotional well being of students and their families.

Facility walk-throughs, classroom observations, playground monitoring, and school discipline records provide information as to the overall well being of students and safety of our facility.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|-------------------------------------|---|
| Metric/Indicator | |
| 1) School facilities in good repair | 1) A site walk of our campus facilities shows "good" or "better" on the facility inspection. |
| 2) School attendance rates | 2) We were held harmless in the 19-20 school year for attendance rates due to the school closure in March 2020. |
| 3) Chronic absenteeism | 3) Decrease chronic absenteeism by .5% - There was no data for this due to the school closure. |
| 4) Middle school drop out rate | 4) Maintain middle school drop out rate of 0%. |
| 5) Suspension | 5) Our suspension rate for the 19-20 school year was less than 2% |
| 6) Expulsions | 6) Student expulsions remain at 0%. |

| Expected | Actual |
|--|--------|
| <p>19-20</p> <p>1) Maintain</p> <p>2) School attendance rates will maintain or increase above the baseline by 1%</p> <p>3) Decrease chronic absenteeism by .5%</p> <p>4) Maintain middle school drop out rate of 0%</p> <p>5) Maintain</p> <p>6) Maintain</p> <p>Baseline</p> <p>1) R. Roger Rowe School will perform a site walk with a "good" or "better" on the facility inspection each year.</p> <p>2) Average daily attendance is 92%</p> <p>3) Chronic school absenteeism will decrease by 2% each year.</p> <p>4) Middle School drop-off rates will remain at zero.</p> <p>5) Maintain suspension rate less 3%</p> <p>6) Student expulsions will remain at zero.</p> | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| Maintenance of facilities and updating the facilities master plan from 2015 | Supplies for maintenance of the School & Classrooms 4000-4999: | Supplies for Maintenance of the School & Classrooms 4000-4999: |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Books And Supplies Base \$70,000 Custodial & Maintenance staffing 2000-2999: Classified Personnel Salaries Base \$171,144 Labor related Fringe 3000-3999: Employee Benefits Base \$42,786 | Books And Supplies LCFF Base \$70,000 Custodial & Maintenance staffing 2000-2999: Classified Personnel Salaries LCFF Base \$171,144 Labor related Fringe 3000-3999: Employee Benefits LCFF Base \$42,786 Outside services to maintain facilities 5000-5999: Services And Other Operating Expenditures LCFF Base \$23,200 |
| Continue character development programming at both the elementary and middle school | Purchase supporting curriculum Provide Professional Development to new staff. 4000-4999: Books And Supplies Base \$5,000 Provide Professional Development to new staff through literacy coaching 1000-1999: Certificated Personnel Salaries Base \$20,000 Fringe 3000-3999: Employee Benefits Base \$3,200 | Professional books to support SEL work 4000-4999: Books And Supplies LCFF Base \$5,000 |
| Revised School Safety Assemblies and Programs | Assembly Costs 5000-5999: Services And Other Operating Expenditures Base \$1,850 | Assembly Costs 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,850 |
| Continue Respect and Responsibility Room | Salary Costs to staff Respect and Responsibility Room 1000-1999: Certificated Personnel Salaries Base \$2,500 | Salary Costs to staff lunch clubs for students 1000-1999: Certificated Personnel Salaries LCFF Base \$2,500 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|----------------------------------|---|--|
| | Fringe Benefits 3000-3999: Employee Benefits Base \$600 | Fringe Benefits 3000-3999: Employee Benefits LCFF Base \$600 |
| Outreach to EL parent population | Website postings/Newsletter/Letters home/Postage 5900: Communications Base \$600 | Website postings/Newsletter/Letters home/Postage 5900: Communications LCFF Base \$600 |

Goal Analysis

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

Instead of using stipends to pay for supervising the Respect and Responsibility Room, we utilized them for lunch clubs. We determined that the Respect and Responsibility Room was not making the intended impact on our students. Our maintenance money was used for maintenance and not to update the facilities master plan. We did not purchase a new character development program for students last year, but provided teachers with some additional professional development and books to support them in their work with social and emotional learning.

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

We have newer facilities and they are well maintained. We utilize the facilities master plan from 2018, but it has not been updated.

We have turned our "character development" programming into SEL goals, understanding that it is more than the development of character but acquiring social and emotional competencies. We have made social and emotional learning a priority in the last two academic years and it will continue in our new LCAP. Our SEL Committee is composed of teacher representatives in all grades K-8. Teachers provide feedback from their grade level teachers and from their students on the impact of our program and plan next steps. We also gain valuable feedback from parents on the effectiveness of our efforts through the annual parent survey and through Principal's Chats and Superintendent's Chats. Through the work of our SEL committee in gaining teacher feedback on the effectiveness of our Respect and Responsibility Room, we determined that we would discontinue its use.

We have done school safety assemblies, largely centered on appropriate behavior, including appropriate online behavior. This was based on teacher and parent input.

Our website has been update and refreshed, however, we have received feedback from teachers and parents on our annual surveys that it is difficult to find needed information on the website. It is an LCAP goal for next year to continue making it more meaningful to our school community and more easily accessed.

Goal 5

Provide a relevant and well-rounded enrichment program that supports the development of the whole child in the areas of art, music, drama, public speaking, science, technology and physical education.

Increase participation in extra-curricular programs (MUSE, Robotics, Athletics, etc.)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Metric/Indicator 1) Board course of study 2) Parent input and participation 3) Physical education performance | 1) 100% of students were enrolled in 2 elective courses 2) Parent participation can be measured by the high percentage of returns on annual parent surveys. Parent surveys in the last three school years yielded over a 60% return. 3) Student scores on the Fitnessgram - Our scores on the last test administered (2018-19) are as follows: Fifth grade: % of Students in HFZ: Aerobic Capacity - 97.5% Body Composition - 88.9% Abdominal Strength - 100% Trunk Extension - (not administered) Upper Body Strength - 93.8% Flexibility - 81.5% Seventh grade: % of Students in HFZ: Aerobic Capacity - 88.6% |
| 19-20 1) 100% of students will be enrolled in 2 elective courses 2) Maintain high parent level of input and participation in school activities as measured by parent attendance at site based advisory meetings and extra-curricular activities. 3) Maintain student P.E. performance at or above the 2017-2018 performance. | |

| Expected | Actual |
|---|---|
| Baseline 1) 100% of students have one elective course in grades 6-8 2) Maintain high parent level of input and participation in school activities as measured by parent attendance at site based advisory meetings and extra-curricular activities. 3) Student scores on P.E. and science standardized tests will increase by 5%. | Body Composition - 84.3% Abdominal Strength - 98.6% Trunk Extension - 100% Upper Body Strength - 95.7% Flexibility - 67.1%% |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| Continue to provide expanded elective offerings | Personnel costs for added electives 1000-1999: Certificated Personnel Salaries Base \$100,000 Robotics Coaches 2000-2999: Classified Personnel Salaries Base \$50,000 Fringe Benefits 3000-3999: Employee Benefits Base \$37,500 Java programming personnel 1000-1999: Certificated Personnel Salaries Base \$11,000 | Personnel costs for added electives 1000-1999: Certificated Personnel Salaries LCFF Base \$100,000 Robotics Coaches 1000-1999: Certificated Personnel Salaries LCFF Base \$50,000 Fringe Benefits 3000-3999: Employee Benefits LCFF Base \$37,500 Java programming personnel 2000-2999: Classified Personnel Salaries LCFF Base \$11,000 |
| Maintain elective staff Maintain lunch club program | RSF Players/Drama/Plays 1000- 1999: Certificated Personnel Salaries Base \$100,000 Fringe Benefits 3000-3999: Employee Benefits Base \$25,000 | RSF Players/Drama/Plays 1000- 1999: Certificated Personnel Salaries LCFF Base \$100,000 Fringe Benefits 3000-3999: Employee Benefits LCFF Base \$25,000 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| | Supplies 4000-4999: Books And Supplies Base \$10,000 | Supplies 4000-4999: Books And Supplies LCFF Base \$10,000 |
| Maintain MUSE program expansion | Music & Dance teacher 1000-1999: Certificated Personnel Salaries Base \$69,000 Competition Entrance Fees 5000-5999: Services And Other Operating Expenditures Base \$2,000 | Music teacher 1000-1999: Certificated Personnel Salaries LCFF Base \$71,000 |
| Assist EL students in course selection | No Cost associated with this action \$0 | No cost associated with this action |

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 was one minor change in how this funding was used in the 19-20 school year. The dance elective was discontinued due to lack of interest and we were not able to compete in music/band competitions in the 19-20 school year due to the pandemic.

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

We continue to offer electives in music, drama, and the arts in addition to sciences, foreign language, and engineering, and have maintained our elective staff. All of our students have a choice of two electives. We assist EL students with course selection. Each year, we provide an opportunity for parents and teachers to provide input on the kinds of electives that would be of interest to them for their students through our annual survey. Parents also provide input through discussions during Principal's Chats, Superintendent's Chats, and Board Members' Chats. We gain student input through class meetings.

The District has a priority to ensure that all students have access to a variety of elective experiences in their time at R. Roger Rowe so that they are well rounded students and can explore their passions. Based on teacher input, we changed to a semester system and many electives are a semester long so that students can have even more opportunities to explore areas of interest.

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 |
|--|----------------------|-------------------------------|--------------|
| The District has enhanced our assessment practices with the following diagnostics: Literably -- individualized reading assessment K-8 | \$4,770.00 | \$4,770.00 | Yes |
| PPE, visual reminders for protocols, acrylic partitions, etc. | \$14,575.00 | \$14,575.00 | Yes |
| Tents for utilizing outdoor space for lunches, classes | \$9,827.00 | \$9,827.00 | Yes |

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.

All of the planned actions and budgeted expenses were implemented and expended.

Analysis of In-Person Instructional Offerings

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

We know that distance learning can never replicate in-person instruction, so our focus was on the safe reopening of in-person instruction, as well as providing a distance learning option that would mirror the experiences of our students who were attending school in person. Further, when surveyed, a vast majority of our school community (78%) felt that schools should reopen in person at the start of the school year (August 24th). To that end, the Health and Safety Committee studied the CDC, CDPH, and local health guidance for the safe reopening of schools, created a COVID-19 Prevention Plan, and trained staff, students, and families on the plan. The plan was amended as health updates were received.

Though the County was still on the "watchlist", we were able to obtain a waiver for the elementary school and it reopened on the regularly scheduled first day of instruction, August 24th. The middle school began with distance learning and was able to reopen on the first day possible (when the County was officially off the watchlist) for reopening, September 1st. We have been in session since the first day of school and have had no outbreaks. To date, a total of ten students tested positive, five staff members tested positive, and seven classrooms were quarantined.

The Rancho Santa Fe School District was in a unique situation to reopen. We have a modern facility that was almost completely renovated in 2010, has large classrooms, and has a good ventilation system. We have always had a commitment to small class size, but have added staff so that class size for each grade level was small enough to provide physical distancing of six feet between desks in every classroom (and between the teacher's desk and student desks). We increased our cleaning and disinfecting staff and procedures as well to reflect current guidance. We purchased PPE, installed some plexiglass partitions, and expanded outdoor spaces with tents and umbrellas.

It was important to place students in stable groupings at both the elementary and the middle school. Schedules were created that allowed students to travel with their cohorts to class (multiple classes at middle school), lunch, zones for recess times, and enrichment classes. Students at the elementary school were used to cohorts and though we received feedback that they wanted to visit and play with friends from other cohorts at their grade levels at lunch and recess, students and parents understood that it was a mitigation strategy that was keeping them safe and they complied. At the middle school, where students were used to attending classes with a mix of students for each class, we received a lot of feedback from students, teachers, and parents that the cohort situation was difficult. Students had friends in other cohorts that they wanted to see during the day, and we carefully kept them separated. Again, all accepted that it was a mitigation strategy that was important to keep in place, particularly during the surge of cases in late fall/early winter. We quarantined an eighth grade cohort at that time and all realized we would have needed to quarantine the entire grade if not for implementing the cohort model. Teachers, students, and parents have given us input that we should not continue cohorting for the next school year if health and safety guidance allows for mixing cohorts.

We put a COVID-19 testing cadence in place for staff. We increased the cadence when the surge of COVID-19 positive cases was prevalent in the county. We utilized the County decision tree to govern absences for symptoms, quarantine, and isolation. Several staff members became certified contact tracers and helped us with contact tracing when we had a COVID-19 positive case.

Though it was challenging to enforce protocols, have students remain in stable groups throughout the day, have limited events for students, have no parents on campus, etc., we felt that our efforts were very successful. Our students have had as close to a normal routine as humanly possible. They have benefited from the social connections they have with teachers and peers. They have made academic gains throughout the year as evidenced by increased achievement on the district's standardized testing, iReady, in their individual reading scores on Literably, and on informal and formal grade level assessments and work samples.

Teachers, students, and parents felt that we had a successful year, but are looking forward to lesser restrictions so that we can implement before and after school programs, mixing cohorts, volunteer opportunities on campus, and a return of assemblies and events. We received this information through our annual surveys of teachers and parents, meetings with parents (Principal's Chats,

Superintendent's Chats, Board Members' Chats, Education Foundation meetings, Board of Education meetings), and meetings with middle school students during their Advisory Classes.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Zoom Subscription, monthly charges | \$3,398.30 | \$3,398.30 | Yes |
| SWIVL devices for each of 41 classrooms | \$41,730.31 | \$41,730.31 | Yes |
| Seesaw Learning Management System for Grades K-2 | \$825.00 | \$825.00 | Yes |
| School Counselor, salary and benefits | \$73,779.00 | \$73,779.00 | 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.

All of the planned actions and budgeted expenses were implemented and expended.

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.

We are a small school district with under six hundred students. When surveyed in the summer, our families overwhelmingly responded that they were interested in having their students attend school in-person. Because we anticipated a small percentage of distance learners and knew that our families needed the flexibility of returning to in-person instruction at some point in the school year, we assigned each distance learner to an in-person class. Our district has a one-to-one student to device ratio. For this reason, all students taking part in distance learning either full time or due to temporary illness or quarantine were given devices for home use. Students who did not have connectivity were provided mifi devices.

We provided live streaming for students via Zoom so that they could take part in their assigned in-person class. We placed SWIVLs in each classroom to ensure that distance learners could see and hear their classmates more effectively as they interacted with them through the day. We had mixed feedback from our distance learners and their parents on their ability to observe their classrooms and interact with their classmates.

Throughout the year, teachers instructed in-person learners and distance learners simultaneously. Distance learners received a full day of learning that mirrored what was provided to in-person learners. They were able to interact with their classmates and teachers throughout the day, and were virtually included in all special events. The distance learners took screen breaks when their in-person classes had recess, lunch/recess, and PE classes. All enrichment classes were delivered through live streaming. The full day of interactive learning fulfills the interactive learning requirement set forth in SB98.

Additionally, in-person students were able to join classes remotely if they had COVID-19 related symptoms and needed to stay home or if they were quarantined in the event of exposure to a COVID-19 positive or presumed positive case.

Teachers were given professional development by outside providers and by our Technology team. We provided professional development on how to utilize our learning management systems (Seesaw, Schoology) and the use of SWIVLs. We had great success with our learning management programs. They were engaging for students and very accessible to students and families.

Distance learners with needs for either intervention or Special Education services were provided those services virtually from specialized teachers/aides. In addition, our school counselor worked with distance learners in the same manner as in-person learners.

With our small numbers of distance learners at the start of the year, and students returning at all times in the year when families felt more comfortable with in-person instruction, we felt our plan was the only viable option. However, feedback from teachers was that instructing on two platforms simultaneously was difficult. Teachers at the elementary school needed to send home additional supplies weekly for lessons and activities and always needed to plan ahead. Some classroom layouts worked better than others for the SWIVL devices and students and parents would let us know when they had difficulties. Some of the subject matter, e.g. science, was more difficult through distance learning. Technology support through the year was crucial and we were very fortunate that our four member team are extremely responsive.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------------------------------|----------------------|-------------------------------|--------------|
| iReady Diagnostic Assessment | \$6,270.00 | \$6,270.00 | Yes |
| Literably Diagnostic Assessment | \$4,770.00 | \$4,770.00 | 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.

All of the planned actions and budgeted expenses were implemented and expended.

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.

When we began the current school year, we had anecdotal records of how our students participated in asynchronous and remote learning during the school closure in the spring and administered diagnostic tests as follows:

- All teachers kept notes of participation in distance learning, and the quality of student work turned in. This information was passed on to the next year's classroom teacher at elementary school. Electronic records were able to be accessed by the middle school teachers as all assignments were uploaded to the learning management system.
- The District administered the iReady diagnostic assessment in reading and math to all K-8 students to determine each student's knowledge base and skill level as we began the school year. The iReady diagnostic assessment gave teachers the specific learning needs of their students in order for them to target their instruction. The iReady diagnostic was done again mid-winter to determine growth and continuing needs.
- The District purchased Literably, an individualized online reading assessment, to ensure that all students in grades K-5 were given an additional reading assessment to determine the students' reading levels and skills. We administered Literably again mid-year to determine growth and continued needs.
- Other assessments, e.g. math end of year testing from the previous grade level was given to our elementary students to determine learning loss.

Results of the diagnostic testing administered in fall and mid-winter were as follows:

In reading, 68% of students in grades K-8 were proficient (on grade level) with 24% one year below grade level, and 8% of the students two or more grade levels below. Our students showed growth after the first trimester with 80% proficient by the winter of 19-20, 14% one grade level below, and 7% two or more grade levels below. By comparison, in the fall of 20-21, only 58% (10% decrease in scores) of our students were proficient in reading, with 31% one year below grade level, and 10% two or more grade levels below. In the winter of 20-21, our students improved in their reading ability significantly to 78% proficient, 17% one grade level below, and 5% two or more grade levels below. Due to the fact that the CRA is given by classrooms teachers one on one, it is more subjective than it's online counterpart, Literably. For this reason, the scores are not truly comparable. On the CRA testing in the Fall of 19-20, our grades 1-5 students were 79% proficient or advanced (34% Proficient, 45% Advanced), with 16% of the students one grade level below and 4% two or more grade levels below. In the Fall of 20-21, our students were 36% Proficient, 19% Advanced, 19% one grade level below and 14% two grade levels below. Though our numbers increased in students scoring at the Advanced level in the winter 20-21 to 41%, the number of proficient students is 32%, 16% are one grade level below, and 12% are two or more grade levels below. The increase in the number of students two or more levels below and the significant decrease in the number of advanced readers is of concern and has been identified as a need. Our ELA program is up for review this year and our focus will be on the alignment of the CCSS and our curriculum, instruction, and assessments. We will also be ensuring that foundational skills are taught consistently grade to grade. In addition, we will be looking at how we address the needs of our students working below grade level, and unduplicated students. We will be reviewing our model for intervention services and the materials utilized.

In mathematics, 61% of students in grades K-8 were proficient (on grade level) with 35% one year below grade level, and 4% of the students two or more grade levels below. Our students showed growth after the first trimester with 78% proficient by the winter of 19-20, 18% one grade level below, and 4% two or more grade levels below. In the the fall of 20-21, only 54% of our students were proficient in mathematics, with 39% one year below grade level, and 7% two or more grade levels below. In the winter of 20-21, that number had increased to 73% proficient, 25% one grade level below, and 2% two or more grade levels below. This is a significant decrease in overall performance on iReady. In addition, our students take District benchmarks to determine whether they qualify for Advanced Math programs. The number of students who qualified for Advanced math was significantly lower than in typical years. This is the second year of a new math adoption K-8 and we feel we need to provide additional professional development for teachers on differentiating the curriculum. Our survey of teachers conducted in March of 2021 called out differentiating the curriculum as a need. Additionally, although we feel we have adequate supports and interventions in place for reading, math supports have been identified as an area of need. This is true at both our elementary and middle schools.

Elementary school students identified as having a learning loss, worked with classroom teachers individually or in small groups, and some were identified to work with our Intervention teachers if needed (three reading intervention teachers, one math intervention teacher).

Middle school students identified as having a learning loss, worked with teachers in small groups in class, and individually in tutorial sessions during their Advisory period.

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.

We have a Social and Emotional Learning Committee with grade level representatives from each grade level K-8 that was started in the 2018-2019 school year. They have done wonderful work planning for the social and emotional needs of our students, staff, and families.

This year we intentionally began the rollout of some new instructional materials and practices to welcome our students back after the months of isolation during the school closure. We instituted Morning Meetings at the elementary school and Advisory Meetings at the middle school. Teachers received professional development from our administrators, fellow teachers, and our school counselor on how to implement these meetings. Both in-person and distance learning students participated in these class meetings. Teachers provided "get to know you" activities as well as a venue to discuss issues and concerns. Teachers began the year with discussions about COVID-19 as well, to alleviate some of the anxiety associated with the disease. For students who are distance learning, we felt that these meetings would give the students a chance to connect with their teachers and classmates.

We hired a school counselor for the first time for the 20-21 school year and she has pushed into elementary classrooms to talk about what a counselor does and the services she provides. She provided a recording of a presentation about the services she offers for middle school students. She has gone into classrooms to deliver lessons related to the social and emotional learning competencies. She has done a great deal of work with students one-on-one and has provided resources to parents and teachers. She has not been able to facilitate small group work due to the issue of mixing cohorts. Our School Counselor has reached out to staff as well. She is a resource for social/emotional learning curriculum and issues with students, but our staff is able to access her for their needs as well. She is providing some stress-reducing activities every Monday that she calls "Mindfulness Mondays". Staff members may also stop in to see her by appointment. She is able to refer staff to EAP or Care Solace if needed.

We also ran parenting workshops this year virtually.

We gained feedback on our SEL efforts through our parent and teacher annual surveys and meetings via Zoom. Parents felt our Morning Meetings at the elementary school were extremely well received by their children. Additionally, in various parent meetings, parents reported that the students did not want to be late to school for fear that they would miss the Morning Meeting in their classroom. Students gave that feedback to their teachers as well. Teachers felt the Morning Meetings were effective as well, though would like to see them as part of a more comprehensive plan for helping students to acquire social and emotional competencies. We changed our former "tutorial" class to an Advisory Class and added a focus on a social and emotional competency each month. Students and teachers needed time to adjust to the expectation of the new format. Additionally, although the lessons provided were good, we need to continue to add resources for teachers.

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.

At the beginning of the year, the District provided many parent meetings and Board of Education meetings where our plans for in-person and distance learning were presented and discussed. Parents registered for one option or the other, with the majority (80%) opting for in-person learning. At the beginning of the school year, several families left the District for homeschooling options that gave them more flexibility. Through the year, the number of distance learners decreased and we ended the year with under 4% distance learners.

We had in-person learning and full day distance learning, so regular attendance was taken each day and regular measures taken for follow up on poor attendance. We did not allow distance learners to shut off their videos, so that we knew all distance learners were engaged in their classes. Any issues with distance learning were reported to the Principal and Assistant Principal and they followed up with families. We carefully monitored students who were ill with COVID-19 related symptoms or exposures and gave them distance learning through their absences. This worked well to keep them engaged in their regular classroom routines and lessons and did not create gaps in learning that may arise through extended absences.

Due to the many health and safety restrictions in the CDPH reopening guidance for schools, we did not allow parents on campus to do all of the typical things they do in a school year -- volunteer, drop off/pick up students, attend meetings, or attend student performances and showcases. We found many ways to engage families remotely as follows:

- Superintendent's Chats, Board Member's Chats, and Principal's Chats
- E-Newsletters
- Eblasts of important information
- Virtual Back to School Night
- Live remote performances
- Virtual parent workshops
- Virtual Board of Education meetings
- Videotaped events, e.g. Halloween parade, sent out to parents to view
- Virtual student events, e.g. Virtual Magic Show, Virtual Gardening, and Virtual Painting
- Virtual Education Foundation meetings
- Four Drive-in Movie Nights -- outside, families remained in cars
- Annual survey for feedback

The events and activities with students and families were community building. Our newsletters, eblasts, and meetings kept parents informed about COVID related health and safety information, as well as academic, and social and emotional learning programs. Principal's Chats, Superintendent's Chats, and Board Members' Chats were used to inform our administration and Board of improvements we could make to our programs through the year in order to best meet the needs of our students and families.

At the end of the year, our annual survey of teachers and parents gave us a great deal of feedback on our programs and family

engagement efforts. Parents were very appreciative of all of our efforts and we had a successful year.

Analysis of School Nutrition

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

We do not operate a food service during the school year. We reach out to families who are eligible to determine if a lunch is needed. None needed a school lunch in this school year.

An outside vendor provides a lunch service for our students. If students need school lunch, the District will fund lunches through the vendor.

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 Learning Management Seesaw to facilitate pupil participation in our distance learning program in grades K-2 | \$825 | \$825 | Yes |
| Distance Learning Program (Pupil Participation and Progress) | Purchase of SWIVL devices to enable distance learning students to better access instruction | \$41,730 | \$41,730 | Yes |
| Pupil Learning Loss (Pupil Learning Loss Strategies) | Purchase of Literably to assess student reading level and skills | \$4,770 | \$4,770 | Yes |
| Distance Learning Program (Supports for Pupils with Unique Needs) | Employment of a school counselor to assist all learners with trauma related to COVID019 | \$73,779 | \$73,779 | Yes |
| In-Person Instructional Offerings | Tents | \$9,827 | \$9,827 | Yes |
| In-Person Instructional Offerings | PPE, visual reminders, etc. | \$14,525 | \$14,525 | Yes |
| In-Person Instructional Offerings | iReady Diagnostic Assessment | \$6,270 | \$6,270 | Yes |
| Distance Learning Program (Continuity of Instruction) | Zoom subscription | \$3,398 | \$3,398 | 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.

All of the expenditures were aligned to the planned actions. There were no differences.

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.

We were able to be back for in-person instruction from the beginning of the school year. All students were able to be in-person, including middle school students, due to the many mitigation strategies we were able to put in place on our campus. We had 20% of our students engage in distance learning at the start of the school year, this decreased to 10% after the first two weeks, and decreased to less than 5% by year end. After the vaccine was available and the number of positive cases in the county declined, parents felt more comfortable sending their students back to in-person instruction. We also utilized distance learning when students were ill with COVID related symptoms, isolating due to being COVID-19 positive, or quarantining due to exposure.

We all feel that our students have made excellent growth in their skills levels since the start of the school year as evidenced by the iReady diagnostic assessment, Literably reading assessment (K-5), and classroom assessments and performance. Our distance learners were responsible for a full day of remote instruction and were placed in an in-person class so that it would mirror the experience of the in-person learners. It was also important to give our families the option to return to in-person instruction if they desired to do so. We felt the live streaming, though a bit cumbersome for teachers and in-person learners, was worth the efforts we made to provide options for families who needed them. We do not feel that we will have families who will require distance learning next year.

We feel that the iReady diagnostic and the Literably reading assessment for K-5 students were invaluable in assessing student needs this year. We also utilized the iReady pathways for students who experienced learning loss as a result of the closure. These were continued in the the 2021-24 LCAP, including the iReady pathways.

We have greatly appreciated our District's priority of having a one-to-one device to student ratio. It was very important to the continuity of instruction during the school closure, as well as to providing access for distance learners throughout the year. We have included a refresh of devices and new teacher workstations in our 2021-24 LCAP plan.

We have fully realized the importance of supporting our students' social and emotional learning and well being. Due to the experience of isolation during the school closure in the spring, we knew we had to reopen as soon as we could do so safely. When students returned, we used Morning Meetings/Advisory Meetings as a venue to welcome students and give them voice, and worked with our new school counselor to ensure that students, teachers, and families had resources and support. We will continue to expand our efforts to teach our students the social and emotional competencies explicitly and to support our students', teachers', and parents' emotional needs.

We know that providing support in the classroom as well as providing explicit targeted support has been of benefit to our students in filling in some learning gaps this year. The 2021-24 LCAP includes more intervention support in math at elementary school, and more support for our at risk students at middle school.

We found a myriad of ways to provide information and social connections virtually this year. We have written a goal to improve our communication and our website presence.

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

We will continue to assess learning loss through our local district wide assessment given in reading and mathematics, iReady, K-8. We began using Literably in the 20-21 school year for students in the elementary school (K-5) and feel it is an accurate assessment of students' individual reading levels. We will be giving SBAC at the end of the school year and will use the information gleaned from that assessment for students in grades 3-7 (8th grade students will have graduated).

In our new LCAP plan, we have many goals to address the needs of all of our students, but particularly the students with unique needs as follows:

- ELA, Reading Intervention, ELD:

We will be reviewing our ELA program, updating/revising our Reading Workshop curriculum, and determining areas that need further development in our program, including foundational skills, word study, grammar, and vocabulary. In addition, we would like to provide more support to classroom teachers and intervention teachers on the learning needs of our EL students and how to effectively support them through language development instruction and integrated language support throughout the school day. We will also review our reading intervention materials and instruction to determine their effectiveness.

- Math, Math Intervention:

An analysis of our students' skills in mathematics revealed that students had some learning loss after the school closure in the spring. We will be determining additional intervention/supports that can be put in place to provide additional time and instruction to meet the needs of these students K-8.

- District wide Assessment and Individualized Learning Pathway:

We will continue to use the iReady diagnostic assessment tool K-8 in both reading and mathematics. Continued professional development will be provided on how to evaluate and use the results of the tests to plan instruction to meet the needs of all of our students. Target and stretch goals will be established for all students and monitored throughout the year. Of particular importance will be the monitoring of our unduplicated students - English learners, foster youth, students with Special needs and students at risk of not

meeting grade level standards for the school year.

- Learning Management Systems:

This year, we took on a new student information system, and with it, a new learning management system. After our experience with the learning management system during the school closure, we felt that a change would be beneficial to students and teachers. For students and parents, the new systems (one for K-2, one for 3-8) are easier to navigate and have more features that can be utilized in class and at home. For teachers, they are better systems for managing both in-person students and distance learners. Though continuing with the systems, we need to provide more training on implementation so that teachers can fully utilize their capabilities.

- Technology:

Though we have had a one-to-one device to student ratio, we need to refresh our inventory of student devices. In addition, teacher workstations that had been in need of replacement, now no longer run some of the systems we have implemented and must be replaced now. We would also like to support our unduplicated students who need the ability to take their device from school to home each day. All devices need to be in better working order to do so.

- English learners

Along with SBAC, the Summative ELPAC was also suspended last school year due to COVID-19. Because we have no Summative ELPAC test scores from last school year we are not able to measure growth of EL students' English language development from last school year to this school year. The curriculum, Language Power, has been used effectively for ELD Designated Support since the 2019-2020 school year. Through local measures (reading, writing, listening, and speaking assessments), our students have shown good progress in both English language development and the acquisition of grade level academic skills. Integrated ELD support provided by classroom teachers varies. Providing teachers support for integrating ELD strategies throughout the day will be a goal of professional development in the 20-21 school year and beyond.

- Students with Disabilities

Another need anecdotally identified by parents and teachers is support for middle school students who are not yet meeting grade level standards, students who have difficulty with work habits/study skills, and students who have been identified with a learning disability and need support with the transition to the demands and rigor of middle school.

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.

No substantive differences between the actions or services identified as contributing toward meeting the increased or improved services.

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.

Several of the goals in the 2021-22 through 2023-24 LCAP were informed by the analysis and reflection on student outcomes in the previous two years as follows:

Goal 1: Advance the engagement and achievement of all students, K-8, toward meeting or exceeding grade level standards, through the alignment of standards, frameworks, instructional resources, assessment, and intervention strategies, and comprehensive professional development efforts. Particular focus and attention will be paid to meeting the needs of our English learners, students at risk of not meeting grade level standards, and students with Special needs. Growth will be demonstrated through local assessments, progress reporting, and standardized testing.

In an effort to maintain and improve our student outcomes, we will be continuing the work of aligning our curriculum, instruction, and assessments to the Common Core State Standards in ELA and Mathematics, the Next Generation Science Standards in science, and the state social studies framework in History/social science. We will be providing instructional materials in areas where they are needed and professional development and collaborative planning time for our teachers.

We know that our students are very engaged by being able to work independently and collaboratively on projects and assignments using the technology we have provided. We will be refreshing our devices and teacher workstations in our new plan.

We have been able to monitor student progress through the iReady diagnostic assessment and to target their instruction both in in-person instruction and through the iReady pathways. We will be continuing with this program and providing more professional development for teachers on how to use it effectively.

We know that providing support in the classroom as well as providing explicit targeted support has been of benefit to our students in filling in some learning gaps this year. The 2021-24 LCAP includes more intervention support in math at elementary school, and more support for our at risk students at middle school.

Goal 2: Improve services, facilities, and programs to promote the academic, social, and emotional well being of students and their families.

We have fully realized the importance of supporting our students' social and emotional learning and well being. Due to the experience of isolation during the school closure in the spring, we knew we had to reopen for in-person instruction as soon as we could do so safely. When students returned, we used Morning Meetings/Advisory Meetings as a venue to welcome students and give them voice, and worked with our new school counselor to ensure that students, teachers, and families had resources and support. We will continue to expand our efforts to teach our students the social and emotional competencies explicitly and to support our students', teachers', and parents' emotional needs.

Goal 3: Increase parent and family engagement.

We found a myriad of ways to provide information and social connections virtually this year. We have written a goal to improve our communication and our website presence.

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.

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 | 1,634,568.00 | 1,634,568.00 |
| | 0.00 | 0.00 |
| Base | 1,597,068.00 | 0.00 |
| LCFF Base | 0.00 | 1,597,068.00 |
| LCFF Supplemental and Concentration | 0.00 | 37,500.00 |
| Supplemental | 31,500.00 | 0.00 |
| Supplemental and Concentration | 6,000.00 | 0.00 |

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

| Total Expenditures by Object Type | | |
|---|--------------------------------------|------------------------------------|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 1,634,568.00 | 1,634,568.00 |
| | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 796,739.00 | 793,544.00 |
| 2000-2999: Classified Personnel Salaries | 287,924.00 | 265,619.00 |
| 3000-3999: Employee Benefits | 194,955.00 | 190,255.00 |
| 4000-4999: Books And Supplies | 289,000.00 | 335,500.00 |
| 5000-5999: Services And Other Operating Expenditures | 3,850.00 | 34,050.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 61,500.00 | 15,000.00 |
| 5900: Communications | 600.00 | 600.00 |

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

| Total Expenditures by Object Type and Funding Source | | | |
|---|-------------------------------------|--------------------------------------|------------------------------------|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | 1,634,568.00 | 1,634,568.00 |
| | | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 765,239.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 0.00 | 762,044.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 31,500.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 31,500.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Base | 287,924.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 0.00 | 265,619.00 |
| 3000-3999: Employee Benefits | Base | 190,455.00 | 0.00 |
| 3000-3999: Employee Benefits | LCFF Base | 0.00 | 185,755.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental and Concentration | 0.00 | 4,500.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 4,500.00 | 0.00 |
| 4000-4999: Books And Supplies | Base | 289,000.00 | 0.00 |
| 4000-4999: Books And Supplies | LCFF Base | 0.00 | 334,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration | 0.00 | 1,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 3,850.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Base | 0.00 | 34,050.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 60,000.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Base | 0.00 | 15,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 1,500.00 | 0.00 |
| 5900: Communications | Base | 600.00 | 0.00 |
| 5900: Communications | LCFF Base | 0.00 | 600.00 |

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

| Total Expenditures by Goal | | |
|----------------------------|--------------------------------------|------------------------------------|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 428,718.00 | 428,718.00 |
| Goal 2 | 227,500.00 | 227,500.00 |
| Goal 3 | 256,170.00 | 256,170.00 |
| Goal 4 | 317,680.00 | 317,680.00 |
| Goal 5 | 404,500.00 | 404,500.00 |

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

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

| Total Expenditures by Offering/Program | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$29,172.00 | \$29,172.00 |
| Distance Learning Program | \$119,732.61 | \$119,732.61 |
| Pupil Learning Loss | \$11,040.00 | \$11,040.00 |
| Additional Actions and Plan Requirements | \$155,124.00 | \$155,124.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$315,068.61 | \$315,068.61 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | | |
| Distance Learning Program | | |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | | |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$29,172.00 | \$29,172.00 |
| Distance Learning Program | \$119,732.61 | \$119,732.61 |
| Pupil Learning Loss | \$11,040.00 | \$11,040.00 |
| Additional Actions and Plan Requirements | \$155,124.00 | \$155,124.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$315,068.61 | \$315,068.61 |