

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

From a big picture perspective, GUSD engaged with parent groups, staff, and the Board in the Spring of 2021 to solicit guidance and feedback regarding the development of our most recent LCAP. GUSD has and will continue to use that guidance and feedback to determine how funds will be used that were provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP). Specifically, GUSD will use the additional funding to support the district vision and mission statements and the LCAP goals that were drafted through engagement with our educational partners and are currently in place, focusing on the development of our MTSS. By continuing to implement and refine our MTSS, we will carry on with the provision of our successful Tier 1 supports while strengthening and expanding our Tier 2 and 3 interventions. This work will support our ongoing efforts to improve student performance measures related to academics, attendance, and self regulation.

Funding for GUSD provided through the Budget Act of 2021 that were not incorporated in the 21/22 LCAP include the Universal TK Planning Grant, Extended Learning Opportunities Program, Educator Effectiveness Block Grant, and a slight increase in Special Education funding.

Universal TK Planning Grant: As part of our Facilities Master Plan process, which included TK expansion, GUSD has included a monthly Board Report/Q&A beginning in May of 2020. The GUSD Facilities Committee, tasked with guiding the Master Plan process is a standing GUSD committee consisting of staff and Board Members. The last four meetings of this committee, 6/7/21, 7/22/21, 9/21/21, and 11/30/21, focused on the Master Plan and the inclusion of TK facilities planning. The draft Master Plan, which includes TK expansion, was presented to the public for feedback and input in two different meetings (one virtual, one in-person), on 10/7/21 and 10/26/21. The draft Master Plan was presented as a Discussion Item on the Board agenda on 12/14/21 to gather more education partner feedback, and the final draft was approved by the Board on 1/11/22.

Extended Learning Opportunities Grant: Since the suspension of in-person instruction in March of 2019, our School Board has directed staff to assess the need for expanded learning opportunities (ELO) and to plan accordingly based upon the findings. Discussions have been held with the leadership of our certificated and classified employee organizations, as well as administrator discussions with site staff to determine

student needs and staff availability. Parents have expressed interest in having ELOs for their children during survey responses (6/20, 10/20, 2/21, 5/21, and 8/21), public comment at Board Meetings, discussion during Board consideration of ELO plan (5/26/21), and during our LCAP Stakeholder meetings with parents of EL/Hispanic, RSP, Title 1, and all students, as well as at the Site Council review session during the spring of 2021. Classroom teachers have provided significant student assessment data used in the development of this plan.

Educator Effectiveness Block Grant: This block grant was written to supplement our current plans detailed in our LCAP and was presented to our education partners during a Public Hearing on 11/9/21. Additional feedback was collected during the action item discussion for this grant application during the Board approval process on 12/14/21.

Special Education Funding: For GUSD, as with virtually every district, the cost of Special Education programs and services exceeds the allocated funding. GUSD directed this additional funding to support ongoing programs that have been developed through ongoing engagement with and feedback from our education partners.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The District does not receive concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

From a big picture perspective, GUSD engaged with parent groups, staff, and the Board in the Spring of 2021 to solicit guidance and feedback regarding the development of our most recent LCAP. GUSD has and will continue to use that guidance and feedback to determine how one-time federal funds intended to support recovery from the pandemic and the impacts of distance learning on pupils. Specifically, GUSD will use the additional funding to support the district vision and mission statements and the LCAP goals that were drafted through engagement with our educational partners and are currently in place, focusing on the development of our MTSS. By continuing to implement and refine our MTSS, we will carry on with the provision of our successful Tier 1 supports while strengthening and expanding our Tier 2 and 3 interventions. This work will support our ongoing efforts to improve student performance measures related to academics, attendance, and self regulation.

Since the suspension of in-person instruction in March of 2019, our School Board has directed administration to solicit feedback from our education partners regarding safety measures, in-person instruction, and the impacts of distance learning on pupils. Discussions have been held with the leadership and members of our certificated and classified employee organizations, resulting in MOU's pursuant to work conditions (MOU's with each union negotiated and approved in March and August of 2021) as well as the development of multiple plans and fiscal resource allocation for the delivery of virtual instruction, student engagement, return to in-person instruction, and health and safety plans. Specific committees (Survey/Communications, Health Screening/Hygiene Lessons, Classroom space/configuration/storage/supplies,

Staff PD/Distance Learning/Assessment, COVID Safety Inspection Teams) began meeting in June of 2019 to determine site needs and a spending plan. More than 30 meetings have been held with staff members.

Parents have provided feedback regarding the impact of the pandemic on their children through survey responses (6/20, 10/20, 2/21, 5/21, and 8/21), public comment at Board Meetings, discussion during Board consideration of Re-opening, Small Cohort, Return to In-Person Instruction, and COVID Safety plans (15 different meetings/discussions), and during our LCAP Stakeholder meetings with parents of EL/Hispanic, RSP, Title 1, and all students, as well as at the Site Council review session during the spring of 2021; seven additional parent engagement meetings in all.

Beginning in February of 2020, GUSD administrators have attended more than 70 meetings engaging with our partners from the Sonoma County Office of Education, the Sonoma County SELPA, the West County Consortium, the Gravenstein Health Action Committee, the Sonoma County Department of Health Services, School and College Legal Services, and a variety of additional education, health and legal partners gathering input and guidance on our plans to utilize federal funds received for supporting student recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

As a small district, GUSD receives a limited amount of funding through the American Rescue Plan Act, and our expenditure plan focused on two main activities:

Strategies for Continuous and Safe In-Person Learning

The existing HVAC system serving three of the original buildings (12 classrooms, school/administration/counseling offices, 4 restrooms, staff work space) at our district middle school, Hillcrest, is outdated and provides only minimal fresh air circulation and ventilation. We used ESSR III funds to partially fund a project to update the HVAC system for all three buildings. This project was successfully completed during the summer of 2021 prior to the start of in-person instruction. We did experience some challenges in delays for some materials and cost increases due to shortages in available materials and labor, but we were able to find the needed resources and complete the project on time.

Addressing the Impact of Lost Instructional Time

GUSD combined ESSER funds and funds from the Extended Learning Opportunities (ELO) Grant and implemented a Summer Jumpstart Program during the summer of 2021. The program design includes the use of components of several evidence-based programs summarized in "Investing in Successful Summer Programs, A Review of Evidence Under the Every Student Succeeds Act (McCombs, et al, 2019)," including:

- daily routine of school transitions
- low student:staff classroom ratios (9.76:1 for 2021)
- targeted populations (EL, Title I, RSP, Homeless, Foster, Teacher Recommended)

- targeted instruction (based on previous year teacher-identified deficits and critical skills/vocabulary for the upcoming year)
- Trauma-informed approach with Adverse Childhood Experiences (ACEs) training for all staff
- academic and SEL challenges of participants documented and shared with program staff
- use of campus climate program (Building Effective Schools Together, BEST)
- employment of regular year staff

The design of our program also follows the guidance from “Effective Summer Programming, What Educators and Policymakers Should Know (McEachin, Augustine, McCombs, 2018)” which identifies the following components of quality summer learning programs: 1) small class sizes, 2) aligned to student needs, 3) qualified teachers, 4) high-quality instruction, 5) site culture, 6) policies to maximize participation and attendance, and 7) sufficient duration. We will continue with implementation, and likely expansion of our Summer Jumpstart Program, and will use ESSR III and possibly Extended Learning Opportunities Program funds to continue the program during the summers of 2022 and 2023.

Based on feedback from students, parents, and staff, and early academic and attendance data, the program was well received and effective. We were able to provide both academic support for our highest need students as well as a “soft start” for students to return to in-person instruction. The biggest challenge for us was identifying funding for this program in time to invite students, our invitations did not go out until mid-May. Because we created a multi-year plan for this program, we will not have that issue this year. Additionally, staff and students felt that a 10-day program was not long enough, so we are making plans to increase the length of the program for the upcoming summer.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Throughout our LCAP and Annual Update, we have framed our strategies for using fiscal resources through our MTSS approach. Much of the data we have collected indicates that the GUSD base program is successful in providing the prevention strategies and supports that are needed to enable a large majority of our students to be successful on a daily basis, year after year. We have identified strategies and activities, and are spending our fiscal resources to maintain the supports and services that many of our students rely on to maintain successful academic progress, make positive behavioral choices, and attend school regularly. For students that are not making expected annual academic progress, and/or consistently make poor behavioral choices, and/or are chronically absent or truant, we have outlined our strategy to provide targeted supports and interventions designed specifically for the individual student. Our Tier II system will include a menu of interventions and supports, a team approach, including the student and parents/guardians, and a case manager to ensure that interventions are implemented with fidelity and that progress is measured and monitored. In the rare instances when our Tier II plan is not successful, we will work with our community partners to identify and implement needed intensive interventions, Tier III, again tailored to the specific needs, challenges, and barriers that are identified for the individual student. We are using our fiscal resources during the 21/22 school year to insure that the needed staff, materials, supplies, and any other resources needed to implement Tier II or Tier III interventions are in place.

We will 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 instruction without the need for repeated teacher redirection, prohibition from participation, or violations of

campus behavior guidelines. Our LCAP goals are drafted in support of all students reaching the academic, attendance, and behavioral standards that we have established, and we are using our fiscal resources this year pursuant to our plans and in the following manner:

Resource Allocation

Tier 1

Academics: Low class sizes (TK-3rd (20-1), 4th-5th (24-1), 6th-8th (23-1)), 0.5 Principal FTE for each site, 0.5 FTE Academic Counselor for each site, Instructional Materials/Supplies, Instructional Assistants, 1 to 1 student tech devices, ENRICH (instruction, trips, events), Teacher and Instructional Assistant Training, Parent Engagement/Communication, Student/Parent Handbooks, EL Support Teacher

Attendance: Facilities in good repair, 0.25 School Secretary FTE at each site, Truancy Prevention Training

Behavior: Second Step, ACEs/SEL Training, School Climate, Trauma Screening, Playground/Campus Supervision, 0.25 Academic Counselor, 0.125 Site Principal FTE at each site, Diversity, Equity, and Inclusion Assessment

Tier 2

Academics: 0.25 Principal FTE at each site, 0.5 FTE Mental Health Coordinator, EL Support Teacher, RSP Teachers, RSP Instructional Aides, SIPPS, Directed Studies, Learning Labs, 0.25 FTE School Psychologist, Connectivity (home/campus)

Attendance: 0.10 School Secretary FTE at each site, 0.125 School Principal FTE at each site, 0.25 Academic Counselor FTE, 0.25 Mental Health Coordinator FTE

Behavior: 0.25 FTE Mental Health Coordinator

Any needed Tier 3 interventions are determined based upon the specific challenges and barriers identified for a given student, and will be funded through the LCFF as well as any other available resources.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021/22 LCAP Supplement - Outcome Data (As of 2/1/22)

<u>Focus Area</u>		<u>Current Data</u>	<u>Information</u>
<u>Academics</u>	<u>Goals</u>		
CAASPP Results	Students in every cohort demographic group will show at least a 5% improvement in academic achievement in all ELA and Math subject area CAASPP assessment scores each year	n/a	The last CAASPP assessment was for the 2018/19 School Year. GUSD will be giving the CAASPP assessment this spring
Local Assessment Data	Students in every cohort demographic group will show at least a 5% improvement in academic achievement in all ELA and Math subject area local assessment scores each year	pending	<p><u>HMS:</u> Hillcrest is in the process of assessing students with the CAASPP Interim Assessment which will give us mid-year academic data, expected in late February of 2022</p> <p><u>Gravenstein:</u> Staff is currently working on a system for gathering and recording local measure assessment data for TK-5, slated to begin in 2022/23</p>
First Trimester Grades	Students below grade level	<p>Students with at least one “D” or “F”</p> <p><u>Hillcrest:</u> 6th Grade: 1 7th Grade: 3 8th Grade: 2</p> <p><u>Gravenstein Elementary (4th and 5th only):</u> 4th Grade: 3 5th Grade: 3</p>	Student grades are one indicator used to assess academic progress
Properly Credentialed Teachers	0% Teacher Missagnments	100% of Teachers are properly credentialed for the 2021/22 school year	This information is also included in our annual SARC

Student Access to Instructional Materials	Zero reports of textbook/materials insufficiency during annual Sufficiency of Instructional Materials Public Hearing	No reports of textbook/materials insufficiency during the October 2021 Sufficiency of Instructional Materials Public Hearing	This information is also included in our annual SARC
	100% of students were provided their own copy of all Instructional Materials pursuant to the annual SARC review	All students were provided their own copy of all Instructional Materials pursuant to the 2021/22 SARC review	
Student Achievement for EL Students	At least 75% of non-RSP EL students will score "Moderately Developed" or above on the annual Summative ELPAC Assessment	For 20/21, 88.9% of all non-RSP EL students scored "Moderately Developed" or above. The 21/22 LPAC Assessment window opens on 2/1/22	
	Upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2021-2022 will be at least 45%	As of 2/1/22, 50% of EL students in their third year in GUSD have been reclassified (9 of 18)	
Access to a Broad Course of Study	Annually all TK-5 students will receive instruction in all core subject areas as well as at least 3 enrichment sessions per week	For 2021/22, all TK-5 students are receiving instruction in all core subject areas as well as participating in at least 3 enrichment sessions per week	All TK-5 student are currently scheduled for 5 enrichment sessions per week, in at least 4 different subject areas
	Annually, 100% of all 6th-8th grade students will be enrolled in all core subject areas as well as at least 2 electives	For 2021/22, 100% of all 6th-8th grade students are enrolled in all core subject areas as well as at least 2 electives	With the addition of Zero Period PE, some students are enrolled in 3 electives, and all students also have an additional weekly enrichment class
Implementation of academic content standards including EL access to CA standards including ELD standards	All students will have access to Common Core State Standards including ELD standards	For 2021/22, 100% of all students have access to Common Core State Standards including ELD standards	The addition of the English Language Support Teacher and Title III support from SCOE is supporting this action

	<u>Action Items</u>	<u>Current Data</u>	<u>Information</u>
	Low class sizes: TK-3 (20-1) 4-5 (24-1) 6-8 (23-1)	TK-3rd: 19.2 students per class 4th-5th: 20.4 students per class 6th-8th: 20.1 students per class	For this list of Action Items, this table will indicate the Tier level of support in our MTSS. For more detailed information about each item, please see our LCAP Tier 1
	0.5 Principal FTE for each site, 0.5 FTE Academic Counselor, Instructional Assistants,	Each of these positions are currently fully staffed; it has been a challenge to maintain full staffing for all IA positions due to the pandemic	In addition to our Principals, we have had an Administrative Intern supporting each site this year. The Academic Counselor's work is often Tier 2 as well Tier 1
	1 to 1 student tech devices	All students have been assigned their own Chromebook for this school year	Tier 1
	ENRICH (Instruction, trips, events)	Enrichments and electives are in place (see above). Most fall trips and events were cancelled due to COVID. Currently, it is anticipated that the full slate of spring trips and events will take place	Tier 1
	Teacher and Instructional Assistant Training	Staff have participated in multiple training opportunities since August	With our Educator Effectiveness Grant Plan, we anticipate that even more staff will be involved in training this spring Tier 1
	Parent Engagement/Communication	GUSD has made the transition to Parent Square, current results show that about 60% of the more than 1000 recipients open Monday Messages and other updates. Due to COVID, we do not have	Tier 1

		classroom volunteers at this time, but we are preparing field trip chaperones for the spring. We continue to use our website and social media for updates, student progress reports have gone out on time, and email/phone communication with parents is consistent	
	Student/Parent Handbooks	100% distribution	Tier 1
	0.25 Principal FTE at each site, 0.5 FTE Mental Health Coordinator, EL Support Teacher, RSP Teachers, RSP Instructional Aides, 0.25 FTE School Psychologist	The staff in each of these positions perform individualized, targeted support for students not performing at grade level	We have added a Mental Health Intern (0.4 FTE) and a licensed counselor (0.2 FTE) on loan from SCOE for this year as well Tier 2
	SIPPS, Directed Studies, Learning Labs	All programs in place	Additionally, the Board has approved the recruitment and hiring of a 0.5 FTE Reading Intervention Specialist for the remainder of the year Tier 2
	Connectivity (home/campus)	Connectivity is in place for all students that opted to continue with long term independent study this year. All households, particularly our upper grade students also have access as the district endeavors to continue to utilize techniques such as flipped classrooms, recorded lessons, access to adopted publisher software, and supplemental learning resources	Tier 2

<u>Focus Area</u>		<u>Current Data</u>	<u>Information</u>
<u>Attendance</u>	<u>Goals</u>		
District-wide Attendance Rate	The district-wide attendance rate will improve by at least 0.5% each year (the pre-COVID GUSD three-year district average attendance rate for 16/17 - 18/19 was 94.5%)	Gravenstein Elementary: 93.17% Hillcrest Middle: 94.75% District: 93.7%	At this point we are not meeting this goal. However, our district attendance rate is very high considering the impact of COVID-19 on attendance thanks to the incredible effort of our teachers in providing independent study. We currently have more than 600 days of IS agreements pending
Chronic Absenteeism	Students in every grade level cohort demographic group will show at least a one color improvement in chronic absenteeism attendance each year until all are Blue	n/a	The last full Dashboard was for the 2018/19 School Year, it is anticipated that the full Dashboard will be published next fall using 2021/22 data
	The number of students district wide chronically absent will decrease by at least 10%. 37 students were chronically absent in 2018/19	Gravenstein Elementary: 40 Hillcrest Middle:	At this point we are not meeting this goal, and are focusing a great deal of effort on this issue because our current total through 100 days is already higher than 18/19. However, our district attendance rate is very high considering the impact of COVID-19 on attendance thanks to the incredible effort of our teachers in providing independent study. We currently have more than 600 days of IS agreements pending
Middle School Dropout Rate	2020-2021 Hillcrest Middle School Dropout Rate: 0%	2021-22 Hillcrest Middle School Dropouts: 0	
Facilities in Good Repair	100% of all GUSD facilities received a rating of at least "good"	100% of all GUSD facilities received a rating of at least "good"	

	on annual Facilities Inspection Tool (FIT) Reports (2020-2021)	on annual Facilities Inspection Tool (FIT) Reports (2021-2022)	
Parent Involvement	In person meetings with the parent/guardian of students classified as truant or chronically absent will increase by at least 1% each year. GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 90% of students who were deemed either chronically absent or truant in 2019-2020.	Hillcrest Meetings/Communication: 6 SST's, 12 504's, 28 IEP's 84 Parent meetings- 56 phone 28 zoom 257 of 258 students met with 65 - 6th 93-7th 93- 8th Gravenstein Elementary Truancy and/or Academic Performance Meetings: 13	Due to the Sonoma County Department of Health Services restrictions that are in place, in person meetings are more difficult to hold. With the challenging environment that the pandemic has created for attendance, we are delaying the implementation of our current plans for truancy prevention as they were drafted prior to COVID. However, we are actively monitoring attendance rates and communicating with families and students to support regular attendance for all students.
	In 2020-2021, GUSD conducted seven parent/guardian participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students	So far in 2021-22, GUSD has conducted seven parent/guardian participation/feedback activities, including an event with specific invitations for parents/guardians of EL students (DEI, Master Plan, DELAC)	
	<u>Action Items</u>	<u>Current Data</u>	<u>Information</u>
	Facilities in good repair	The 2021-22 FIT Report for each site rates all facilities in good repair.	A Facilities Assessment was done as part of the Master Plan process at the beginning of the 2021/22 school year that will serve as a guide for ongoing maintenance and repair Tier 1
	0.25 School Secretary FTE at each site	These positions are currently fully staffed	Tier 1
	Truancy Prevention Training	Our training this year has been	Tier 1

		focused on the new legislation and board policy for independent study	
	0.10 School Secretary FTE at each site, 0.125 School Principal FTE at each site, 0.25 Academic Counselor, FTE 0.25 Mental Health Coordinator FTE	Each of these positions are currently fully staffed	In addition to our Principals, we have had an Administrative Intern supporting each site this year. We have added a Mental Health Intern (0.4 FTE) and, as of January, a licensed counselor (0.2 FTE) on loan from SCOE for this year as well Tier 2
<u>Focus Area</u>		<u>Current Data</u>	<u>Information</u>
<u>Discipline</u>	<u>Goals</u>		
	Students in every grade level cohort demographic group will show at least a 3% reduction in behaviors that result in a class or school disruption each year	GUSD is currently working on a system to collect this data	
Out of school suspension	There will be at least a 50% reduction in out of school suspensions 18/19 School Totals: Gravenstein Elementary: 6 Hillcrest Middle: 48	19/20 School Totals (130 days): Gravenstein Elementary: 0 Hillcrest Middle: 4 2021/22 Suspensions to date: Gravenstein Elementary: 0 Hillcrest Middle: 4	
	Based on 18/19 Dashboard <u>Gravenstein Elementary</u> All Students: yellow Two or More Races: orange Title I: orange		The last full Dashboard was for the 2018/19 School Year, it is anticipated that the full Dashboard will be published next fall using 2021/22 data

	<p>Hillcrest All Students: red Hispanic: red White: red Title I: red</p> <p>The Dashboard color for school wide suspensions will improve at least one color each year until Blue</p>		
In school suspension	<p>18/19 School Totals: Gravenstein Elementary: 3 Hillcrest Middle: 6</p> <p>At least a 25% reduction in in-school suspensions</p>	<p>2021/22 In School Suspensions to date: Gravenstein Elementary: 0 Hillcrest Middle: 0</p>	
Expulsions	<p>18/19 School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 6</p> <p>At least a 25% reduction in expulsions</p>	<p>19/20 School Totals (130 days): Gravenstein Elementary: 0 Hillcrest Middle: 0</p> <p>2021/22 In School Suspensions to date: Gravenstein Elementary: 0 Hillcrest Middle: 0</p>	
Parent Involvement	<p>GUSD staff will conduct an in-person meeting with the parent/guardian of any suspended student</p>	<p>GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 100% of students suspended from school during the 2021-2022 to date</p>	
School Climate	<p>During the 2019-2020 school year, GUSD developed and implemented a parent/guardian survey to assess school</p>	<p>This process has not yet started</p>	

	connectedness. GUSD will update and modify the survey annually to assess parent/guardian perspectives of school connectedness.		
	<p>School safety and connectedness ratings will increase at Gravenstein Elementary by at least 1% per year and at least 2% per year at Hillcrest Middle School.</p> <p>California Healthy Kids Survey 2019-2020:</p> <p>Gravenstein Elementary: -92% of students report feeling safe at school most or all of the time -82% of students report feeling connected to school most or all of the time</p> <p>Hillcrest Middle: -67% of students agree or mostly agree that they feel safe at school -72% of students agree or mostly agree that they feel connected to school</p>	Our 5th and 7th grade students participated in the California Healthy Kids in late October/early November of 2021. We anticipate results this spring	
Student Outcomes	During the 2019-2020 school year 90% of students with less than 95% attendance, and/or an out of school suspension, and or performing below grade level academically were identified and received intervention supports.	<p>Mental Health Counseling Contacts to Date for 21/22:</p> <p>Individual: 453 Group: 707</p> <p>GUSD is currently working on a system to collect this data to reflect all supports</p>	

	<u>Action Items</u>	<u>Current Data</u>	<u>Information</u>
	Second Step, ACEs/SEL Training	All staff received ACEs/SEL training before the start of the school year. Teachers are self-selecting for implementing Second Step lessons based on training they have completed	
	Each school site will hold a variety of presentations and assemblies to students related to life-skills, behavior expectations, campus spirit themes and safe school climate. Additionally, each site will have staff supervised intramural and student government programs. Classroom spirit competitions and incentives for positive campus activities will be organized and implemented by staff.	Multiple events have taken place on each campus to date within the restrictions of COVID mandates for social distancing	
	Trauma Screening	Completed in the fall	
	Playground/Campus Supervision, 0.25 Academic Counselor, 0.125 Site Principal FTE at each site	Each of these positions are currently fully staffed; it has been a challenge to maintain full staffing for all campus supervision positions due to the pandemic	
	Diversity, Equity, and Inclusion Assessment	Initial training for staff completed in August, forums with community members and staff are in process	
	0.25 FTE Mental Health Coordinator	This positions is currently fully staffed	We have added a Mental Health Intern (0.4 FTE) and, as of January, a licensed counselor (0.2 FTE) on loan from SCOE for this year as well