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

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

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
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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).

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# Goal 1

Goal #1: The district goal to increase the percentage of students performing at or above grade level standards in all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Students served by this LCAP are a small pool of 1st graders and occasional students in Community Day (0-1) at any given time this year. Therefore, we do not have relevant CASPP score data to share. However, we do apply the relevant actions below with all students to prepare them to perform at at or above grade level standards.<br>We applied an ELA and Math proficiency metric for TK-2nd graders.<br><br>This District is a K-8 school system so the following metrics are not applicable:<br>4C – Percent of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC, CSU or Career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks.<br>4F – Percent of pupils who have passed an advanced placement examination with a score of 3 or higher.<br>4G – Percent of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.<br>5D – High school drop out rate<br>5E – High school graduation rate<br>API-Not used anymore | Note: Gravenstein First is made up of two first grade classes, 34 students and receives the same supports and services that Gravenstein Elementary receives; throughout this entire document the supports and services will mirror that of Gravenstein Elementary; additionally the data used will be that of Gravenstein Elementary unless otherwise noted.<br><br>Because of the suspension of in-person instruction, CAASPP, and Physical Fitness testing in March of 2020, a shift in focus from end-of-year summative assessments to developing a high quality distance learning platform was necessary. As a result, no summative assessment data was collected for the 2019-20 school year. GUSD has collected local summative assessment data, TK-8, for the 2020-21 school year and will include this data in our current LCAP as baseline data for our new goals.<br><br>GRAVENSTEIN UNION SCHOOL DISTRICT<br>2020/2021 STUDENT PERFORMANCE DATA |

Gravenstein Elementary - English/Language Arts (Open Court)

| Grade | Not Met | Nearly Met | Met | Exceeded |
|---|---|---|---|---|
| TK (13) | 0 | 7%(1) | 15%(2) | 77%(10) |
| K (75) | 8%(6) | 13%(10) | 31%(23) | 48%(36) |
| 1st(73) | 5%(4) | 22%(16) | 40%(29) | 32%(23) |
| 2nd(82) | 4%(3) | 21%(17) | 51%(42) | 23%(19) |
| 3rd(54) | 6%(3) | 24%(13) | 52%(28) | 19%(10) |
| 4th(70) | 8%(6) | 24%(17) | 56%(39) | 11%(8) |
| 5th(74) | 5%(4) | 12%(9) | 77%(57) | 5%(4) |

Gravenstein Elementary - Mathematics (GO Math!)

| Grade | Not Met | Nearly Met | Met | Exceeded |
|---|---|---|---|---|
| TK (13) | 0 | 7%(1) | 7%(1) | 85%(11) |
| K (75) | 3%(2) | 1%(1) | 29%(22) | 67%(50) |
| 1st(73) | 0%(0) | 15%(11) | 54%(31) | 31%(22) |

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| Expected | Actual |
|---|---|
| **19-20**<br>Student in this group do not participate in the following:<br><br>• CAASPP tests<br><br>• Physical Fitness Test<br><br>We applied an ELA and Math proficiency metric for TK-2nd graders.<br><br>100% student access to classes with appropriately credentialed teachers will be maintained.<br>100% student access to the grade level appropriate core curriculum for all students and for unduplicated students and students with exceptional needs.<br><br>100% of teachers are appropriately credentialed, highly qualified and have the appropriate EL authorization.<br><br>The dual model no longer exists, the Enrich! program will be in place for all students, and as a result we will be developing a new set of baseline data for ELA and Math.<br><br>Zero student drop outs | 2nd(82)   0%(0)     15%(12)   55%(45)   29%(24)<br>3rd(54)   6%(3)     20%(11)   50%(27)   24%(13)<br>4th(70)   7%(5)     20%(14)   59%(41)   14%(10)<br>5th(74)   12%(9)    12%(9)    64%(47)   12%(9)<br><br><br>100% student access to classes with appropriately credentialed teachers was be maintained.<br>100% student access to the grade level appropriate core curriculum for all students and for unduplicated students and students with exceptional needs.<br><br>100% of teachers are appropriately credentialed, highly qualified and have the appropriate EL authorization.<br><br>The dual model no longer exists, the Enrich! program will is in place for all students, and the above data will serve as a baseline data for ELA and Math; 21/22 CAASPP scores will be added as an additional baseline data resource.<br><br>Zero student drop outs<br><br>The District appears successful in many areas. From the California State Dashboard the following school-wide data shows:<br><br>Gravenstein Elementary:<br>ELA:  Blue (2019), 59.5 points average above standard for 16/17, 17/18, and 18/19<br>Mathematics:  Blue (2019), 39.7 points average above standard for 16/17, 17/18, and 18/19<br><br>Hillcrest Middle:<br>ELA:  Green (2019), 45.2 points average above standard for 16/17, 17/18, and 18/19<br>Mathematics:  Green (2019),  7.8 points average above standard for 16/17, 17/18, and 18/19 |

| Expected | Actual |
|---|---|
| **Baseline**<br>Students served by this LCAP are a small pool of 1st graders and occasional students in Community Day (0-1) at any given time this year. Therefore, we do not have relevant CASPP score data to share. However, we do apply the relevant actions below with all students to prepare them to perform at at or above grade level standards.<br><br>The District appears successful in many areas. Blue-colored pie charts make up the majority of rubrics on the Dashboard.<br><br>• The Elementary Principal worked with the TK-2nd grade teaching staff to develop a system to assess grade level proficiency among primary students, who are outside the CAASPP testing range. This LEA is the first grade students only, and their baseline data (17/18) is below:<br><br>92% Of all Gravenstein Enrich! 1st gr students Exceeded or Met Standards in ELA<br>97% Of all Gravenstein Enrich! 1st gr students Exceeded or Met Standards in Math<br><br>59% Of all Gravenstein First 1st gr students Exceeded or Met Standards in ELA<br>76% Of all Gravenstein First 1st gr students Exceeded or Met Standards in Math | The Elementary and Middle School Principals worked with all teachers to develop a system to assess grade level proficiency among students en lieu of CAASPP testing for 2020/21.<br><br>76% Of all Gravenstein students Exceeded or Met Standards in ELA<br>82% Of all Gravenstein students Exceeded or Met Standards in Math<br><br>67% Of all Hillcrest students Exceeded or Met Standards in ELA<br>62% Of all Hillcrest students Exceeded or Met Standards in Math |

## Actions / Services

| | Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|---|
| 1.1 | 180 student day school year will continue | 01-0000-0-1110-1000-xxxx-105&100-xxxx  and 01-1400-0- | 01-0000-0-1110-1000-xxxx-105&100-xxxx  and 01-1400-0- |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | 1110-1000-xxxx-105&100-xxxx (mgmt codes: 0000,2430, SUBS, XTRA) LCFF $370,355 | 1110-1000-xxxx-105&100-xxxx (mgmt codes: 0000,2430, SUBS, XTRA,LCAP) LCFF $307,312 |
| 1.2 All teachers, administrators, and instructional teacher assistants are highly qualified and appropriately assigned. | Teachers & assts included above in 1.1 01-0000-0-0000-2700-1xxx&3xx1-105-xxxx LCFF $11,440 | Teachers & assts included above in 1.1 01-0000-0-0000-2700-1xxx&3xx1-105-xxxx LCFF 11,970 |
| 1.3 Maintain TK-3 Class Size Reduction to an average of 21 students per class, or a maximum of 24 per classroom. | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF 0 | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF 0 |
| 1.4 PE will continue to be taught 200 minutes every 10 school days (gr. 1-6) and 400 minutes every 10 school days grades 7-8.<br><br>PE Teacher will continue | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF 0 | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF 0 |
| 1.5 Classrooms have new or relatively new computers. School will maintain a 1:1 Chromebook-student ratio, grades 2-5, and 2:1 ratio TK-1st grade. | 01-0000-0-0000-1000&2420-5840-105-0000 5800: Professional/Consulting Services And Operating Expenditures LCFF $1,465 | 01-0000-0-0000-1000&2420-5840-105-0000 5800: Professional/Consulting Services And Operating Expenditures LCFF $1,908 |
| 1.6 A credentialed Music teacher teaches Music/Band and art is taught by Artists in Residence | 01-0000-0-1510-1000-1110-105-0000 1000-1999: Certificated Personnel Salaries LCFF $ 3736 | 01-0000-0-1510-1000-1110-105-0000 1000-1999: Certificated Personnel Salaries LCFF $3836 |
| 1.7 A second credentialed teacher assigned to the Learning Lab for Title 1 services to assist non-proficient students | 01-0000-0-1110-1000-1***,3**1-105-LCAP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $13,001 | 01-0000-0-1110-1000-1***,3**1-105-LCAP 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,387 |
| 1.8 Continue extra TA position in the District to support more students in reaching proficiency. | 01-0000-0-1110-1000-21**-105-LCAP 2000-2999: Classified Personnel Salaries Supplemental and Concentration $58,798 | 01-0000-0-1110-1000-21**&3**2-105-LCAP 2000-2999: Classified Personnel Salaries LCFF |

| | Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|---|
| | | | Supplemental and Concentration $54,807 |

## Goal Analysis

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

1.1  GUSD closed for four days during the 19/20 school year (10/28-10/31) due to the Kincade Fire.  A J-13 was submitted to and approved by CDE, permanent staff continued all possible work assignments and received compensation.

1.2  Implemented in 19/20.

1.3  Implemented in 19/20.

1.4  72% of PE instruction was delivered as planned prior to the suspension of in-person instruction.  During Distance Learning (DL), PE teachers recorded virtual PE lessons for students, served as substitute teachers, and completed a variety of school related tasks.

1.5  Implemented in 19/20.

1.6  72% of Music and Art instruction was delivered as planned prior to the suspension of in-person instruction.  During Distance Learning (DL), Music and Art teachers recorded virtual lessons for students, served as substitute teachers, and completed a variety of school related tasks.

1.7  Implemented in 19/20.

1.8  Implemented in 19/20.

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

The suspension of in-person instruction in March of 2020 provided a significant challenge in our ability to measure the effectiveness and success of the actions and services we implemented as a shift in focus from end-of-year summative assessments to developing a high quality distance learning platform was necessary.  As a result, no summative assessment data was collected for the 2019-20 school year.  All 8 actions/services were on track to be implemented; evaluation of effectiveness, from a subjective point of view (without measurable end-of-year data), GUSD was successful in implementing all 8 items.

# Goal 2

Goal #2: All teachers and instructional support staff will continue training in the new CA Standards.

State and/or Local Priorities addressed by this goal:

State Priorities:   Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>See above statistics on teacher comfort levels in teaching CCSS, as reported by teachers.<br><br>**19-20**<br>By May 2019, report full implementation of Common Core ELA, Math, and Science and will be piloting Social Studies materials.<br><br>**Baseline**<br>See baseline data above | All teachers and support staff have continued training in the new CA Standards.<br><br>Full implementation of the Common Core ELA, Math, and Science is in place.  Instruction of Common Core Social Studies Standards is taking place, however, new Social Studies materials have yet to be piloted. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 2.1 Ensure professional development is high quality and assists teachers in full implementation of the new CA State Standards and ELD State Standards. | 01-4035-0-1110-1000-5200-105-0000 5000-5999: Services And Other Operating Expenditures Federal Funds $ 379 | 01-4035-0-1110-1000-5200-105-0000 5000-5999: Services And Other Operating Expenditures Federal Funds $139 |

## Goal Analysis

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

2.1 Implemented for 2019/20.

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

GUSD continues to support attendance at training and professional development opportunities for all staff related to CA State Standards and ELD State Standards. Sonoma County is very fortunate to have a County Office of Education (SCOE) that strives to identify needs district by district (for all 40 districts), provides a Director of Continuous Improvement and Leadership Development assigned to a portion of the districts in the county, a county EL Program Coordinator, and a menu of professional development and training opportunities, including CA Standards topics, for certificated and classified staff. The willingness and desire of our staff to continuously learn and improve coupled with the myriad opportunities provided by SCOE has enable GUSD to successfully achieve this goal. However, while we continue to provide instruction based on the CA State Standards, we have yet to pilot new Common Core Social Studies materials. The challenges that have prevented this from happening include a change in site principal for the 18/19 school year, an interim superintendent for much of the 18/19 school year, and a new superintendent for the 19/20 school year, and a pandemic. This activity will be carried over and included in the 21/22 LCAP.

# Goal 3

Goal #3: Teachers will have high quality, instructional materials aligned to the new CA State Standards in Language Arts, Math, and Science (as they become available) in sufficient quantities for all students including EL materials.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Progress on materials acquisition as indicated via pilot and adoption timeline above<br><br>EL access to Common Core Standards<br><br>Implementation and access to ELD Standards<br><br>**19-20**<br>By May 2019, teachers will report a full implementation of new CA State Standards aligned ELA/ELD, Math, and Science textbooks and pilot of Social Studies textbooks.<br><br>100% of EL will have access to Common Core Standards and ELD Standards. | GUSD has adopted, purchased, and is using CA State approved instructional materials in Language Arts, Math, and Science in sufficient quantities for all students including EL materials:<br><br>Language Arts:<br>TK-5:  Open Court     6-8:  Studysync (Houghton Mifflin)<br><br>Mathematics:<br>TK-5   GOMath!     6-8:   GOMath!<br><br>Science:<br>TK-2:  twig Science   3-5:  Amplify   6-8:  STEMscopes<br><br>In Social Studies, until we complete our pilot of new materials, we will continue to use:<br>TK-5:  Harcourt     6-8: Teacher's Curriculum Institute (TCI)<br><br>All California materials have an embedded ELD component, and GUSD has provided access to Common Core and ELD Standards to 100% of EL students.  GUSD annually replaces any lost or damaged materials and consumables. |

| Expected | Actual |
|---|---|
| **Baseline**<br>Common Core Instructional Materials:<br>Subject Area Pilot Year Adoption Year Board Date<br>Math   2014/15 & 2015/16 2015/16   4/13/2016<br>ELA               2016/17 & 2017/18   2018/19<br>Science        2017/18  &  2018/19 | |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 3.1 Research available programs. Purchase and implement an adequate supply of high quality, standards- aligned instructional materials including EL materials. | 01-0000-0-1110-1000-4110-000 &105-0000 4000-4999: Books And Supplies LCFF $ 2,058 | 01-0000-0-1110-1000-4110-000 &105-0000 4000-4999: Books And Supplies LCFF $8,038 |
| 3.2 Ongoing professional development and coaching supports teaching staff to implement effective integrated, relevant, tech-rich curriculum. | Included in Goal 2.1 5000-5999: Services And Other Operating Expenditures Federal Funds $0 | Included in Goal 2.1 5000-5999: Services And Other Operating Expenditures Federal Funds $0 |

## Goal Analysis

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

| |
|---|
| 3.1  Implemented for 2019/20<br><br>3.2  Implemented for 2019/20 |

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

| |
|---|
| All California materials have an embedded ELD component, and GUSD has provided access to Common Core and ELD Standards to 100% of EL students.  GUSD annually replaces any lost or damaged materials and consumables. |

# Goal 4

Goal #4: All students will meet or exceed the new CA Standards in Math and Language Arts.

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**<br>CAASPP scores<br><br>The number of students in the District programs covered by this LCAP are very limited: just two 1st grade classes, of approximately 40 students, and 0-1 student at a time in the Community Day School. The students are not of testing age for CAASPP and PFT. So this goal is not easily assessed for this group, using CAASPP or PFT.<br><br>We applied an ELA and Math proficiency metric for TK-2nd graders. | Due to the March, 2020 suspension of in-person instruction, CAASPP assessments were not done, and a shift in focus from end-of-year summative assessments to developing a high quality distance learning platform was necessary.  As a result, no summative assessment data was collected for the 2019-20 school year.  GUSD has collected local summative assessment data, TK-8, for the 2020-21 school year and will include this data in our current LCAP as baseline data for our new goals.<br><br>GRAVENSTEIN UNION SCHOOL DISTRICT<br>2020/2021 STUDENT PERFORMANCE DATA<br><br>Gravenstein Elementary - English/Language Arts (Open Court)<br><br>| Grade | Not Met | Nearly Met | Met | Exceeded |<br>|---|---|---|---|---|<br>| TK (13) | 0 | 7%(1) | 15%(2) | 77%(10) |<br>| K (75) | 8%(6) | 13%(10) | 31%(23) | 48%(36) |<br>| 1st(73) | 5%(4) | 18%(13) | 55%(40) | 33%(24) |<br>| 2nd(82) | 4%(3) | 21%(17) | 51%(42) | 23%(19) |<br>| 3rd(54) | 6%(3) | 24%(13) | 52%(28) | 19%(10) |<br>| 4th(70) | 8%(6) | 24%(17) | 54%(38) | 11%(8) |<br>| 5th(74) | 5%(4) | 12%(9) | 77%(57) | 5%(4) |<br><br>Gravenstein Elementary - Mathematics (GO Math!)<br>Grade      Not Met      Nearly Met      Met          Exceeded |

| Expected | Actual |
|---|---|
| **19-20**<br><br>CAASPP do not apply to this group of students, this metric will be discontinued.<br><br>We applied an ELA and Math proficiency metric for TK-2nd graders.<br><br>The dual model no longer exists, the Enrich! program will be in place for all students, and as a result we will be developing a new set of baseline data for ELA and Math. | TK (13)     0         7%(1)      7%(1)      85%(11)<br>K (75)    3%(2)     1%(1)      29%(22)   67%(50)<br>1st(73)   0%(0)    15%(11)   51%(37)   33%(24)<br>2nd(82)  0%(0)    15%(12)   55%(45)   29%(24)<br>3rd(54)  6%(3)    20%(11)   50%(27)   24%(13)<br>4th(70)  7%(5)    20%(14)   59%(41)   14%(10)<br>5th(74)  12%(9)   11%(8)    64%(47)   12%(9)<br><br>The District appears successful in many areas. From the California State Dashboard the following school-wide data shows:<br><br>Gravenstein Elementary:<br>ELA:  Blue (2019), 59.5 points average above standard for 16/17, 17/18, and 18/19<br>Mathematics:  Blue (2019), 39.7 points average above standard for 16/17, 17/18, and 18/19<br><br>Hillcrest Middle:<br>ELA:  Green (2019), 45.2 points average above standard for 16/17, 17/18, and 18/19<br>Mathematics:  Green (2019),  7.8 points average above standard for 16/17, 17/18, and 18/19<br><br>The Elementary and Middle School Principals worked with all teachers to develop a system to assess grade level proficiency among students en lieu of CAASPP testing for 2020/21.<br><br>76% Of all Gravenstein students Exceeded or Met Standards in ELA<br>82% Of all Gravenstein students Exceeded or Met Standards in Math<br><br>67% Of all Hillcrest students Exceeded or Met Standards in ELA<br>62% Of all Hillcrest students Exceeded or Met Standards in Math |

| Expected | Actual |
|---|---|
| **Baseline**<br>See above 2016 results<br><br>Students served by this LCAP are a small pool of 1st graders and occasional students in Community Day (0-1) at any given time this year. Therefore, we do not have relevant CASPP score data to share. However, we do apply the relevant actions below with all students to prepare them to perform at at or above grade level standards.<br><br>The District appears successful in many areas. Blue-colored pie charts make up the majority of rubrics on the Dashboard.<br><br><ul><li>The Elementary Principal worked with the TK-2nd grade teaching staff to develop a system to assess grade level proficiency among primary students, who are outside the CAASPP testing range. This LEA is the first grade students only, and their baseline data (17/18) is below:</li></ul><br>92% Of all Gravenstein Enrich! 1st gr students Exceeded or Met Standards in ELA<br>97% Of all Gravenstein Enrich! 1st gr students Exceeded or Met Standards in Math<br><br>59% Of all Gravenstein First 1st gr students Exceeded or Met Standards in ELA<br>76% Of all Gravenstein First 1st gr students Exceeded or Met Standards in Math | The dual model no longer exists, the Enrich! program is in place for all students, and the above data will serve as a baseline data for ELA and Math; 21/22 CAASPP scores will be added as an additional baseline data resource. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 4.1   Intensive support for eligible students with disabilities | 01-6500-0-5xxx-xxxx-1***&3**1-105-0000 1000-1999: Certificated | 01-6500-0-5xxx-xxxx-1***&3**1-105-0000 1000-1999: Certificated |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Various placements and services per IEPs | Personnel Salaries Special Education $ 2,036 | Personnel Salaries Special Education $2,434 |
| 4.2 A Special Education Teacher and Credential teacher for Title 1 students support non-proficient (Title 1) students for each grade level K-8. This supports struggling readers in a pull out to offer pre/re-teaching, Intervention program and other assistance. | Included in 1.7 1000-1999: Certificated Personnel Salaries Title I $0 | Included in 1.7 1000-1999: Certificated Personnel Salaries Title I $0 |
| 4.3 Instructional resources (e.g. IXL; Language Live!) will be used to provide targeted remediation for students performing below grade level standards in ELA & Math. | 01- 0000&1100- 0- 1110- 1000-4310&4340- 105- 0000 4000-4999: Books And Supplies Lottery $ 645 | 01- 0000&1100- 0- 1110- 1000-4310&4340- 105- 0000 4000-4999: Books And Supplies Lottery $2,278 |

## Goal Analysis

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

4.1 Implemented for 2019/20.

4.2 Implemented for 2019/20.

4.3 Implemented for 2019/20

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

Prior to the suspension of in-person instruction, GUSD was implementing tiered support services for all students identified as not making grade level progress. Support teams were created for each student identified, a case manager from the team was appointed to ensure implementational fidelity of planned interventions, data collection, and communication with team members regarding progress. Once DL began, each school site tracked any student that was not attending zoom sessions, was attending but not engaged, or was not completing assignments. If Tier I supports were not sufficient to improve student outcomes, sites convened support teams just as if we were still in-person, assigned a case manager, and created and implemented an targeted intervention plan. The biggest challenges in implementing supports was timely parent/guardian participation and engagement which delayed the implementation of interventions for some students, and the resulting disruption in family and household dynamics created by the suspension of in-person instruction and the county shelter in-place orders.

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# Goal 5

Goal #5: English Learners (ELs) will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>CA School Dashboard results<br><br>The CA School Dashboard is a new metric available to track student progress, including EL subgroups. It takes into account the CELDT scores.<br><br>Reclassification rate<br><br><br>**19-20**<br>Although the number of EL students in this group are too small to show up on the Dashboard, we can look to the progress of all EL students District-wide to track success.<br><br>5% annual increase over the previous year in English Learner Progress in Math and ELA, as measured on the CA School Dashboard.<br><br><br>Reclassification rate 0% | Due to the suspension of in-person instruction and CAASPP assessments in March of 2020, current CA School Dashboard data is not available.  However, we do have some other data points to consider over time that will help us as we revise this goal and continue to devise and implement strategies and activities to support the language acquisition and academic growth of our EL students.<br><br>From the California State Dashboard the following school-wide data shows:<br><br>Gravenstein Elementary:<br>ELA:  21.2 points average above standard for 16/17, 17/18, and 18/19<br>Mathematics:  12.1 points average above standard for 16/17, 17/18, and 18/19<br><br>The Elementary and Middle School Principals worked with all teachers to develop a system to assess grade level proficiency among students en lieu of CAASPP testing for 2020/21.<br><br>58% Of all Gravenstein EL students(36) Exceeded or Met Standards in ELA |

| Expected | Actual |
|---|---|
| **Baseline**<br>The EL students at Gravenstein Elementary are performing at high and very high levels, and demonstrated "significant" improvements in the last year, as well.<br>The Hillcrest EL students are performing at low levels and have "maintained" their performance levels.<br><br>The number of EL students in the actual pool of students served by this LCAP is so small that the CA Dashboard lists EL data as "NA"<br><br>Reclassification rate<br>2016-17 baseline data<br>of 63 EL identified students District-wide, 12 were reclassified in 16-17 to "RFEP." That is a 19% reclassification rate.<br><br>Explanation of reclassification data: It was discovered in 2016-17 that reclassification had not been happening at the elementary level in previous years. In 2016-17, with a new staff person assigned to CELDT testing and a new District administrator directing the process, some catch up work on reclassification was achieved. So the baseline data for 2016-17 reclassification rates were possibly higher in 16-17, than they will be in subsequent years. Therefore, outcome goals may need to be modified in future years. | 65% Of all Gravenstein EL students(34) Exceeded or Met Standards in Math<br><br>25% Of all Hillcrest EL students(8) Exceeded or Met Standards in ELA<br>50% Of all Hillcrest EL students(10) Exceeded or Met Standards in Math<br><br>Reclassification data:<br><br>Grade    2019/20 EL Students, Beginning of the School Year Number of students Reclassified during the 2019/20 school year<br>TK                        2<br>0<br>K                        5<br>0<br>1st                      8<br>0<br>2nd                    7<br>2<br>3rd                  11<br>5<br>4th                  8<br>2<br>5th                  7<br>4<br>6th                12<br>8<br>7th                1<br>1<br>8th                2<br>2<br><br>Grade    2020/21 EL Students, Beginning of the School Year Number of students Reclassified during the 2020/21 school year |

| Expected | Actual |
|---|---|
| TK 0 | 0 |
| K 0 | 11 |
| 1st 1 | 6 |
| 2nd 0 | 7 |
| 3rd 0 | 5 |
| 4th 3 | 8 |
| 5th 2 | 4 |
| 6th 0 | 5 |
| 7th 0 | 6 |
| 8th 0 | 0 |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 5.1   Daily English Language Development: English Learners receive high quality Daily English Language Development (integrated within the regular class) from highly trained teachers who have special credential authorization to teach English learners in appropriate, mainstreamed settings. | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF $0 | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF $0 |
| 5.2   Curricular Support:  In addition, highly trained teachers and assistants provide extra support in the Learning Lab if needed. | Included above in 1.7 1000-1999: Certificated Personnel Salaries LCFF $0 | Included above in 1.7 1000-1999: Certificated Personnel Salaries LCFF $0 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 5.3   Monitor Support: Students who have achieved English fluency continued to be monitored for progress to ensure school success. | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF $0 | Included above in 1.1 1000-1999: Certificated Personnel Salaries LCFF $0 |

## Goal Analysis

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

| |
|---|
| 5.1  Implemented in 2019/20.<br><br>5.2  Implemented in 2019/20.<br><br>5.3  Implemented in 2019/20. |

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

| |
|---|
| All GUSD students, including EL students, benefit greatly from our small class sizes, additional Instructional Assistant support, and targeted interventions.  The ability to develop strong, supportive relationships between staff and students as well as with their parent/guardian contributes to the success of our EL students.  GUSD did not experience any challenges with implementing our planned actions or services with the exception of the suspension of in-person instruction which required extra effort and time to establish comfort and new routines for our EL students and their families in order for their students to continue to benefit from GUSD supports and services virtually. |

# Goal 6

Goal #6: Appropriate academic and social/emotional support will be given to students who are struggling academically and/or socially.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>CAASPP data including:<br>ELA, Math, Science, Suspension and Expulsion data, as presented on the CA School Dashboard<br><br>**19-20**<br>Students identified as needing intervention will show at least a 2% increase in proficiency as measured by State tests and teacher reports.<br>Reduce students not meeting standards by 2% over previous year's results.<br>Maintain suspensions and expulsions at zero.<br><br>**Baseline**<br>The number of students in the District programs covered by this LCAP are very limited:<br>just two 1st grade classes, of approximately 40 students, and 0-1 student at a time in the Community Day School. The students are not of testing age for CAASPP and PFT. So this goal is difficult to assess for  this group. | Due to the suspension of in-person instruction and CAASPP assessments in March of 2020, current CA School Dashboard data is not available.  However, we do have some other data points to consider over time that will help us as we revise this goal and continue to devise and implement strategies and activities to support students who are struggling academically and/or socially.<br><br>Suspensions:<br><br>Gravenstein Elementary:<br>2018/19:  6     2019/20*:  0<br><br>Expulsions:<br><br>Gravenstein Elementary:<br>2018/19:  0     2019/20*:  0<br><br>*130 days in-person, 50 days distance learning<br><br>Because of the suspension of in-person instruction and CAASPP testing, a shift in focus from end-of-year summative assessments to developing a high quality distance learning platform was necessary.  As a result, no summative assessment data was |

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| Expected | Actual |
|---|---|
| | collected for the 2019-20 school year. GUSD has collected local summative assessment data, TK-8, for the 2020-21 school year and will include this data in our current LCAP as baseline data for our new goals as we develop strategies and activities to identify and provide appropriate academic and social/emotional support for students who are struggling academically and/or socially.<br><br>GRAVENSTEIN UNION SCHOOL DISTRICT<br>2020/2021 STUDENT PERFORMANCE DATA<br><br>Gravenstein Elementary - English/Language Arts (Open Court)<br>Grade   Not Met   Nearly Met   Met   Exceeded<br>TK (13)   0   7%(1)   15%(2)   77%(10)<br>K (75)   8%(6)   13%(10)   31%(23)   48%(36)<br>1st(73)   5%(4)   22%(16)   40%(29)   32%(23)<br>2nd(82)   4%(3)   21%(17)   51%(42)   23%(19)<br>3rd(54)   6%(3)   24%(13)   52%(28)   19%(10)<br>4th(70)   8%(6)   24%(17)   56%(39)   11%(8)<br>5th(74)   5%(4)   12%(9)   77%(57)   5%(4)<br><br><br>Gravenstein Elementary - Mathematics (GO Math!)<br>Grade   Not Met   Nearly Met   Met   Exceeded<br>TK (13)   0   7%(1)   7%(1)   85%(11)<br>K (75)   3%(2)   1%(1)   29%(22)   67%(50)<br>1st(73)   0%(0)   15%(11)   54%(31)   31%(22)<br>2nd(82)   0%(0)   15%(12)   55%(45)   29%(24)<br>3rd(54)   6%(3)   20%(11)   50%(27)   24%(13)<br>4th(70)   7%(5)   20%(14)   59%(41)   14%(10)<br>5th(74)   12%(9)   12%(9)   64%(47)   12%(9)<br><br>100% student access to classes with appropriately credentialed teachers was be maintained.<br>100% student access to the grade level appropriate core curriculum for all students and for unduplicated students and students with exceptional needs. |

| Expected | Actual |
|---|---|
| | 100% of teachers are appropriately credentialed, highly qualified and receive SEL training.<br><br>The dual model no longer exists, the Enrich! program will is in place for all students, and the above data will serve as a baseline data for ELA and Math; 21/22 CAASPP scores will be added as an additional baseline data resource.<br><br>Zero student drop outs<br><br>Students served by this Annual Update include all TK-5 students enrolled in GUSD (34 students in Gravenstein First, 430 students in Gravenstein Elementary).  All relevant actions are applied with all students to prepare them to perform at at or above grade level standards, and all future LCAPs will set goals and describe strategies and activities that are district-wide.  Future LCAPs will feature a Multitiered System of Supports (MTSS) that contains strategies for early identification of any students that is struggling academically, socioemotionally, or with truancy as well as a tier II case management system with targeted supports and interventions.<br><br>The Elementary and Middle School Principals worked with all teachers to develop a system to assess grade level proficiency among students en lieu of CAASPP testing for 2020/21.<br><br>76% Of all Gravenstein students Exceeded or Met Standards in ELA<br>82% Of all Gravenstein students Exceeded or Met Standards in Math<br><br>67% Of all Hillcrest students Exceeded or Met Standards in ELA<br>62% Of all Hillcrest students Exceeded or Met Standards in Math |

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## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 6.1  Continue Second Step lessons (SEL program) and training | Included above in 2.1 5000-5999: Services And Other Operating Expenditures Federal Funds $0 | Included above in 2.1 5000-5999: Services And Other Operating Expenditures Federal Funds $0 |
| 6.2   Contract with a Behaviorist, School Psychologist, or Counselor when needed. | 01-3310-0-XXXX-3120-5830-105-0000 5800: Professional/Consulting Services And Operating Expenditures LCFF $ 945 | 01-3310-0-XXXX-3120-5830-105-0000 5800: Professional/Consulting Services And Operating Expenditures LCFF $8,271 |
| Continue 1.0FTE School Counselor to share among District schools | 01- 0000- 0- 0000- 3110-1200&3**1- 105- 0000 1000-1999: Certificated Personnel Salaries LCFF $ 2,733 | 01- 0000- 0- 0000- 3110-1200&3**1- 105&100- 0000 1000-1999: Certificated Personnel Salaries LCFF $2,408 |

## Goal Analysis

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

6.1  Implemented for 2019/20.

6.2  Implemented for 2019/20.

6.3  Implemented for 2019/20.

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

For 6.1, mandating that all teachers that teach different age groups, subject areas, have different classroom communities, and have a personally unique approach to SEL issues tends to be implemented with inconsistent fidelity and negatively impact the success of a single SEL program or approach.  During the 2019/20 school year, GUSD began providing teachers the ability to design and implement their own personal SEL approach with the caveat that a structured, consistent approach based on current Trauma-Informed approaches is used. GUSD did not experience any challenges with implementing 6.2 or 6.3 with the exception of the suspension of in-person instruction which required extra effort and time to establish a method for safe in-person or virtual delivery of services.

# Goal 7

Goal #7: Facilities are safe, well-maintained, and conducive to learning and include technology.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>The annual results from the Facility Inspection Tool<br>**19-20**<br>FIT survey will continue to indicate that all school facilities are clean and well maintained.  All areas are  rated as "good"<br><br>**Baseline**<br>All facilities rated "good" | All GUSD facilities are safe, well-maintained, and conducive to learning and include technology, pursuant to the results of the 2019/20 and 2020/21 Facility Inspection Tool (FIT) reports:<br><br>Gravenstein Elementary:  Percentage of areas rated "good":<br>2019/20: 98.69%  2020/21:  98.7% |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 7.1    Facilities and educational and instructional technology remains clean and in good working order | 01-0000 & 8150-0-0000-8xxx-xxxx-xxx-xxxx 2000-2999: Classified Personnel Salaries LCFF $ 19,208 | 01-0000 & 8150-0-0000-8xxx-xxxx-xxx-xxxx 2000-2999: Classified Personnel Salaries LCFF $45,952 |
| • 7.2 Add blinds to Gravenstein and Hillcrest classrooms, and District office | 01- 0000- 0- 0000- 7200- 4400-000&105- 0000 5000-5999: Services And Other Operating Expenditures LCFF $737 | 01- 0000- 0- 0000- 7200- 4400-000&105- 0000 5000-5999: Services And Other Operating Expenditures LCFF $359 |
| 7.3 The Gravenstein Modernization Phase III should be completed. | Completed in 2018-19 Not Applicable Not Applicable $ 0 | Completed in 2018-19 Not Applicable Not Applicable $0 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 7.4 Solar energy system should have been completed in the 18-19 school year, District-wide. | Completed in 2018-19 Not Applicable Not Applicable $0 | Completed in 2018-19 Not Applicable Not Applicable $0 |

## Goal Analysis

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

7.1  Implemented in 2019/20.

7.2  Implemented in 2019/20.

7.3  Implemented in 2019/20

7.4  Solar energy systems went online during the 19/20 school year, no change in funding.

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

Items 7.1, 7.2, and 7.3 were facilitated by the Head of Maintenance and/or agencies contracting with GUSD and were completed efficiently due to their work and diligence.  Item 7.4 was delayed due to additional stress tests mandated by the Department of the State Architect (DSA) to ensure that the systems could withstand wind shear stresses to an acceptable level.

# Goal 8

Goal #8: Maintain wireless availability for technology that has been purchased.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Ratio of number of students to number of computer devices<br>**19-20**<br><br>• Students will be increasing needed skills according to the technology plan.<br>• The wireless system will have reliability on campus 98% of the time.<br>• The student to computer ratio will be 2:1 district wide for TK-1st grade and 1:1 2nd-8th grade. | GUSD has consistently maintained wireless availability for technology that has been purchased.  During the suspension of in-person instruction for the final 50 days of the 2019/20 school year, this availability was put to the test as we were required to deliver virtual instruction for the remainder of the year.  On only was occasion during those 50 days was there a connectivity interruption, and that affected only one school for less than 30 minutes.<br><br>GUSD was also required to move to a 1:1 ratio of students to computer devices due to the suspension of in-person instruction and the need for all students to have access to a device for virtual instruction.  There was also an acceleration of student technology skills beyond what was expected due to the demands of virtual instruction ranging from increased keyboarding proficiency to program access skills and document and file processing for students in all grade levels. |

| Expected | Actual |
|---|---|
| **Baseline**<br>Student to Computer Ratio:<br><br>Gravenstein First<br>2014/15 6:1<br>2015/16 6:1 plus Computer Lab<br><br>All Students<br>2016-17<br>TK-1st    6:1 plus Computer lab<br>2-8th    1:1<br><br>2017-18<br>TK-1st    2:1 plus computer lab<br>2-8th    1:1 | |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 8.1 Updating/Increasing Wireless Capability and provide IT support. | 01-0000-0-1110-1000-6400-000-0000 6000-6999: Capital Outlay LCFF $25,000<br><br>Included in 1.5 5800: Professional/Consulting Services And Operating Expenditures LCFF $0 | 01-0000-0-1110-1000-6400-000-0000 6000-6999: Capital Outlay LCFF $0<br><br>Included in 1.5 5800: Professional/Consulting Services And Operating Expenditures LCFF $0 |
| 8.2 IT network and equipment will be maintained at industry best practices. | Included in 1.5 5800: Professional/Consulting Services And Operating Expenditures LCFF $0 | Included in 1.5 5800: Professional/Consulting Services And Operating Expenditures LCFF $0 |
| 8.3 Dark fiber was installed July 2018 | 01- 0000- 0- 0000- 7700- 5817- 105- 0000 5800: | 01- 0000- 0- 0000- 7700- 5817- 105- 0000 5800: |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Professional/Consulting Services And Operating Expenditures LCFF $146 | Professional/Consulting Services And Operating Expenditures LCFF $0 |

## Goal Analysis

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

| |
|---|
| 8.1  Implemented in 2019/20. |
| 8.2  Implemented in 2019/20. |
| 8.3  Implemented in 2018/19. |

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

| |
|---|
| GUSD was successful in implementing actions and services that went beyond the stated goal.  Due to the cooperative efforts of our staff, contractors, parents, and students, the wireless connectivity and delivery of virtual instruction started on the first day of the suspension of in-person instruction and continued through the end of the year with greater than 90% student engagement and only a brief interruption in connectivity at one school site. |

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# Goal 9

Goal #9: Students experiencing chronic absenteeism will be supported in attending school through individual conferencing or home visits to determine the need. This will include the need to go to their home school district if distance to school is the issue.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Attendance and truancy rates<br>Success rate in reaching parents via weekly newsletter (Constant Contact issues data weekly regarding the percent of newsletters opened by families.)<br><br>**19-20**<br><br>- Attendance of truant students will improve by 20%<br>- Goal attendance rate 97.5 %to 98.5%<br><br>- 2018-19 Chronic Absenteeism rate decrease from 23.5% to 15%.<br><br>- 100% Parent involvement/engagement including the parents of unduplicated students and parents of students with exceptional needs. 3A, 3B, 3C | Due to the suspension of in-person instruction, GUSD was not able to record attendance or truancy for the complete 2019/20 school year.  These data points are available:<br><br>Gravenstein Elementary:<br><br>Attendance rate for February 2020:  95.2%<br>Engagement rate 3/23/20 - 5/1/20:  98.4%<br>Engagement rate 5/4/20 - 5/29/20:  97.7%<br>Engagement rate for August - March of 2020/21:  98.6%<br>Attendance/Engagement rate for April of 2020/21:  98%<br>First Grade Attendance/Engagement rate, April 2021:  97%<br><br>Making comparisons of this unique data to judge goal completion would not yield sound conclusions, nor would attempting to determine rates of chronic absenteeism for 2019/20 or 2020/21. GUSD will use 2018/19 as baseline data for goal setting as part of the current LCAP development process for 2021/22 and beyond. |

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| Expected | Actual |
|---|---|
| **Baseline**<br>See data above | GUSD has updated and revised its truancy prevention strategies and activities and will include the new strategies and activities in the draft of our new LCAP for 2021/22, which will include overall attendance rate and chronic absenteeism rate data and goals as well as new parent communication and engagement strategies. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 9.1  Provide school lunch | 01-0000-0-0000-9300-7616-000-CAFÉ 7000-7439: Other Outgo LCFF $988 | 01-0000-0-0000-9300-7616-000-CAFÉ 7000-7439: Other Outgo LCFF $988 |
| 9.2  Provide home to school transportation | 01-0000-0-0000-3600-5804-105-LCAP 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,100 | 01-0000-0-0000-3600-5804-105-LCAP 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,100 |
| 9.3   Superintendent communication (which includes information on attendance and LCAP) sent to all families weekly. The percentage of "open" rates will be tracked and phone calls made to families who are not engaged. | 01-0000-0-0000-7200-5800-105-0000  (Constant Contact Program) 5000-5999: Services And Other Operating Expenditures LCFF $20 | 01-0000-0-0000-7200-5800-105-0000  (Constant Contact Program) 5000-5999: Services And Other Operating Expenditures LCFF $20 |
| 9.4 Continue One Call system for improved parent communication, especially daily attendance calls | 01-0000-0-1110-1000-5840-000-0000 5800: Professional/Consulting Services And Operating Expenditures LCFF $197 | 01-0000-0-1110-1000-5840-000-0000 5800: Professional/Consulting Services And Operating Expenditures LCFF $197 |
| 9.5 School secretary contacts guardians of absent students daily. | 01- 0000- 0- 0000- 2700-2400&3**2- 105- XXXX 2000-2999: Classified Personnel Salaries LCFF $ 6,692 | 01- 0000- 0- 0000- 2700-2400&3**2- 105- XXXX 2000-2999: Classified Personnel Salaries LCFF $9,087 |
| 9.6 SARB process employed for students with chronic absenteeism | Included in Goal 9.5 2000-2999: Classified Personnel Salaries LCFF $ 0 | Included in Goal 9.5 2000-2999: Classified Personnel Salaries LCFF $0 |

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## Goal Analysis

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

9.1  Implemented for 2019/20, including after the suspension of in-person instruction.

9.2  Implemented for 2019/20 until the suspension of in-person instruction; monthly fees for transportation from our contracted provider, West County Transportation, continued even after the need for service ended for the year.

9.3  Instead of one staff member communicating with parents on these topics, site administration, the academic counselor, and site secretaries all shared in this task, no change in expenditures.

9.4  Implemented for 2019/20, including after the suspension of in-person instruction.

9.5  Implemented for 2019/20, including after the suspension of in-person instruction.

9.6  Implemented for 2019/20, including the addition of a SART process, continued after the suspension of in-person instruction.

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

After reviewing the engagement rates for the close of the 2019/20, GUSD felt very positive about the team effort to connect with students and their families and continue instruction, virtually, for the final 50 days of the school year.  Staff responded quickly and effectively to a new set of challenges and barriers including connectivity issues, device needs, technology support, and troubleshooting.  These new problem-solving skills prepared GUSD for the continued delivery of virtual instruction for the 2020/21 school year with very high daily engagement rates.

# Goal 10

Goal #10: All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not happening. This includes the use of Second Step lessons in all classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities:       Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Suspension rates, Expulsion rates<br>School climate data<br><br>**19-20**<br><br>• Keep suspension rates below 2%<br>• Maintain (0) Expulsions<br>• Address concerns from the local climate survey of maintaining the safe school climate and students feeling connected to school<br><br>**Baseline**<br>Please see data above | Because the 2019/20 school year was abruptly and significantly altered, GUSD did not collect school-wide event student participation data.  However, a subject conclusion could be made that most GUSD students felt school pride and a feeling of belongingness based on year-end engagement rates.  For the first 130 days of instruction, it could also be concluded that a greater number of students treated others with respect, kindness and compassion, and did not engage in bullying and inappropriate behavior that distracts students from learning based on suspension and expulsion data for the first 72% of the school year. District leadership determined that mandating that all teachers that teach different age groups, subject areas, have different classroom communities, and have a personally unique approach to SEL issues tends to lead to inconsistencies in the implementation of a single program and will negatively impact the success of that program.  During the 2019/20 school year, GUSD began providing teachers the ability to design and implement their own personal SEL approach with the caveat that a structured, consistent approach based on current Trauma-Informed approaches is used.<br><br>Due to the suspension of in-person instruction and CAASPP assessments in March of 2020, current CA School Dashboard data is not available.  However, we do have some other data |

| Expected | Actual |
|---|---|
| | points to consider over time that will help us as we revise this goal and continue to devise and implement strategies and activities to support positive campus climate and prosocial behavior for our future LCAPs.<br><br>Suspensions:<br><br>Gravenstein Elementary:<br>2018/19:  6    2019/20*:  0<br><br>Expulsions:<br><br>Gravenstein Elementary:<br>2018/19:  0    2019/20*:  0<br><br>*130 days in-person, 50 days distance learning<br><br>In June of 2020, GUSD drafted and implemented a lengthy parent survey to gauge parent parent perceptions of school climate, student connectedness, and opinions regarding distance learning. Many of the questions used in the survey were provided by WestED, a non-profit research, development, and services agency, that works with the CA Department of Education and numerous districts throughout the state to promote excellence, achieve equity, and improve learning for children, youth, and adults.  504 out of 780 (64.6%) parents responded to our survey. We used the data to inform our work in developing our DL program for 20/21 and in the current development process of our 21/22 LCAP. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 10.1  Continue K-8 Implementation of Second Step in all classrooms and, additionally, Too Good for Drugs in the 5th grade classrooms. | 01-0000-0-1110-1000-4310-105-0000 4000-4999: Books And Supplies LCFF $455 | 01-0000-0-1110-1000-4310-105-0000 4000-4999: Books And Supplies LCFF $1,867 |
| 10.2 Utilization of the teachers, principal, psychologist, speech therapist, counselor,  and contracted behaviorist when needed to assist staff and students when students are having difficulties with social/emotional issues. | Included in above 1.1 1000-1999: Certificated Personnel Salaries LCFF $0 | Included in above 1.1 1000-1999: Certificated Personnel Salaries LCFF $0 |
| 10.3  Provide transportation. End this action. It belongs in 9.2 | Included in above 9.2 5000-5999: Services And Other Operating Expenditures LCFF $0 | Included in above 9.2 5000-5999: Services And Other Operating Expenditures LCFF $0 |
| 10.4    Implement CA Healthy Kids Survey | Included in Goal 1.2 1000-1999: Certificated Personnel Salaries LCFF 0 | Not referenced in Goal 1.2 - Hillcrest School Only for 2019-20 1000-1999: Certificated Personnel Salaries LCFF 0 |
| Maintain a 1.0FTE School Counselor to share among the District schools | Included in 6.3 5800: Professional/Consulting Services And Operating Expenditures LCFF $0 | Included in 6.3 5800: Professional/Consulting Services And Operating Expenditures LCFF $0 |
| 10.6 Continue annual theme (e.g. "choose kindness") and monthly pro-social character trait activities. | Included in Goal 1.1 1000-1999: Certificated Personnel Salaries LCFF 0 | Included in Goal 1.1 1000-1999: Certificated Personnel Salaries LCFF 0 |
| 10.7 Students in Gravenstein First participate in grade level field trips to provide opportunities for building social skills & relationships. | 01- 0000- 0- 1110- 1000- 5826- 105- XXXX 5000-5999: Services And Other Operating Expenditures LCFF $ 1,551 | 01- 0000- 0- 1110- 1000- 5826- 105- XXXX 5000-5999: Services And Other Operating Expenditures LCFF 808 |

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## Goal Analysis

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

10.1  Implemented in 2019/20.

10.2  Implemented in 2019/20.

10.3  Moved to 9.2

10.4  Not implemented due to the suspension of in-person instruction, no funding connected to this action.

10.5  Implemented in 2019/20.

10.6  Implemented in 2019/20.

10.7  Implemented in 2019/20 until the suspension of in-person instruction.  Any non-expended funds were used to pay for virtual field trips, additional materials and supply to support distance learning, and individual student materials and supplies to be used at home

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

Given the dramatic improvement in the reduction of the number of suspensions and expulsions, GUSD would feel confident in claiming success in boosting student connectedness and positive behavioral choices during the 130 days of in-person instruction, and, based upon the very high engagement rates, during the 50 days of DL as well.  It is challenging to make a conclusion based on comparing longitudinal data, as the year was interrupted and did not reach a "normal" conclusion, so subjective conclusions are the best that we can do in reviewing this goal.  GUSD feels that the decision to replace the expected data that was never gathered through the Healthy Kids Survey with a series of school climate questions for parents was sound and resulted in a very informative set of data.

# 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 |
|---|---|---|---|
| (This document will reflect Gravenstein First actions only, see Gravenstein Elementary and HMS LCAPs for more details regarding additional district actions.)  GUSD is in the process of planning a schedule of in-person instruction opportunities for our students with an IEP or 504, EL and Title I students, students that experienced significant learning loss last spring, and any other student experiencing barriers or challenges impeding academic engagement and progress. Our primary teachers are looking into the possibility of providing in-person opportunities for their students due to the importance of teaching socialization skills to younger students as well as allowing for teachers to directly observe fine motor skill development and other critical primary grade skill development. | $189,817 | $200,074 | No |
| Purchase and installation of plexiglass shields for public reception areas and learning lab. | $250 | $225 | No |
| Purchase of cleaning and disinfecting supplies and equipment. | $450 | $811 | No |
| Purchase of Personal Protective Equipment (PPE) | $700 | $332 | No |
| Purchase of health screening supplies. | $200 | $11,633 | No |
| Additional training for staff related to virus spread prevention. | $25 | $30 | No |
| Outdoor learning areas. | $300 | $94 | No |
| Storage container rental. | $160 | $76 | No |

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| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Hire a Mental Health Coordinator | $4,730 | $4,720 | Yes |
| Hire an EL Support Teacher | $3,030 | $3,587 | 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.

No substantive differences.

## Analysis of In-Person Instructional Offerings

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

Successes in implementing in-person instruction in the 2020/21 include: 1) 76.5% of TK-5 students returning, 81% for Gravenstein First 2) Creating and implementing a hybrid schedule where all TK and K students are on campus everyday for 3 hours, and all students grades 1-8 are on campus 4 days for between 3 and 4 hours, 3 hours, 15 minutes for Gravenstein First, 3) Drafting and implementing a school safety plan that included school-based surveillance testing and resulted in zero school based cases from 4/6/21 through 6/1/21, 4) Offering a multitude of additional in-person activities during the afternoon including band, art, science instruction, and academic support, and 5) Creating and implementing a plan that allowed for us to host multiple small cohorts on campus for direct in-person academic support prior to the return to in-person instruction serving approximately 50 students. The most significant challenges in implementing in-person instruction were the ever-changing guidance and mandates from the state officials, the multiple, duplicative safety plans that were required, and the reliance of a "one size fits all" approach to reopening mandates for 58 very different counties and 1000 school districts state-wide.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Teachers, classified staff, administration, school psychologist, academic counselor, mental health coordinator, intervention teacher/team and the special education teachers will be working together to ensure student's needs (both academically and social emotionally) are being addressed. | $85,163 | $67,587 | Yes |
| Contract with PresenceLearning to ensure delivery of high quality services for students with Speech support needs written in to their IEP. | $1,255 | $5,255 | No |
| Two additional preparation days for all teachers | $2,043 | $2,043 | No |
| Hot spots for students | $1,203 | $1,203 | Yes |
| SSU Distance Learning Training. | $150 | $150 | No |
| Extra pay for administrators for additional planning time. | $600 | $600 | No |
| Additional Technology, Furniture, and Other Supplies<br>Individual teachers have and will continue to identify specific needs to effectively support instruction, including supplemental software, cameras, monitors, furniture, and other supplies specific to their students' needs, subject area, and teaching techniques and strategies (new Chromebooks for students, new devices for staff, hot spots and monthly service fee for staff, document cameras, software programs for distance learning support, screens and furniture for teacher broadcast stations, Zoom upgrade, headphones, microphones). | $11,820 | $573 | No |
| Distance Learning supplies for students | $3,000 | $282 | No |
| Additional staff planning time, expense included above. | $0 | $0 | No |
| Expense included above | $0 | $0 | No |

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.

No substantive differences.

## 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.

CONTINUITY OF INSTRUCTION:
SUCCESSES: Due to the work of our planning committee and subcommittees, GUSD provided a daily instructional platform that focused on the four core subject areas and also provided students with the opportunity to choose from a variety of Physical Education, elective, and enrichment lessons, both recorded and live, throughout distance learning. Beginning in June of 2019, the PD/Distance Learning/Assessment sub-committee of the GUSD Reopening Committee began working on the issue of instructional continuity. This subcommittee took the survey data from staff and parents related to experiences from the spring distance learning program and identified the strengths of our platform as well as the areas of weakness. This information, combined with the directive from the CDE to provide "a full curriculum of substantially similar quality regardless of the method of delivery" was used to plan the training and professional development opportunities that were available to teachers when they returned to work in August. The training menu was established with an
awareness that different grade level teachers would need different types of support, and that throughout our grade levels, different teachers had different comfort levels and skill sets in regard to the use of technology. As a result, the training opportunities were diverse and ranged from teacher guided sessions on assessments, publisher tools, and best practices learned from the spring to formalized training that we contracted with the Education Department from Sonoma State University to provide. Additionally, a variety of levels of technology training were also provided so that every teacher was proficient at using Zoom, document cameras, and Google Classroom. Teachers then took this training and worked in grade level (TK-5) or subject area (6-8) groups to ensure that all students are receiving instruction on the Common Core State Standards, with similar pacing in the event that a teacher change is necessary during the transition to in-person instruction, and that best practices learned from last spring, from the August PD trainings, and discovered this fall are shared and used by all teachers.

GUSD utilized the following tools and techniques to ensure continuity of instruction:
- Grade Level Common Core Standards covered with emphasis on Essential Standards to ensure a deeper level of learning.
- Zoom meetings recorded and posted in Google Classroom for later access.
- Google Classroom utilized for lesson assignments and student work submission.
- Checking for understanding and progress assessments administered frequently.
- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- Flipgrid platform used for student and/or teacher created videos or photos of work submitted.

- Chromebooks and hot spots will be distributed as needed to students in order to participate in the educational program.
- Integrated and Designated supports for English Learners.
- Special Education accommodations and supports for students with IEPs or 504s.
- Contract with PresenceLearning to ensure delivery of high quality services for students with Speech support needs written in to their IEP.
- Translation support to families will be provided through our Spanish speaking staff for communication to our parents.
- Creating screencasts.

During distance learning, GUSD continued to use the same grade level and subject area texts, affiliated publisher tools, and supplemental materials that we use during in-person instruction. Our teachers have adjusted lesson plans and assignments so that the material can be effectively presented virtually, and continuity will be maintained during any program or platform transitions due to the continued use of the same resources. In addition to primary curriculum materials (listed in Goal 3), programs, supplemental materials, and assessments that were used are as follows:
1. English Language Arts
a. Language! Live Reading Program used in grades 3-8 for intervention and acceleration of learning
b. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures the acquisition of a set of K-8 literacy skills, such as phonemic awareness, alphabetic principal, accuracy, fluency, and comprehension in grades K-3
c. SIPPS Reading Intervention and intensive Phonics Instruction used in grades 1-5
d. IXL for ELA in grades K-8 (adopted in 2016-17 and CCSS aligned)
e. BrainPop (supplemental short standardized-aligned lessons, with quizzes and related materials)

2. Math
a. IXL for Math in grades K-8 (adopted in 2016-17 and CCSS aligned)
b. BrainPop (supplemental short standardized-aligned lessons, with quizzes and related materials)

3. History/Social Science
a. IXL for Social Studies (grades 7-8)
b. BrainPop

4. Science
a. Mystery Science (K-5)
e. BrainPop

Instructional Models
Lessons were a mix of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers provided students and families a weekly schedule in advance to allow students to plan for work completion, and also allow
families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance

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learning simultaneously (more than 35% of our district). The district provided a sample learning schedule that gave examples of synchronous learning in whole group, small group and individual settings. Our curriculum vendors provided distance learning guides to assist teachers in their planning.

Sharing Progress with Families
Teachers continued to share information regarding student progress during DL with parents through progress reports, email, phone calls and video conferences. Progress reports were given at the six-week mark, and report cards at the twelve-week mark for the final trimester. Sixth through eighth grade parents were able to check grades in SchoolWise. Teachers shared information about how parents can check grades through ongoing communication. Feedback was provided to students through comments in Google Classroom, through core curriculum digital platforms, through messages, and through small group and individual video conferences or phone calls. All communication regarding the District's Distance Learning Plan, including surveys, was translated into Spanish, and the District also provided translation services for other foreign languages as needed.

Additional Supplemental Instructional Materials, Technology, Furniture, and Other Supplies
Individual teachers identified specific needs to effectively support instruction, including supplemental software, cameras, monitors, furniture, and other supplies specific to their students' needs, subject area, and teaching techniques and strategies, and the district met those needs as quickly as possible.

CHALLENGES:
The most significant challenges in providing continuity of instruction was the need to create an entirely new instructional platform, keep it connected with our current models and pacing, and staying prepared for the time when in-person instruction could resume. From lessons that we learned during the Spring of 2019, we endeavored to create a platform with minimal reliance on parent/guardian support (with the exception of supporting participation) because of the wide variance in parent ability to provide direct instructional or technical support. For a small district with several staff members responsible for multiple roles, the ever-changing guidance and mandates from the state officials and the multiple, duplicative safety plans that were required often took staff away from direct support of students, families, and required significant effort and time.

ACCESS TO DEVICES AND CONNECTIVITY
SUCCESSES:

Need
Based on our summer parent survey, we found that: almost 13% of our families did not have a reliable device available at home, 2% of families responding did not have home internet service, and more than 12% had unreliable or slow home internet service. Our summer
survey allowed us to identify specific responses, so in addition to getting an idea in general, we were also able to identify specific families with device and connectivity barriers and we began a list so that we could address specific needs. We added to the list as we gathered
information from teachers regarding device/connectivity issues specific families experienced last spring, from individual families with

our classroom/grade level surveys just prior to the start of school, and from direct contact with families as distance learning instruction began. The teachers receiving tech stipends at each site, administrators, office staff, and the company GUSD contracts with for tech support addressed the individual needs of the families on this list. As of September 15, 2020, GUSD had more than 470 devices on loan to students, had acquired and distributed 55 hot spots, and is paid the monthly service fee for the hot spots as well.

Devices
GUSD had enough devices, many that are several years old, to provide to any student that needed one. During our Meet The Teacher event prior to the start of school, a device check out station was set up so that any student needing a device could borrow one.

Connectivity
We collected information from families in regard to connectivity in a variety of ways: engagement last spring, parent survey responses from our summer survey, parent survey responses to our grade level survey, and direct communication of need from parents as instruction began on August 19th. We purchased and paid the monthly service fee on hot spots for all families that have expressed a need.

Support
GUSD opened a tech desk email address to address any questions or problems that students or parents send to us. Additionally, we hosted a weekly live tech support session where students or parents could get live demonstrations, support, and guidance on any device or connectivity issue. Translation for supports was also available.

CHALLENGES:
To ensure top quality video and audio performance during Zoom meetings and compatibility with our software and other applications, the district ordered a new set of Chromebooks that were to be made available to all students when they arrived, and the projected delivery date was late September or early October. Unfortunately, we did not receive the devices until the end of March 2021.

PUPIL PARTICIPATION AND PROGRESS
SUCCESSES:
As reported in Goal 9, student engagement rates for GUSD were very strong during Distance Learning:

Gravenstein Elementary:
Engagement rate 3/23/20 - 5/1/20: 98.4%
Engagement rate 5/4/20 - 5/29/20: 97.7%
First Grade Attendance/Engagement rate, April 2021: 97%

Teachers provided each student and family with a daily schedule that included required lessons and activities for each instructional day. Teachers assigned student lessons and activities using Google Classroom or Padlet. Throughout each instructional day, students and teachers engaged in synchronous lessons and activities as well as asynchronous activities. Teachers monitored and documented student engagement and progress on each activity and provided feedback to students based on both formative and summative

assessments. Documentation and recording of student progress was accomplished using teacher gradebooks, progress reports, and report cards. Students' academic understanding was also monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. All grade levels had common expectations for the time value of pupil work and participated in professional learning communities to ensure equity and consistency. To track student attendance as well as engagement and participation in distance learning, teachers documented participation in each lesson and activity assigned in each instructional day using the district's student information system, SchoolWise. Each lesson and activity was assigned a time value. In SchoolWise, teachers indicated whether the activity is synchronous or asynchronous, and documented each student's participation and engagement in each lesson and activity. This allowed for student engagement analysis at the district, grade, and classroom levels. Middle school teams worked collaboratively to determine weekly schedules and student participation in each core course throughout the week. These schedules were shared with students and families and were be designed to ensure students had live interaction with each of their teachers daily. Teachers worked collaboratively to ensure that both the asynchronous and synchronous portions of the day provided students with a balanced school year. The classroom teacher will contacted each parent or guardian of students who were not present, engaged, or was missing assignments and worked with the parent on an intervention/support plan (Tier I). If three teacher contact attempts went unanswered or if a student missed 60% of the instructional week and/or were not engaged in all activities for an instructional day on a consistent basis, the teacher notified the School Secretary and entered the student into the intervention system. The site administrator and counseling team reviewed the intervention system list daily and began Tier II interventions specific to the student's needs and barriers and initiated appropriate re-engagement strategies and supports. Daily attendance, individual lesson and activity engagement and participation was documented in SchoolWise. Our School Secretary initiated truancy prevention actions for repeated absences. All communication regarding pupil participation and engagement were translated into Spanish as needed. Teachers were required to ensure they met the required instructional minutes per day: TK-K 180 minutes; 1st - 3rd 230 minutes; 4th- 8th 240 minutes.

CHALLENGES:
The main challenge to supporting pupil participation and progress during DL was the same as it is during in-person instruction; identifying the challenges and barriers specific to each individual student, developing a targeted support plan, implementing the plan with fidelity, and measure the success of the interventions, making changes as necessary. What made the situation unique during distance learning is that the pandemic and the shelter in-place orders created a new set of anxieties and stressors for students and families, which also required new or different interventions.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
SUCCESSES:
Based on survey results from our Professional Development and Technology Needs surveys, we provided the following training and support:
- For staff to support the implementation of a comprehensive distance learning program, purchase of new laptops, cameras, hot spots, furniture, document cameras, software, software licenses, instructional service subscriptions
- Contracted with Sonoma State University's Department of Education for distance learning training (Strategic Planning and Curriculum Development, Instruction and Assessment, Community, Communication, and Collaboration) and live support
- Technology training, "how to" videos, and technology tool instructional materials provided to all teachers and staff

- Provided Trauma-Informed professional development for all staff
- Contracted with a school-based licensed Marriage and Family Therapist (MFT) to provide referral protocol and support materials to our District Mental Health Coordinator to establish GUSD mental health support program
- Funded two additional days of teacher preparation time
- Funded additional teacher, staff, and administrator time for special projects and additional planning and preparation time for distance learning
- Shared details of grade level surveys with teachers so that parent-reported issues were known before instruction began and supports and interventions were in place when instruction began
- Held a socially-distanced, outdoor, with face coverings Meet The Teacher event prior to the start of school for material and supply check-out and an individual in-person experience
- GUSD opened a tech desk email address to address any questions or problems from staff. Additionally, we hosted a weekly live tech support session where teachers and other staff could get live demonstrations, support, and guidance on any device, connectivity issue, or software application
- All training sessions were recorded and accessible to staff at any time
- Technology training and professional development activities were designed to support different staff skill sets and grade level assignments

CHALLENGES:
Even with all of the above training and supports, teachers were still creating a new instructional platform and teaching in a whole new way, without the benefit of daily in-person experiences to build relationships with students. Each teacher was required to build a new skill set for connecting with students. The range in teacher technology skills also created unique challenges and required tremendous time and effort to overcome.

STAFF ROLES AND RESPONSIBILITIES
SUCCESSES:
In order to safely and effectively provide rigorous and engaging learning opportunities for all of our students, all staff roles and responsibilities required change as a result of COVID-19. All teachers' roles and responsibilities were different while distance learning was occurring in contrast to when in-person instruction is being conducted. During distance learning, teachers needed to prepare for and conduct virtual live interactions with students each day and prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. Teachers needed to document attendance of students, assign time values to each synchronous and asynchronous activity daily, and document each student's participation and engagement using the daily and weekly templates provided by the district and SchoolWise. Certificated employees were asked to expand their teaching tools and techniques and engage with students and deliver instruction from a distance.

Teacher variations during distance learning included:
- Direct instruction face-to-face via online tools
- Reading to students through online applications
- Demonstrating learning activities through the use technology

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- Engaging students in multiple subject areas virtually
- Managing student behavior while working through distance learning
- Monitoring virtually potential signs or indicators of anxiety, stress, social emotional health
- Counselors and teachers providing social emotional lessons and services through online interface to support anxiety and disengagement from the learning process

The District reassigned or changed the focus of duties for all Instructional Assistants (IAs). IAs assigned to grade levels provided support to classroom teachers during live instruction as well as targeted intervention and support for small groups or individuals pursuant to
guidance from the classroom teacher. Other IAs supervised the children of staff members on campus while parents engaged in providing distance learning instruction.

New responsibilities for IAs and other classified staff included:
- Handing out food through our Child Nutrition program to ensure students had access to healthy food
- Sanitizing work areas between use to minimize the spread of germs
- Processing the checkout of equipment and supplies, including lap tops and hot spots
- Assisting parents and students with introductory technology skills and processes
- Delivering technology and instructional materials to student homes when families were not able to come and collect it
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation
- Performing and documenting daily health screening protocols

Maintenance staff learned new techniques and protocols and dedicating more time to sanitizing equipment and the facilities. Our Director of Maintenance participated in several additional training experiences during the summer adding to his skill set in regards to ventilation, cleaning, and disinfecting, and passed this knowledge to his staff and district staff as a whole.

CHALLENGES:
A typical day at a school site contains a handful of new experiences and duties for staff, DL learning made new experiences commonplace as staff discovered and addressed new and different demands and duties multiple time per day.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS
SUCCESSES:
Teachers, classified staff, administration, school psychologist, academic counselor, mental health coordinator, intervention teacher/team and the special education teachers worked together to ensure student's needs (both academically and social emotionally) were being
addressed. This was accomplished through zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction, translation services, and personal phone calls made. Students were assessed at the start of school and assessments continued periodically to ensure the students learning and areas of need were being addressed and supported. Students who were new to GUSD and are English Language Learners were assessed with the Initial ELPAC State

Assessment. GUSD recruited, hired, and trained a full-time bi-lingual EL Support Teacher that provided teacher, parent, and student supports. Extra support was provided to students by the teacher as well as the instructional aides assigned to grade levels or specific student groups. Parents and students were communicated with regularly through phone calls by staff and small group breakout sessions for personalized instruction and support. Instructional lessons were also be recorded for students to review at a later time.

Ensuring Equity and Eliminating Barriers
In order to anticipate equity and access barriers that students and staff would face during the 2020-2021 school year, the curriculum team analyzed teacher feedback from the spring of 2020, parent technology surveys, as well as the guidance from the California Department of Education (CDE) to create strategies for delivering educational services to all families. These strategies included a grade or class specific overview of what distance learning is for parents, how to document attendance and student interactions, communication with families, building relationships from a distance, social emotional learning, digital citizenship, planning, schedules, feedback, assessment, and professional learning opportunities. We also eliminating technology barriers by providing a Chromebook for every student that needed one and provided hot spots and connectivity service to families with no or inconsistent access to the internet. All staff received a training session on trauma informed education that included "red flags" that could indicate anxiety, depression, or other potential mental health issues which could have been present for students as our community continued to battle the stresses related to COVID-19, wild fires, economic challenges, isolation, and political unrest. The training also included Tier I prevention strategies, Tier II strategies that teachers or aides can implement, and a system for referring students for more intensive Tier II strategies. In instances where our Tier I and Tier II strategies proved to be ineffective, we were prepared with needed Tier III interventions specific to the needs of the student, including Special Education assessments, mental health counseling support, and connections with community-based agencies and service providers specific to the challenges facing the student or family including but not limited to: the Sonoma County McKinney-Vento coordinator for Homeless and Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical services resources, and the Sonoma County SELPA for resources and services for Special Education Services. We also created and implemented a plan that allowed for us to host multiple small cohorts on campus for direct in-person academic support prior to the return to in-person instruction serving approximately 50 students.

CHALLENGES: The most significant challenge to supporting students with unique needs was the need for more time to interact with and provide supports for them. With the ever-changing guidance and mandates from the state officials, and the multiple, duplicative safety plans that were required, a significant amount of staff time was required to address these non-student issues and resulted in delays and interruptions in the delivery of direct interventions and supports to students with the greatest amount of need.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Tier III strategies and resources beyond the myriad classroom level interventions | $0 | $0 | 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 differences.

## 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.

EFFECTIVENESS OF EFFORTS TO ADDRESS PUPIL LEARNING LOSS TO DATE AND SUCCESS:

The GUSD Elementary and Middle School Principals worked with all teachers to develop a system to assess grade level proficiency among students en lieu of CAASPP testing for 2020/21. With the suspension of CAASPP testing for the 19/20 school year, and the need to use an alternate local assessment instead of CAASPP testing for the 20/21 school, we must be cautious in comparing any assessment results with historical data. However, there are no other sources of data for us analyze potential learning loss school-wide other than these data points:

Gravenstein Elementary:
School-wide average, 2016/17 through 2018/19, CAASPP Results School-wide percentage, 2020/21, Local Assessment Results (Open Court for ELA, GOMath! for Mathematics)
77% Of all Gravenstein students Exceeded or Met Standards in ELA 76% Of all Gravenstein students Exceeded or Met Standards in ELA
71% Of all Gravenstein students Exceeded or Met Standards in Math 82% Of all Gravenstein students Exceeded or Met Standards in Math

Hillcrest Middle:
School-wide average, 2016/17 through 2018/19, CAASPP Results School-wide percentage, 2020/21, Local Assessment Results (IXL for both ELA and Mathematics)

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71% Of all Hillcrest students Exceeded or Met Standards in ELA 67% Of all Hillcrest students Exceeded or Met Standards in ELA 56% Of all Hillcrest students Exceeded or Met Standards in Math 62% Of all Hillcrest students Exceeded or Met Standards in Math

Based on the above data, and keeping in mind that two different assessments were used, the similar levels of performance for our students during distance learning compared to the most recent three years of CAASPP available is very encouraging. As a district, we feel that the tremendous efforts of our teachers, staff, students, and families was a significant defense against what could have been tremendous learning loss. We will continue to assess student academic standing compared to expected grade level achievement as we begin instruction in 21/22 and when will closely analyze next year's CAASPP results so that we will have additional data to inform us about the impact of DL on GUSD student academic growth. Additionally, with the adoption and implementation of systems for the early identification of and tiered support systems for students that are below grade level, we feel confident in our abilities to address individual students that may have experienced learning loss.

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we moved to a new school year that opened with distance learning for all students, we used our assessment data and staff knowledge of students to make strategic class placements to best facilitate parent engagement and family support networking. We began the new year by administering diagnostic assessments to determine present student academic
levels. Teachers used this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers identified the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning, including goal setting for ELA, ELD, and Mathematics. This allowed for a deeper level of understanding for the student and benefited them as they moved onto the next grade level. All students were assessed with the a local district or publisher provided assessment at the start of
the school year to develop a plan to meet the needs of each individual student. Teachers communicated with parents to avoid "parent participation" in the assessment process to obtain valid data for each student. Some teachers chose to arrange one on one or small group in-person assessment opportunities. Teachers as well as instructional aides worked with individual or small groups of students to regain the student's possible loss of learning and in support of any student not showing grade level abilities. GUSD followed a grade-specific assessment calendar to collect data district-wide in English Language Arts and Mathematics. During distance learning, these assessments were remotely administered according to the District's assessment calendar. Teachers, principals, and staff had access to reporting systems that allow for disaggregating data to determine areas of strength and need by Smarter Balanced Assessment domains and targets, and state standards that allowed for the adjustment of instruction to address student deficiencies. Teachers and site administrators analyzed this data and used the reports available to plan for whole group, small group, and individualized instruction. Class profiles provided teachers with an overall report on student performance on both reading and math skills. Progress Reports provided individualized information about each student. This allowed teachers to share this information with students and families, along with strategies for the student to work on areas of need and determine their next steps for instruction. Our teachers are experienced using the reading diagnostic portion of our program and are familiar with the reporting system. Additionally, teachers informed parents of progress on both formative and summative assessments through written reports, email, phone calls, video calls, and the parent portal for SchoolWise, parent access to information from students' learning management system for 6th-8th graders. For our EL students, we continued with in-person ELPAC assessments, using COVID-19 prevention protocols. Additionally,

we used our local assessment data, grades, prior CAASPP results, and prior teacher feedback to determine if any students in our population have suffered learning loss due to the suspension of in-person instruction. During direct instruction, teachers will used an integrated ELD approach and SDAIE strategies.

As with all of our support and intervention strategies, we used an MTSS approach to address any detected pupil learning loss. We have a multitude of Tier I supports in place for all students, and regularly assessed the effectiveness of those supports on a student by student basis. We have three ongoing standards that we expect students to achieve and maintain: academically, students should be at grade level or above in all subject areas, students should be present for at least 95% of all direct instruction activities, and should be able to consistently self-regulate and engage during live instruction without the need for repeated teacher re-direction, prohibition from participation, or violations of Zoom meeting participation guidelines. If a student's participation and performance fell below district standards in one or more of these areas, Tier II targeted interventions commenced, beginning with teacher and classroom aide implemented interventions and increased parent engagement strategies. If the initial Tier II intervention attempts proved ineffective, the teacher referred the student to administration and/or academic and mental health counseling staff. The teacher, administrator, counselors, and parent met to discuss present performance levels, attempted interventions, and worked to identify persisting barriers to successful engagement and performance. Upon identification of the barriers, the team articulated and implemented an intervention plan consisting of strategies and resources targeted and specific to the unique challenges facing the student and/or the student's family. If classroom level interventions were not successful, the possibility of some antecedent or barrier external to the classroom exists was considered.

The menu of available Tier II, and if needed Tier III strategies and resources beyond the myriad classroom level interventions included but were not limited to:
- Cumulative file review
- Student Study Team or other student focused meeting
- Consultation with previous teachers or schools
- Review of sleep, exercise, diet, physical activity, social interactions, screen time, home environment, family access to basic necessities
- Permission from parents (release of information) to communicate and consult with any healthcare or service providers not provided by the district
- Small group or individual sessions with a classroom teacher or instructional aide, in-person when possible, for review, reteach, and skill building sessions
- Assessment of qualifying conditions for 504 or Special Education services
- Individual support from district academic or mental health counselor
- Individual support from district EL Support Teacher
- Consultation as applicable with the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical and mental

health services resources, and the Sonoma County SELPA for resources and services for Special Education Services

- Creation of a support plan that includes measurable performance goals drafted to specifically address the challenges and barriers facing the individual student
- One of the district team members appointed to role of case manager for the student, and responsible for facilitating student access to resources, gathering updates and information from all support team members, and gathering data applicable to the student's drafted performance goals and reporting progress to the team
- If the intensive interventions did not elicit progress for the student, the team met, shared information in regards to fidelity of implementation, suspected reasons for lack of progress, and revised any needed action steps to enhance student access to all supports.

CHALLENGES:
The ever changing nature of the pandemic, the political climate, and the impact of the shelter in-place orders created many sources of stress and anxiety for our students; our staff was challenged on a daily basis to assess the ability of students to engage and participate in rigorous instruction and learning activities.

## 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.

SUCCESSES:
In addition to utilizing Second Step curriculum and/or daily classroom SEL activities, GUSD staff are "trauma-informed," having received several presentations on the Adverse Childhood Experiences (ACEs) study and consistently implemented trauma informed strategies prior to the suspension of in-person instruction. To connect this knowledge to our current circumstances, all staff received a training session on trauma informed education that included "red flags" that could indicate anxiety, depression, or other potential mental health issues which could be present for students as our community continued to battle the stresses related to COVID-19, wild fires, economic challenges, isolation, and political unrest. The training also included Tier I prevention strategies, Tier II strategies that teachers or aides can implement, and a system for referring students for more intensive Tier II strategies coordinated by our academic counselor, mental health counselor (a licensed LMFT), and administrators. The GUSD Counseling Team created a Google Classroom drop-in virtual counseling resource open to all students. In instances where our Tier I and Tier II strategies prove to be ineffective, we implemented needed Tier III interventions specific to the needs of the student, including Special Education assessments, mental health counseling support, and connections with community-based agencies and service providers specific to the challenges facing the student or family including but not limited to: the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical services resources, and the Sonoma County SELPA for resources and services for Special Education Services. Translation services were provided for any family as needed.

CHALLENGES:
The ever changing nature of the pandemic, the political climate, and the impact of the shelter in-place orders created many sources of stress and anxiety for our students; our staff was challenged on a daily basis to assess the ability of students to engage and participate in rigorous instruction and learning activities.

## 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.

SUCESSES:
Prior to the start of instruction, GUSD provided all families program planning updates throughout the summer via texts, email, on the district website and in some cases with direct phone calls or meetings. A socially-distanced, outdoor, with face coverings Meet The Teacher event prior to the start of school for material and supply check-out and an individual in-person experience took place during the two days prior to the start of school with over 98% participation. Each teacher provided a virtual "Back to School Night" event to provide updates and provide another opportunity for relationship building and connecting. Additionally, all teachers provided every family with a weekly schedule of synchronous and asynchronous instruction, information on how to access all virtual resources, virtual

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etiquette expectations for students, parent strategy suggestions for supporting distance learning, email and phone contact information, a schedule and access information for physical education, elective and enrichment opportunities provided by the district, information on how to receive technical support and/or attend a weekly live tech support session, and a daily or weekly description of expected assignments that are to be completed. All information and interactions were translated as needed. If, for any reason, any student was not engaged or making expected progress, GUSD implemented the same set of interventions discussed previously to address students with unique needs or to address learning loss. We used an MTSS approach to address any student in need of reengagement services. As described throughout this review, we had a multitude of Tier I supports in place for all students, and regularly assessed the effectiveness of those supports on a student by student basis. If a student's participation and performance fell below district standards and there was a need for reengagement, Tier II targeted interventions commenced, beginning with teacher and classroom aide implemented interventions and increased parent engagement strategies. If the initial Tier II intervention attempts proved ineffective, the teacher referred the student to administration and/or academic and mental health counseling staff. The teacher, administrator, counselors, and parent met to discuss present performance levels, attempted interventions, and worked to identify persisting barriers to successful engagement and performance. Upon identification of the barriers, the team articulated and implement an intervention plan consisting of strategies and resources targeted and specific to the unique challenges facing the student and/or the student's family. If classroom level interventions were not successful, it is possible that some antecedent or barrier external to the classroom could be identified. The menu of available Tier II, and if needed Tier III strategies and resources beyond the myriad classroom level interventions included but were not limited to:

- Cumulative file review
- Student Study Team or other student focused meeting
- Consultation with previous teachers or schools
- Review of sleep, exercise, diet, physical activity, social interactions, screen time, home environment, family access to basic necessities
- Permission from parents (release of information) to communicate and consult with any healthcare or service providers not provided by the district
- Assessment of qualifying conditions for 504 or Special Education services
- Individual support from district academic or mental health counselor
- Individual support from district EL Support Teacher
- Consultation as applicable with the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical and mental health services resources, and the Sonoma County SELPA for resources and services for Special Education Services

CHALLENGES:
The main challenge in this area during DL was the same as it is during in-person instruction; identifying the most effective mode of communication and contact for hundreds of different households and utilizing multiple different approaches and styles based on the needs and dynamics of the family and the challenges and barriers specific to each individual student. What made the situation unique during distance learning is that the pandemic and the shelter in-place orders created a new set of anxieties and stressors for students

and families, which also required new or different interventions.

## Analysis of School Nutrition

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

SUCCESSES:
Beginning on August 24th, 2019, Gravenstein School District began providing Grab-and-Go cold lunches and milk available for students to purchase during distance learning. The meals & milks were in 5-day bundles. Students who participated in the Free and Reduced Meals Program during the 18/19 school year were automatically eligible to participate in the program for the first 30 days of school this year. Families were able to pick up five days-worth of lunches in one trip from our service location the exterior window of the Café on our middle school campus, Hillcrest Middle School.  Meals were be available for pickup on Mondays and Tuesdays from 1:45 to 4:15.  2020/21 Free and Reduced meal program applications were available in the school offices and on the GUSD website, and the eligibility information is attached to the application.  We encouraged all families to fill out the application and return it to the school, as many families were not aware that they could qualify. For families that live closer to another school or distribution site, we had a reciprocal agreement with our neighboring districts to share meal program qualification information and facilitate a more convenient meal pick up location.  On August 31, 2019, U.S. Secretary of Agriculture Sonny Perdue announced the U.S. Department of Agriculture (USDA) had extended several flexibilities to allow meal program operators to continue serving free meals to all children into the fall months. This flexibility also allowed a parent or guardian to pick up the student meals without the student being present and for all students to receive free meals regardless of Free and Reduced Meal Program participation.

Based on our shortened day schedule, students were not on campus for lunch, but did have a snack break during which the following guidelines were in place:
i. When social distancing restrictions are active, eating was modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating were escorted to the lunch tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades could opt to eat in their classrooms. Teachers took students outside to a location designated/reserved for their cohort.
ii. When all restrictions are lifted and the school day is extended, lunch will return to normal.

The following general procedures applied to all meal periods:
1. Food Services employees serving food to students wore a face shield. All others wore a face shield or facemask over their nose and mouth, depending on preference.
2. Social distancing markers were positioned in all common areas and students were expected to socially distance while present
3. Students were expected to wear facial coverings over their nose and mouth while in common outdoor areas when maintaining social distancing is difficult. They could remove their facial covering while they were eating.
4. Students were required to use hand sanitizer upon entering any classroom or school building

5. The maximum number of students to be inside any room was posted at the entrance and the amount was enforced by all staff employees
6. Tables were arranged to provide more space for social distancing
7. All meals were pre-plated or prepackaged. There was no salad bars or share tables. All condiments were in individual packages or packets.
8. Staff scanned student numbers into the POS system using a preprinted student list
9. Food Services employees sanitized all contact services before and after food distribution
10. Campus Aides and/or Custodians cleaned and sanitized lunch tables before and after each use

CHALLENGES;
There were no challenges in providing school nutrition.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------|-------------|----------------------|-------------------------------|--------------|
| School Nutrition | Food Service window upgrades. | $75 | $0 | No |
| Distance Learning Program (Continuity of Instruction) | GUSD began COVID-19 Surveillance testing for students and staff on December 7, 2020 and continued through the end of the school year. | $0 | $0 | |

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.

The addition of COVID-19 Surveillance testing was an action that was not part of our original Learning Continuity and Attendance Plan. As we added more student small cohort groups, had more staff working from campus, and began our preparation for in-person instruction, we determined that surveillance testing would be an appropriate safety to measure to add so that we could detect and prevent spread of the virus on our campuses and allow staff and students to participate in the educational program without interruptions due to illness, quarantine, or classroom/campus closures.

## 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.

The lessons learned from implementing in-person and distance learning programs in 2020-21 have reinforced our commitment to our current MTSS approach and gave us a "trial by fire" experience in implementing our support systems during a very challenging year. Our most recent academic data, our engagement rates, and having almost no significant discipline issues (virtually as well as through 43 days of in-person instruction) for the year are all indicators that formalizing our Tier I support and prevention strategies, our early identification system, team meeting and case management protocols, and menu of Tier II interventions should remain the focus of our goals, proposed activities and strategies, and spending plan as we develop our 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.

Our teachers have now had more than 40 days of in-person instruction with our students, and assessment results, progress reports, report cards, and subjective teacher evaluation all indicate that learning loss is not a wide-spread concern for GUSD students as we

close the 2020/21 school year.  Individual pupil learning loss would result in below grade level academic performance for that student. Because we have implemented a system that is designed to initiate supports and interventions any time a student is performing below grade level, any student that may have experienced learning loss will receive the needed interventions and supports specific to that students situation and needs, however unique.

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.

# 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.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have reinforced our commitment to our current MTSS approach and gave us a "trial by fire" experience in implementing our support systems during a very challenging year. Our most recent academic data, our engagement rates, and having almost no significant discipline issues (virtually as well as through 43 days of in-person instruction) for the year are all indicators that formalizing our Tier I support and prevention strategies, our early identification system, team meeting and case management protocols, and menu of Tier II interventions should remain the focus of our goals, proposed activities and strategies, and spending plan as we develop our 2021-24 LCAP. Additionally, our parent survey results, stakeholder comments, and the fact that our enrollment stayed consistent for the last two school years and is slated to be higher next year are all indicators that our current strategies and activities should continue to be the focus of our planning for the next three years.

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# 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.

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- 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,

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

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- 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.

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# 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 | 527,685.00 | 470,166.00 |
| Federal Funds | 379.00 | 139.00 |
| LCFF | 447,726.00 | 403,021.00 |
| LCFF Supplemental and Concentration | 0.00 | 62,294.00 |
| Lottery | 645.00 | 2,278.00 |
| Not Applicable | 0.00 | 0.00 |
| Special Education | 2,036.00 | 2,434.00 |
| Supplemental and Concentration | 76,899.00 | 0.00 |
| Title I | 0.00 | 0.00 |

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

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| Total Expenditures by Object Type | | |
|---|---|---|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 527,685.00 | 470,166.00 |
| | 381,795.00 | 319,282.00 |
| 1000-1999: Certificated Personnel Salaries | 21,506.00 | 11,065.00 |
| 2000-2999: Classified Personnel Salaries | 84,698.00 | 109,846.00 |
| 4000-4999: Books And Supplies | 3,158.00 | 12,183.00 |
| 5000-5999: Services And Other Operating Expenditures | 7,787.00 | 6,426.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 2,753.00 | 10,376.00 |
| 6000-6999: Capital Outlay | 25,000.00 | 0.00 |
| 7000-7439: Other Outgo | 988.00 | 988.00 |
| Not Applicable | 0.00 | 0.00 |

* 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 | 527,685.00 | 470,166.00 |
| | LCFF | 381,795.00 | 319,282.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 6,469.00 | 6,244.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 2,387.00 |
| 1000-1999: Certificated Personnel Salaries | Special Education | 2,036.00 | 2,434.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 13,001.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 25,900.00 | 55,039.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 54,807.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 58,798.00 | 0.00 |
| 4000-4999: Books And Supplies | LCFF | 2,513.00 | 9,905.00 |
| 4000-4999: Books And Supplies | Lottery | 645.00 | 2,278.00 |
| 5000-5999: Services And Other Operating Expenditures | Federal Funds | 379.00 | 139.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 2,308.00 | 1,187.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 5,100.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 5,100.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 2,753.00 | 10,376.00 |
| 6000-6999: Capital Outlay | LCFF | 25,000.00 | 0.00 |
| 7000-7439: Other Outgo | LCFF | 988.00 | 988.00 |
| Not Applicable | Not Applicable | 0.00 | 0.00 |

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

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| Total Expenditures by Goal | | |
|---|---|---|
| **Goal** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| **Goal 1** | 458,795.00 | 382,220.00 |
| **Goal 2** | 379.00 | 139.00 |
| **Goal 3** | 2,058.00 | 8,038.00 |
| **Goal 4** | 2,681.00 | 4,712.00 |
| **Goal 5** | 0.00 | 0.00 |
| **Goal 6** | 3,678.00 | 10,679.00 |
| **Goal 7** | 19,945.00 | 46,311.00 |
| **Goal 8** | 25,146.00 | 0.00 |
| **Goal 9** | 12,997.00 | 15,392.00 |
| **Goal 10** | 2,006.00 | 2,675.00 |

* 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 | $199,662.00 | $221,582.00 |
| Distance Learning Program | $105,234.00 | $77,693.00 |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | $75.00 | |
| All Expenditures in Learning Continuity and Attendance Plan | $304,971.00 | $299,275.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | $191,902.00 | $213,275.00 |
| Distance Learning Program | $18,868.00 | $8,903.00 |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | $75.00 | |
| All Expenditures in Learning Continuity and Attendance Plan | $210,845.00 | $222,178.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | $7,760.00 | $8,307.00 |
| Distance Learning Program | $86,366.00 | $68,790.00 |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | $94,126.00 | $77,097.00 |

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