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
Gilroy Unified School District	Deborah Flores Superintendent	(669) 205-4090 debbie.flores@gilroyunified.org

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

Goal 1

Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 19-20 CAASPP ELA % Met/Exceeded -- 55%	Because of school closure, CAASPP was not administered in spring of 2020. There is no data for 2020.
Metric/Indicator 19-20 CAASPP Math % Met/Exceeded -- 48%	Because of school closure, CAASPP was not administered in spring of 2020. There is no data for 2020.
Metric/Indicator 19-20 UC/CSU A-G Ready -- 52%	19-20 UC/CSU A-G Ready -- 51%
Metric/Indicator Bright Bytes -- Collaboration - 75%	Because of school closure, Bright Bytes was not administered in spring 2020, so no data is available.
Metric/Indicator Bright Bytes -- Communication - 25%	Because of school closure, Bright Bytes was not administered in spring 2020, so no data is available.
Metric/Indicator Bright Bytes -- Critical Thinking - 50%	Because of school closure, Bright Bytes was not administered in spring 2020, so no data is available.
Metric/Indicator Healthy Kids Survey -- Adults w/High Expectations (Very true/Pretty much true) - 75%	Because of school closure, Healthy Kids was not administered in spring of 2020.
Metric/Indicator CC Observation Tool Usage - 100%	80%
Metric/Indicator CC & ELD Material Availability - 100% All	100%

Expected	Actual
Metric/Indicator Course Access for SWD students - Create actions to reach parity with the SELPA in regard to % of students on a Certificate of Completion pathway.	Reduction in percent of SWD students on Certificate of Completion pathway.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Develop and support effective instruction 1.1.1 Plan professional development in alignment with • LCAP goals • 2018-19 data analysis • Stakeholder input 1.1.2 Utilize varied structures for providing professional development that address differentiated needs, as evidenced by professional development plan • Maintain website for resources and exemplary practices of district staff • Provide multiple pathways for differentiated professional development • Use job-alike meetings to determine professional development needs by department, grade level and specializations. 1.1.3 Collaborate with site leaders to develop and support comprehensive professional development plans that address district and site goals/ needs 1.1.4 Continue use of observational tool to measure classroom practices. Trend data will be analyzed and shared during APS visits • Site leaders conduct walkthroughs at least once per quarter • Support site leaders in analysis and use of data regarding classroom practices • Elementary principals will conduct collaborative instructional visits twice a year - fall/spring and engage in collaborative analysis of data	1.1 subtotals 1.1.1 Principally directed to provide services to the targeted population (Contracted Serv) $50000- S/C 1.1.1 Principally directed to provide services to the targeted population $261287- S/C 1.1.1 .30 of 1.0 FTE Ed Services Coordinator $54605- S/C 1.1.5 2.5 SEAL Coaches plus 2.0 FTE CC Coaches (Elem) $532617- S/C 1.1.5 0.5 FTE Lit Facilitator/Luigi $74114- S/C 1.1.5 3 (.67) FTE Middle School (CC/EL Support/Tech TOSAs) $220500- S/C 1.1.5 .4 CC Instructional Specialists (GECA & MM) $46000- S/C 1.1.6 Teacher release/Summer training/Coaches training $10000- S/C 1.1.6 Secondary PD district training $12180- S/C 1.1.6 Elementary PD District training $5000- S/C 1.1.6 SCCOE contract $24360- S/C	1.1 subtotals 1.1.1 Principally directed to provide services to the targeted population (Contracted Serv) $42,400- S/C 1.1.1 Principally directed to provide services to the targeted population $331,000- S/C 1.1.1 .30 of 1.0 FTE Ed Services Coordinator $54600- S/C 1.1.5 2.5 SEAL Coaches plus 2.0 FTE CC Coaches (Elem) $394,000- S/C 1.1.5 0.5 FTE Lit Facilitator/Luigi $74000- S/C 1.1.5 3 (.67) FTE Middle School (CC/EL Support/Tech TOSAs) $154,000- S/C 1.1.5 .4 CC Instructional Specialists (GECA & MM) $22,000- S/C 1.1.6 Teacher release/Summer training/Coaches training $0- S/C 1.1.6 Secondary PD district training $12000- S/C 1.1.6 Elementary PD District training $0- S/C 1.1.6 SCCOE contract $24000- S/C 1.1.6 SEAL additional support

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.5 Provide ongoing coaching and support to classroom teachers • Continue support through Academic Coaches/Instructional Specialists • Provide coaching and other training to Academic Coaches and Instructional Specialists, as delineated by level and content area • Lead job alike meetings for special education teachers to provide targeted support by grade level 1.1.6 Provide professional development via SCCOE and outside consultants, as evidenced by MOUs 1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites, per release calendar • All SEAL teachers participate in unit development • New SEAL teachers participate in module training • Implement SEAL Summer Bridge for teacher PD 1.1.8 Support the effective implementation of math standards and practices • Provide ongoing professional development and coaching related to mathematical practices and adopted math curriculum. • Continue partnership with SVMI to support the implementation of math practices 1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school) by providing targeted professional development and resources 1.1.10 Continue to provide supplemental materials for enrichment and support opportunities throughout the school day in the areas of math and English at the middle school level. Implement a new support class at the high school level with new curriculum. 1.1.11 Provide site and district leadership with professional	1.1.6 SEAL additional support $15000- S/C 787700-0001 LCFF Supplemental and Concentration $1,305,663 Other funding 1.1.6 Not Applicable Title III $6,000	$15000- S/C 787700-0001 LCFF Supplemental and Concentration $1,123,000 Not Applicable Title III $6,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
development in alignment with LCAP goals and site needs, as evidenced by PD calendar 1.1.12 Continue providing professional development for Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool. This will be evidenced by PD agendas and staff sign-in sheets. 1.1.13 Sites will implement and support effective instruction as determined by site SPSA		
1.2 Provide Common Core State Standards (CCSS) Materials and Training 1.2.1 With the newly adopted material, teacher teams will be created to update curriculum maps and course outlines which will include strategies, supplemental materials and assessments. 1.2.2 With the newly adopted course for special education students at the high school level, curriculum maps and course outlines which will include strategies, supplemental materials and assessments will be written.	1.2 subtotals 1.2.2 Outside Consultants/Training - teachers/staff $10000- S/C 1.2.2 Math Adoption training $5000- S/C 1.2.2 ELA adoption training $5000- S/C 787700-0001 LCFF Supplemental and Concentration $20,000	1.2 subtotals 1.2.2 Outside Consultants/Training - teachers/staff $10000- S/C 1.2.2 Math Adoption training $5000- S/C 1.2.2 ELA adoption training $5000- S/C 787700-0001 LCFF Supplemental and Concentration $20,000
1.3 Implement Next Generation Science Standards (NGSS) K-12 1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site. Principals at Tech Academy sites will evaluate STEM programs. 1.3.2, Incorporate NGSS into SEAL units at designated elementary sites 1.3.3 NGSS instructional specialists will continue to build/expand a minimum of 3 labs for grades 6-8 as evidenced by teacher lesson plans, feedback from Instructional Specialist and Administration. Gizmo simulations will be purchased to increase Science labs in the classroom by 6-8 Middle School Teachers.	1.3 Subtotals 1.3.3 Science team PD $5075.- S/C 1.3.3 Science materials/consumables/equipment K-12 $20300.- S/C 1.3.3 3-(.17 FTE) MS Science Instructional Specialist $73500- S/C 1.3.4 .4 FTE Science Instructional Specialist--High School $40000- S/C 787700-0001 LCFF	1.3 Subtotals 1.3.3 Science team PD $0.- S/C 1.3.3 Science materials/consumables/equipment K-12 $0.- S/C 1.3.3 3-(.17 FTE) MS Science Instructional Specialist $34,000- S/C 1.3.4 .4 FTE Science Instructional Specialist--High School $40,000- S/C 787700-0001 LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3.4 Evaluate and support NGSS Bio-Chem-Physics pathway at the high school level with NGSS instructional specialists • Train teachers in instructional strategies to support NGSS • Collaborate, design, and agree to a minimum of two common assessments (MS/HS) 1.3.5 K-12 NGSS Vision Team will meet 2 times in 19-20 to monitor GUSD 3 year NGSS plan. The team will also build out goals for Year 2 and Year 3. Implementation and adherence of NGSS plan will be evaluated by feedback from administration, academic coaches and instructional specialists. 1.3.6 Implement Year 2 of 3 of GUSD NGSS plan for elementary. • Professional Development for TK-5 teachers that focuses on Science. • Science continues to be implemented at all sites within 4th and 5th grade classrooms. • Continue to develop and implement inquiry-based lessons based on 3 dimensional learning and phenomenon. • Pilot K-5 Science instructional materials with adoption date of Fall 2020. • Continue to support site licenses for K-5 Mystery Science curriculum. • Begin to develop lessons that integrate science with ELA and Math practices. • Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM. Introduce Migrant students to family STEAM sessions. 1.3.8 Develop and implement a three year NGSS plan for Middle School Year I Pilot and adopt new middle school instructional materials. Fall 2020.	Supplemental and Concentration $138,875	Supplemental and Concentration $74,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4 Prepare students for College and Career opportunities 1.4.1 Provide professional development for teachers/administrators interested in implementing a new academy in the district. • Continue to audit the recruitment and retention of students in all specialized programs at the high school level. • Finalize all CTE Pathways and approve all CTE course descriptions • Finalize GUSD CTE 5 year Plan • Align CTE Course Offerings Booklets with pathways, graduation requirements and four year plans Utilizing funds and direction from the newCTE Incentive Grant, summer, fall and early spring professional development will consist of the following: • Career and Technical Student Organization development • Pathways to Community College with secondary teacher to post-secondary teacher collaboration and cooperation • Acquiring industry mentors which in turn will strengthen the CTE Advisory Committee. 1.4.2 The use of California Colleges will expand to include designated curriculum to be used at each grade level as will be evidenced by student usage reports within the system. 1.4.3 Students will be exposed to future career interests through Rock the Mock, career fairs at both the middle and high school levels, career related field trips and connections in Career and Technical Education courses. The new CTEIG will afford career exploration programs with access to real-time industry information and mentoring. 1.4.4 Continue to support teacher professional development for the Advanced Placement program 1.4.5 Cal-SOAP services will be reevaluated and revised during the 2019-20 year based upon the determination of the State of how funding will be allocated.	1.4 Subtotals 1.4.1 CTE Consumables/equipment $20000- S/C 1.4.1 CTE Support .2 FTE $34450- S/C 1.4.2 College Readiness Program $30000- S/C 787700-0001 LCFF Supplemental and Concentration $84,450	1.4 Subtotals 1.4.1 CTE Consumables/equipment $0- S/C 1.4.1 CTE Support .2 FTE $17,000- S/C 1.4.2 College Readiness Program $30,000- S/C 787700-0001 LCFF Supplemental and Concentration $47,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4.6 Middle school students will participate in a minimum of three assignments on the California Colleges website that will engage them in goal setting and backwards planning preparing them for career and college readiness. 1.4.7 Implementation of selected alternative intervention programs to support identified students in middle school and throughout 9-12 grades with CTE support. This will include students with academic as well as behavioral struggles to keep students moving forward to be career and college ready by the end of the 12th grade		
1.5 Support students in mastering 21st Century skills of collaboration, communication, critical thinking, and creativity Goal met and therefore removed from 2019-2020 actions 1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction. • District Educational Technology workshops will be evident by attendance sign in sheets. • Elementary Academic Coaches will provide educational technology support and professional development as evidenced by staff meeting agendas, and other training agendas • Technology Lead Team goal discontinued • iSchool Initiative and Educational Services will train teachers on problem-based learning and technology integration practices as evidenced by the district staff development day agenda and attendance. • Secondary SLED (Students Leading Education Clubs and teacher advisors will continue to be supported by iSchool Initiative as evident by completed projects that inform, build excitement for, and support technology learning initiatives 1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology annually.	1.5 Subtotals 1.5.2 Technology Training (per Ed Tech plan) $12000- S/C 1.5.2 NGSS Team resources $3000- S/C 1.5.4 Tech Allocation - Equitable for low income students who have access to chromebooks $150000- S/C 787700-0001 LCFF Supplemental and Concentration $165,000	1.5 Subtotals 1.5.2 Technology Training (per Ed Tech plan) $0- S/C 1.5.2 NGSS Team resources $0- S/C 1.5.4 Tech Allocation - Equitable for low income students who have access to chromebooks $162,000- S/C 787700-0001 LCFF Supplemental and Concentration $162,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5.4 Implement District Technology Plan • District Tech Lead team goal discontinued • Academic coaches will support the implementation of curriculum scope and sequence in the district technology plan as evident through classroom observations, instructional specialist/ coaching schedules 1.5.5 Students will have regular opportunities to use technology in their learning. Students will use technology to use the adopted curriculum as measured through usage logs.		

Goal Analysis

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

Actions 1.1.1, 1.1.5, 1.1.6 were all focused on professional development for staff. Upon the closure of school due to the pandemic in March 2020, many professional development opportunities were cancelled. Professional development was redesigned based on the immediate needs, including technology. The District's support staff shifted responsibilities to support teachers with technology in distance learning and provided direct support to students.

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

GUSD's priorities in this Goal 1 are: Develop and support effective instruction, Provide Common Core State Standards (CCSS) Materials and Training, Implement Next Generation Science Standards (NGSS) K-12, Prepare students for College and Career opportunities and Support students in mastering 21st Century skills of collaboration, communication, critical thinking, and creativity.

Professional Development 2019-2020
A wide variety of offerings were included in GUSD TK-12 Staff Development Days for the 2019-2020 school year. Three days per school year are slated for mandatory staff development training for all GUSD educators. Professional development offerings are aligned to LCAP and site needs. Input by a GUSD Staff Development Committee is utilized to ensure voice of all stakeholders and educators.

Successes: Professional Development

Elementary (TK-5) professional development focused on training to support teachers in the newly adopted curriculum in Math and ELA. A Science professional development strand was also offered to support the newly adopted NGSS (Next Generation Science Standards). The goals were to continue to support and encourage teachers with the new curriculum and continue to reinforce best practices and instructional strategies that support all learners. Engagement strategies were also a large part of the training over the course of the three Staff Development Days. Training topics included: Trauma Informed Care, Behavior and Intervention strategies as well as Inclusive Practices.

Secondary (6-12) professional development focused primarily on behavior and academic supports in the classroom. Addressing culture in the classroom and increasing student voice was also a priority for 2019-2020. Teachers were able to participate in training such as Trauma Informed Care, Inclusive Practices as well as a training in writing and adhering to IEP's. A portion of the Staff Development Day offerings also included a variety of training that included strategies to support the large EL population and removing all barriers to their education. Our Secondary Administrators also participated in a training on Vaping with the Stanford Tobacco Tool kit.

Survey data presented a positive trend in teacher and administrator feedback with the three Staff Development Days. Challenges still exist on addressing the needs of all teachers and continuing to find training that address the majority of GUSD educators.

Distance Learning Professional Development
In the Spring of 2020, all GUSD transitioned to distance learning due to the COVID-19 pandemic. Teachers were immediately trained on the use of video conferencing platforms, learning management software and many other instructional technology tools Daily professional development sessions were offered to meet the needs of all teachers and students in the remote learning environment. Along with instructional technology tools, teachers were trained on the district adopted curriculum digital platforms. All distance learning professional development is evident based on attendance reports and training schedules. In addition, a distance learning website was created to provide numerous resources to support teachers.

Challenges: The greatest challenge in implementing all actions/services related to this goal was the Covid-19 shut down. This unexpected change required the District to redirect efforts and resources to create a virtual learning environment to all students. New software, materials, training and hardware became the main focus of both the District's actions and finances.

Goal 2

Provide equitable support for all learners

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA % Met/Exceeded - 58%	Because of school closure, CAASPP was not administered. There is no data available for spring 2020.
Metric/Indicator CAASPP Math % Met/Exceeded - 48%	Because of school closure, CAASPP was not administered . There is no data available for spring 2020.
Metric/Indicator % Meeting A-G Requirements - 42%	% Meeting A-G Requirements 2020 - 51%
Metric/Indicator % Ready/Cond -- EAP in ELA (Juniors) - 65%	Because of school closure, EAP was not administered. There is no data for spring 2020.
Metric/Indicator % Ready/Cond -- EAP in Math (Juniors) - 38%	Because of school closure, EAP was not administered. There is no data for spring 2020.
Metric/Indicator % of Sophomores Passing Math II 1st Sem or higher - 85%	% of Sophomores Passing Math II or higher, 1st Sem 19-20 - 76%
Metric/Indicator AP Pass Rate - 50%	2020 AP Pass Rate - 57% (Remote administration and modified assessments in 2020)
Metric/Indicator F&P 1st grade meeting Spring target - 70%	Because of school closure, the Fountas and Pinnell assessment was not administered, and there is no data available for spring 2020.
Metric/Indicator STAR Reading mid-year 2nd-5th - 50%	STAR Reading mid-year 2nd-5th 19-20 - 47.6%

Expected	Actual
Metric/Indicator Math Benchmarks mid-year 19-20 -- Grades 1-5 - 55%	Math Benchmarks mid-year -- Grades 1-5 19-20 - 56%
Metric/Indicator Math Benchmarks mid-year -- Grades 6-8 - 32%	Math Benchmarks mid-year -- Grades 6-8 19-20 - 51.8% (Moved to CAASPP Interim Assessments in 19-20)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Ensure strong language and literacy foundation for all students 2.1.1 Implement SEAL at designated elementary sites • Maintain ongoing support for SEAL implementation through coach support and facilitated teacher collaboration • Implement year 2 SEAL training for all preschool teachers 2.1.2 Regularly assess students in reading to monitor progress and address needs • Assess all K/1 students in reading (Fountas and Pinnell) • Assess 2nd-5th grade students performing below level 2-3 times/year using common measures • Support classroom teachers in using data to effectively meet the needs of students • Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction 2.1.3 Continue professional development in the area of literacy, with emphasis on early literacy. • Provide training to K-3 teachers in effective small group instruction • Provide PD to all teachers in effective reading intervention • Identify exemplary models and provide opportunities for teachers to collaborate in designing 2.1.4 Support collaboration between elementary and preschool • Provide early literacy family connection materials for preschool	2.2.1 Intervention Coordinator (.5 of 1.0 FTE) 787700-0002 LCFF Supplemental and Concentration 0 Other funds 2.2.1 Not Applicable Title I $75000	2.2.1 Intervention Coordinator (.5 of 1.0 FTE) (Expenditure is budgeted in 2.2.1) 787700-0002 LCFF Supplemental and Concentration 0 Other funds 2.2.1 Not Applicable Title I 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2 Provide Effective Intervention at all Levels 2.2.1 Provide effective intervention at all levels • NEW-- Hire Intervention Coordinator to support and coordinate consistent intervention and enrichment K-8. • Support teachers in effectively planning and implementing in class intervention and differentiation • Provide teacher training in small group instruction and differentiated instruction • Analyze data for Lexia and other interventions • Review/evaluate intervention models • Support before/after school intervention 2.2.2 Discontinued Action 2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis • Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs 2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for "at risk of and current Long-Term English Learners (LTEL)" at all sites 2.2.5 Continue to provide Power School Before School Intervention at Las Animas, Rod Kelley, and Rucker Elementary Schools and South Valley Middle School, as evidenced by daily attendance rosters. 2.2.6 Discontinued action in 2018-19 2.2.7 Increase support for the middle school Enrichment and Support classes for English and Math by adding an Instructional Specialist at each site who will train teachers on differentiation.	2.2.1 Intervention Coordinator (.5 of 1.0 FTE) 787700-0002 LCFF Supplemental and Concentration $75000 Other funds 2.2.1 Not Applicable Title I $75,000 2.2.7 Low Performing Block Grant Not Applicable Low Performing Block Grant $250,000	2.2.1 Intervention Coordinator (.5 of 1.0 FTE) 787700-0002 LCFF Supplemental and Concentration $95,000 Other funds 2.2.1 Not Applicable Title I $75,000 2.2.7 Low Performing Block Grant Not Applicable Low Performing Block Grant $250,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2.8 Conduct a feasibility study at the secondary sites determining if there is flexibility within the contract and current instructional minutes to add staff collaboration within the current school day. 2.2.9 Continue partnership with SVMI to support the implementation of math practice and begin the implementation of Gizmos at the secondary level to support students in the areas of math and science. 2.2.10 Continue to implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services) 2.2.11 Continue to increase the percentage of English learner migrant students who are proficient in English language arts and math by: - providing targeted seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions - provide a four-week academic summer school program for preschool and a two week elementary program 2.2.12 This action has already been accomplished and can be discontinued. The program was already expanded and is now maintaining.		
2.3 Support Students to Complete A-G Requirements 2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates by reviewing transcript data and determining students on track for A-G completion Identify barriers for A-G completion and create a plan to reduce barriers 2.3.2 Maintain summer school at a basic level in order to provide credit recovery for students in grades 11 and 12 to support an on-time graduation rate.	2.3 Subtotals 2.3.1 Pupil Retention - Students who need tutoring. - CalSOAP $50000- S/C 2.3.3 .4 Credit recovery (GHS) $40026- S/C 2.3.3 .4 Credit Recovery (CHS) $42120- S/C 2.3.3 HS Credit Recovery-- (Envision Academy, Edmentum, etc.) $65000- S/C 2.3.4 NWEA MAP Reading for 9th/10th $20000- S/C	2.3 Subtotals 2.3.1 Pupil Retention - Students who need tutoring. - CalSOAP $50,000- S/C 2.3.2 Summer School -- $30,000 S/C 2.3.3 .4 Credit recovery (GHS) $40,000- S/C 2.3.3 .4 Credit Recovery (CHS) $33,000- S/C 2.3.3 HS Credit Recovery-- (Envision Academy, Edmentum, etc.) $276,000- S/C

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3.3 Provide an online learning option for credit recovery as a 0/7 period for students which will be evaluated by the number of students recovering credits at the semester and end of the 2019-20 school year	2.3.5 PSAT administration to all 8th and 10th grade students $20000- S/C	2.3.4 NWEA MAP Reading for 9th/10th $20,000- S/C
2.3.4 Review and modify curriculum based upon the data compiled from the Benchmark assessments for all 9th and 10th grade students • NWEA MAP Reading for English I & II • EADMS Online for Math I & II • Use data to determine student support	2.3.8 VAPA Equipment/Performance costs K-12 $20000- S/C 2.3.10 Read 180 hosting $20000- S/C	2.3.5 PSAT administration to all 8th and 10th grade students $25,000- S/C 2.3.8 VAPA Equipment/Performance costs K-12 $0- S/C
2.3.5 Continue to administer PSAT to all 8th grade students and provide an option to administer the exam to either 10th or 11th grade students.	2.3.10 Special education supplemental materials $50000- S/C 787700-0002 LCFF Supplemental and Concentration $327,146	2.3.10 Read 180 hosting $0- S/C 2.3.10 Special education supplemental materials $19,000- S/C
2.3.6: The final version of the program guide will be disseminated at the beginning of the 19-20 school year. Different sections of the final program guide were developed and shared with high school administrators and academic coordinators throughout the 2018-19 school year to clarify the program's options and process within the district. The new Envision Academy will also be included as it embarks on its first year.		787700-0002 LCFF Supplemental and Concentration $493,000
2.3.7 Continue the articulation scope and sequence for English and math grades 6-12		
2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs as measured by the GUSD budget report		
2.3.9 Continue to increase the percentage of migrant students who graduate from high school as measured by the graduation data • Support teachers will monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3.10 Provide supplemental materials for students with disabilities to ensure access to the core materials as evidenced by the number of students meeting their IEP goals 2.3.11 Provide training to site administrators in the areas of TCI and school refusal in order to support staff and keep all students in the mainstream educational program.		
2.4 Ensure Equitable Student Access 2.4.1 Continue to support training for staff and administrators on equity and cultural proficiency. Expand professional development on diversity, equity and maintaining a healthy school climate at designated schools through CircleUp Education. 2.4.2 Support teachers in implementation K-5 ELA curriculum that includes topics in science and social studies to ensures all K-5 students have equitable access to all core subject areas. Maintain and refine curricular maps that integrate science and social studies. 2.4.3 Continue to implement actions to provide a comprehensive course of study for all students. This will be evidenced by the following: • Middle Schools: • course offerings provide access to grade level curriculum • Secondary Schools: • review student transcripts for progress towards graduation • Ensure adequate materials/college textbooks for all students • Maintain smaller core content class sizes for ELs • Maintain Bio, Chem, and Physics as standard for all students 2.4.4 Academic Coordinators and Counselors will review the PSAT data to find students not currently registered for an AP course. Data will be collected to determine the number of students taking an AP course annually. 2.4.5 Maintain compliance with PE requirements as evidenced by site	2.4 Subtotals 2.4.1 Equity/Diversity training (Circle Up) $30000- S/C 2.4.4 AP test support for students $25000- S/C 2.4.6 Power School Summer Transportation $20000- S/C 2.4.7 Foster Youth Tutoring Program (Community) $20000- S/C 2.4.10 Additional Enrichment-- Elementary $8000- S/C 2.4.11 Low income students - All Students provided meals $50000- S/C 787700-0002 LCFF Supplemental and Concentration $153,000 Other funds Not Applicable Title IV $20,000	2.4 Subtotals 2.4.1 Equity/Diversity training (Circle Up) $30,000- S/C 2.4.4 AP test support for students $13,300- S/C 2.4.6 Power School Summer Transportation $0- S/C 2.4.7 Foster Youth Tutoring Program (Community) $10,000- S/C 2.4.10 Additional Enrichment-- Elementary $0- S/C 2.4.11 Low income students - All Students provided meals $138,300- S/C 787700-0002 LCFF Supplemental and Concentration $191,600 Other funds Not Applicable Title IV 20,000

Planned Actions/Services	**Budgeted Expenditures**	**Actual Expenditures**

daily schedules.
 	
2.4.6 Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students as evidenced by percentage of traditionally underserved students in Power School as compared to students not in Power School.
  • Provide transportation for summer camp programs to ensure participation as evidenced by bus schedules and invoices.
 	
2.4.7 Continue to offer the following Foster Youth Services:
  • Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office
  • Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children's Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons
  • Post-Secondary Transition: implement a process for Foster Youth post-secondary transition
  • Mentoring/Counseling: implement a process for mentoring and counseling services
 	
2.4.8 The GUSD will offer training and resources to parents and preschool age migrant children to:
  • Teach strategies that support early learning at home.
  • Social and Emotional strategies
 	
2.4.9 Continue to provide the following services GUSD McKinney Vento students:
  • Professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs
  • Collaborate with community agencies to identify resources for students and families
  • Provide transportation services when this becomes a barrier to students' education		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4.10 Expand enrichment opportunities for all students 2.4.11 Provide access to meals to all low-income students, regardless of FRMP application completion		
2.5 Support school personnel to monitor student progress & focus on student outcomes 2.5.1 Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site 2.5.2 Discontinue action 2.5.3 Continue to examine and evaluate structures for data review and analysis • Support PLC leads on facilitation around common formative assessments • Support sites in effective use of assessment measures 2.5.4 Common Assessments • All grade levels/dept will administer and analyze a minimum of two common formative assessments • Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) • Grades 3-8 and 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level 2.5.5 Discontinue action	2.5.5 Outside Consultants/Training, Admin training 787700-0002 LCFF Supplemental and Concentration $5,000	2.5.5 Outside Consultants/Training, Admin training -- $5,000 S/C 787700-0002 LCFF Supplemental and Concentration $5,000
2.6 Effectively address the needs of English learners in all classrooms 2.6.1 Provide PD and follow-up coaching to support teachers to	2.6 Subtotals 2.6.1 Support the needs of EL's - FTEs $683904- S/C	2.6 Subtotals 2.6.1 Support the needs of EL's - FTEs $769,300- S/C

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
effectively implement ELD standards in tandem with content standards. EL Specialists will deliver PD on early release days, and provide ongoing coaching as evident by activity logs. 2.6.2 Academic Coaches and secondary EL Specialists will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. Coaches and Specialists will facilitate peer observations. This will be evident by activity logs 2.6.3 With district oversight, site leaders and specialists will conduct analysis of English Learner achievement data retrieved from EADMS and Aeries during grade reporting periods. 2.6.4 Secondary • After analysis of data, teachers will create growth plan with struggling students. This will be evident by documentation kept by teachers. • Improve support for EL Specialists via monthly meetings, joint classroom observations and the analysis of observation data. This will be evident by activity logs and observation tool usage. • Ensure consistent implementation of EL Monitoring. This will be evident by routine review of growth plans and student progress. • Site EL Specialists will continue analyzing professional development feedback forms after each EL Early Release Day in order to determine needed EL professional development in the future. This will be evident by feedback forms and EL Specialist activity logs. 2.6.5 Secondary sites will continue to provide coherent, high quality ELD/ALD courses. Training in curriculum will be provided during staff development or release time This will be evident by sign in sheets, agendas. 2.6.6 Provide teachers with training to scaffold depth of knowledge questioning while maintaining rigorous academic response frames 2.6.7 Elementary Provide training and support to teachers in providing designated and integrated ELD Provide training and support to teachers	2.6.1 Support the needs of EL's - Materials & Support $230602- S/C 2.6.2 .4 (of 1.4) FTE EL Support (.6 CHS, .6 GHS, .2MM) EL Specialists $65000- S/C 787700-0002 LCFF Supplemental and Concentration $979,506 Other Funds (GHS .4, CHS .4, MM .2) Not Applicable Title III $86,000	2.6.1 Support the needs of EL's - Materials & Support $441,100- S/C 2.6.2 .4 (of 1.4) FTE EL Support (.6 CHS, .6 GHS, .2MM) EL Specialists $27,000- S/C 787700-0002 LCFF Supplemental and Concentration $1,237,400 Other Funds (GHS .4, CHS .4, MM .2) Not Applicable Title III $86,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
to implement high leverage strategies for language acquisition, academic achievement and 21st century skills. • Facilitate collaborative planning for integrated ELD across grade levels and content areas as evidenced by completed lesson plans ads agendas for PD. 2.6.8 Continue to work with non-profit Power School partner agencies to provide bilingual and bicultural support to targeted students during expanded learning time, as evidenced by annual contracts and/or invoices.		

Goal Analysis

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

Upon the closure of schools in March 2020, more funds were used to provide meals for families and the community. Additional funds were used to purchase classroom materials for students in distance learning. More funds were also used to support credit recovery for at risk students (Envision Academy). Funds were not spent on Read 180, as a different intervention was implemented. There were no spring VAPA events, thus these costs were not incurred. In person summer school was not provided, eliminating transportation costs. Some additional after school enrichment classes were offered virtually and were grant funded. Staff salary increases account for the variances with FTE (full time equivalent) costs. Some secondary instructional specialist positions were unfilled.

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

GUSD's priorities in LCAP Goal 2 focused on providing equitable support for all students.

Successes:
All sites implemented a Tier of Intervention model. As a Tier 2 intervention for K-8. Lexia seats were offered to targeted students. Specific subgroups also were identified for targeted support.

English Learners in preschool and elementary levels were supported through SEAL implementation. SEAL coaches supported on-going unit development days and mainstreamed teacher collaboration. English Learner Migrant Education Program students in K-8, were offered after school intervention classes focusing on reading, writing, and mathematics taught by a credentialed teacher. At the secondary level, EL Specialists held monthly meetings and coaching sessions. EL Monitoring protocol and guidelines have been set

forth by the GUSD. Meetings are held quarterly to review EL monitoring guidelines. Be GLAD was implemented at all the SEAL schools for teachers in grades 4 and 5. Be Glad is a professional development organization in the area of language acquisition and literacy using the Project GLAD model and strategies.

Secondary teachers were supported by English Learner Instructional Specialists and English Learner monitors who collected data to be used by teachers to increase learning opportunities for EL students.

District-wide Professional Learning Communities were implemented in March of 2020 for all subject areas and grade levels 6-12. These new district level teams created materials and assessments for students in the new learning environment.

Foster Youth, Migrant Education students, and McKinney Vento students were offered tutoring through REACH tutoring services. Academic data was monitored and shared with sites to assist with progress monitoring and linking students with support.

Enrichment for advanced and GATE students was supported by offering training on the Depth and Complexity icons during staff development days. The training focused on using icons and academic response frames to assist students with thinking deeper and analytically about content. While these strategies are beneficial to advanced and GATE learners, they also are beneficial to EL's and struggling students as the visuals break down content in an accessible way.

Challenges:
Distance Learning
In the Spring of 2020, all GUSD transitioned to distance learning due to the COVID-19 pandemic. At this time, the Project GLAD training in place transitioned to virtual trainings. All tutoring services also transitioned to a virtual platform. Outreach and support became a priority to ensure at-risk students were linked with technology, wifi, and supplies.

Goal 3

School Culture and Engagement

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate - 95.3%	Because of school closure, attendance data for the year was not able to be calculated accurately.
Metric/Indicator Chronic Absenteeism Rate - 9%	Because of school closure, attendance data for the year was not able to be calculated accurately.
Metric/Indicator Homeless Chronic Absenteeism - 20%	Because of school closure, attendance data for the year was not able to be calculated accurately.
Metric/Indicator Cohort Dropout Rate - 3%	Cohort Dropout Rate 19-20 - 6.6%
Metric/Indicator Cohort Graduation Rate - Maintain over 90%	Cohort Graduation Rate 19-20 - 86.6%
Metric/Indicator Middle School Dropout Rate - 0%	Middle School Dropout Rate 19-20 - 0.4%
Metric/Indicator Suspension Rate - 4.0%	Suspension Rate 19-20 - 4.0%
Metric/Indicator Special Ed Suspension Rate - 6%	Special Ed Suspension Rate 19-20 -- 7.3%
Metric/Indicator Expulsion Rate - Maintain at 0.1%	Expulsion Rate 19-20 -- 0.14%

Expected	Actual
Metric/Indicator HKS Caring Relationships: Adults in School - 60% (Agree/Strongly Agree)	NA
Metric/Indicator HKS School Connectedness - 56% (Agree/Strongly Agree)	NA
Metric/Indicator Parent Engagement **19-20** Identified Measurables School Linked Services, Neighborhood Safety Unit & other district Family engagement one-time workshops offered/ # attended School Linked Services & other district Family engagement series offered/ # attended	School Linked Services, Neighborhood Safety Unit & other district Family engagement one-time workshops -- 15 offered / Approx. 800 attendees School Linked Services & other district Family engagement series-- 2 offered/ Approx 20 attendees
Metric/Indicator School-wide PBIS Implementation Average - Self-Assessment Survey - N/A	NA
Metric/Indicator School-wide PBIS Implementation Average - Tiered Fidelity Inventory - 70%	NA
Metric/Indicator District-wide PBIS Implementation Self-Assessment - N/A	NA

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

3.1 Ensure a Positive School Climate
 	
3.1 Evaluate the restructuring of the oversight of School Climate/Culture programs, attendance and expulsions to determine how to best meet the needs of the school sites.
 	
3.1.2 The MTSS process will be reestablished and will integrate the following researched-based school climate improvement plans: Positive Behavior Intervention Systems (PBIS), Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time Kognito - online suicide prevention training will be shared with all relevant staff.
 	
3.1.3. Continue to plan for sustainability of school climate initiatives through leadership team meetings ongoing professional development and community partnerships.
  • Implement Restorative Justice and PBIS at identified sites
  • Continue to provide three $500 stipends, per site to support the maintenance of school-wide behavior systems.
  • Continue partnership with South County Youth Task Force, School Linked Services, and Neighborhood Safety Unit to enhance current programs and measure effectiveness by meeting goals set in the strategic plan.
 	
3.1.4 All eligible PBIS schools will complete a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.
 	
3.1.5 Continue to focus on chronic absenteeism utilizing support from all community partners and resources to address barriers to student attendance and measure effectiveness by chronic absenteeism rates. Specific subgroups will be monitored such as Foster Youth, McKinney Vento.
  • Chronic absenteeism will be monitored per school on a monthly basis by district administration.
  • Develop a year-long calendar of supports and resources that are available to everyone in the community.
	3.1 Subtotals
	3.1.3 2 FTE SLS Coordinators, 1 FTE SLS Parent Engagement Supervisor $100000- S/C
	3.1.3 PBIS Training $10150.- S/C
	3.1.3 Olweus Stipends (Site Committees) $14140- S/C
	3.1.3 Allocated to Sites for School Culture and Engagement $65151- S/C
	3.1.8 3 FTE - Middle School supplemental counseling services $382450- S/C
	3.1.8 Agency counselling services $20000- S/C
	787700-0003 LCFF Supplemental and Concentration $591,891
	
	Other Funds
	SLS Grant
	Not Applicable Title I $162,000
		3.1 Subtotals
		3.1.3 2 FTE SLS Coordinators, 1 FTE SLS Parent Engagement Supervisor $69,000- S/C
		3.1.3 PBIS Training $10000.- S/C
		3.1.3 Olweus Stipends (Site Committees) $14140- S/C
		3.1.3 Allocated to Sites for School Culture and Engagement $29,000- S/C
		3.1.3 Additional support for School Culture $19,760
		3.1.8 3 FTE - Middle School supplemental counseling services $378,000- S/C
		3.1.8 Agency counselling services $3000- S/C
		787700-0003 LCFF Supplemental and Concentration $522,900
		
		Not Applicable Title I $162,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1.6 Power School will continue to build capacity of its partner agencies to create a positive and restorative environment for learning by offering training as needed, as evidenced by agendas and sign-in sheets. 3.1.7 Reduce Special Ed Suspensions (Differentiated Assistance area of support) • Provide training in trauma-informed care for all classroom teachers • Review and revise district suspension protocol flowsheet • Continue to implement and monitor the effective use of the Aeries system by teachers and administrators 3.1.8 Expand access to group and Individual counseling services at all levels		
3.2 Improve Student Engagement 3.2.1 The district is exploring expanding resources to address truancy and chronic absenteeism through partnership with DFCS Differential Response services, a pilot program designed to intervene with families at risk. Specific subgroups will be targeted such as Foster Youth, McKinney Vento. 3.2.2 Continue to utilize School Attendance and ReviewBoard (SARB) and mediation to support students/parents K-12. 3.2.3 Continue to implement a district-wide attendance campaign with the intention of educating the community about truancy and chronic absenteeism. • Provide information through the district website and school websites to support families with resources to eliminate barriers to attendance.	N/A	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Keep parents informed of their child's attendance as evidenced by the use of auto-call messages, personal phone calls and letters. • Provide on-going training to attendance staff regarding resources available and how to communicate effectively with parents as evidenced by agendas and sign-in sheets. • At the district level, continue to monitor chronic absenteeism per school and subgroups to identify trends and implement interventions. • School Linked Services Coordinators will support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts and ability to connect the parent to resources. 3.2.4 Continue to conduct quarterly mediation sessions at elementary and secondary levels. • Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level to reduce chronic absenteeism.		
3.3 Increase Parent Involvement 3.3.1 The district will continue to support the school sites regarding ELAC, DELAC, School Site Council, ASB. Parent Clubs, School Linked Services, Neighborhood Safety Unit and the LCAP process 3.3.2 The district will continue to provide programs, events, and workshops and strengthen them through increased coordination of services and dissemination of information through School Linked Services, Schoolloop messaging, and district office communication • The Campus Collaboratives at Gilroy High School and South Valley Middle School will increase in enrollment by 100% with active engagement and enrollment from the coordinators at those sites. • Develop a system to identify parent engagement opportunities district-wide.	Other Funds 3.3.3 Parent Involvement Not Applicable Title I $20,000	Other Funds 3.3.3 Parent Involvement Not Applicable Title I $20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Establish measurable outcomes for parent engagement programs, events, and workshops. • Measure parent participation in programs, events, and workshops as evidenced by sign-in sheets. • Develop methods for soliciting parent feedback. 3.3.3 Continue to provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (Migrant PAC) as evidenced by sign-in sheets meeting minutes. 3.3.4 Power School will continue to host family events at school sites to engage parents in expanded learning programs and the opportunities they provide to students as evidenced by parent event schedule and sign-in sheets.		

Goal Analysis

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

Fewer school site events occurred because of school closure, resulting in a reduction of expenditures. Counseling services were offered free of charge to families during this period. Staff costs for SLS were less as grant funds covered a greater portion. Sites allocations were shifted to provide more funds in goal 1 to reflect the needs for additional supplies and technology support.

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

GUSD's priorities in this Goal 3 are: To ensure positive school climate, to improve student engagement, and to increase parent involvement.

- Schools are continuing to monitor attendance and hold attendance conferences with families with ongoing, severe attendance issues during distance learning to provide any support that the student/family may need. There has also been ongoing collaboration with Differential Response through DFCS and Community Solutions during School Attendance Review Board meetings.

- School Linked Services Coordinator(s) have provided direct support with the distance learning attendance campaign in linking students and families to services. These services directly support students that are not attending school during distance learning.
- School Linked Services Coordinator gathered feedback from parent groups, such as ELAC, to identify family engagement opportunities.
- Multiple Professional Development opportunities have been offered to teachers about social-emotional supports, equity and inclusivity, creating relationships, PBIS/MTSS.

- Parent support sessions on use of technology held at sites, at the public library twice per week for three months, at the migrant housing camp, and at a low income housing complex .
- IT support is in place every day by phone and email.
- All migrant, homeless, and foster families are contacted periodically to monitor needs and support.
- Schools have established diverse ways to contact all students and families and to establish connectedness (i.e. writing cards to each student, maintaining club activities, sending video messages, etc.)
- South County Youth Task Force and its community based organizations partner with GUSD to organize parent and student support activities in public spaces (library, San Ysidro Park, etc.)

Successes
The challenges that Covid has presented have been used to strengthen our MTSS systems and procedures and our partnership with community based organizations.
Staff has shown increased interest in PD about trauma informed, equity, LGBTQ+, and other cultural and mental health support topics.
Attempts have been made to contact all families in GUSD. There has been an increase is what services and supports are offered.
Assessment determining technology device and technology support needs. Chromebooks and hotspots were offered to any students who needed them.
Meal distributions are available to all families in the community. More than 500,000 meals have been distributed in the past 12 months. Periodic materials distributions have taken place at all Elementary Schools and Middle Schools in GUSD.
Mental health services are open to all students/families in GUSD and are no longer limited to PEI/SLS schools. All Community Based Organizations work closely with school staff, site administrators and School Linked Services to address the needs of families and link students/families to any support services that are needed.
School Linked Services offered the screening of "Angst" in English and Spanish. It is a documentary that focuses on anxiety and depression in youth. There were approximately 195 families in attendance and 145 families that stayed for the panel discussion. A survey was also shared afterward.

Challenges
Some families may be experiencing food insecurity, job insecurity, housing insecurity, etc.
There has also been inconsistent parent/student participation in counseling services or in well publicized events. There has also been inconsistency with school attendance. Challenges have areise with parents and the change of contact information of address of residence. Outreach efforts have had irregular success overall.

Students who are reluctant to participate and engage may not receive all the information on supports that could be very helpful to them.

Goal 4

High Quality Teachers, Paraeducators and Classified Staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of teachers appropriately credentialed - 100%	% of teachers appropriately credentialed - 100%
Metric/Indicator Evaluation Instrument - Continue pilot of new Evaluation instrument	Evaluation Instrument - Continued pilot of new Evaluation instrument

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

4.1 Ensure the hiring and training of effective staff
 	
4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff.
 	
4.2 Implement new certificated staff evaluation form. Include in the pilot the evaluation process for non-teaching certificated staff.
 	
4.3 Maintain support for new teachers through:
  • support for induction requirements
  • Professional development related to content/grade level curriculum
 	
4.4 Continue to improve salary and benefit packages for all employees
	Goal 4 Subtotals
	4.3 Induction support for new teachers $45000- S/C
	4.4 Increase in Salary to attract and retain teachers, recruit qualified teachers $9536915- S/C
	4.5 Classified PD $5000- S/C
	4.5 PD for paraeducators $5000- S/C
	 787700-0004 LCFF Supplemental and Concentration $9,591,915
		Goal 4 Subtotals
		4.3 Induction support for new teachers $180,000- Base
		4.4 Increase in Salary to attract and retain teachers, recruit qualified teachers $9118907- S/C
		4.5 Classified PD $0- S/C
		4.5 PD for paraeducators $0- S/C
		 787700-0004 LCFF Supplemental and Concentration 9,118,907.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
to help with recruitment and retention of all employees. 4.5 Continue compliant trainings for both certificated and classified staff. 4.6 Continue with specific legal trainings for both certificated and classified staff. 4 .7 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding 4.8 Reduced class sizes at targeted sites to support EL, foster and socio-economic disadvantaged youth 4.9 All Staff Salary & Benefits	Other Funds 4.3 Not Applicable Title II $20,000 4.9 Not Applicable LCFF Base $84,615,938	Not Applicable Title II $20,000 Not Applicable LCFF Base $94,716,196

Goal Analysis

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

The majority of the budgeted funds for this goal were implemented. The Classified PD and PD for paraeducators was delivered by district staff and did not incur additional costs. The costs for induction were covered by base funding. The amount allocated for salary increase was less because of fewer teachers due to enrollment decrease.

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

A benefits increase was approved for the 2019-20 school year for all groups.
The district implemented the third year of a three year pilot of a new evaluation tool. The new evaluation is aligned with the California Standards for the Teaching Profession.
The district provided teacher induction through Riverside County Office of Education Center for Teacher Innovation

Goal 5

Ensure equitable and well maintained facilities

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 Williams report - No complaints regarding facilities	Williams report - No complaints regarding facilities
Metric/Indicator Routine Restricted Maintenance Match- LCFF Base funding - 3%	Routine Restricted Maintenance Match- LCFF Base funding - 3%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 Ensure well-maintained facilities 5.1.1 The budget will maintain the 3% match to RRM. 5.1.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 5.1.3 Evaluate staff needs annually 5.1.4 Increase Deferred Maintenance match based on District needs 5.1.5 Action implemented/completed.	5.1.1 815000 LCFF Base $3,920,000	815000 LCFF Base $3,444,696
5.2 Maintain appropriate budget for Deferred Maintenance 5.2.1 Budget will maintain the $712,000 contribution towards Deferred Maintenance.	5.2.1 620500 LCFF Base $712,000	620500 LCFF Base $112,151

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.2.2 The Board will receive monthly facility updates at a public meeting. 5.2.3 The Facilities Sub Committee will meet approximately once a month. 5.2.4 Health & Safety items will be prioritized for funding, and maybe ratified with the Governing Board if necessary.		

Goal Analysis

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

The 2019-2020 fiscal year capital purchases were less as a result of shelter in place in March 2020. Carryover was reinvested in the department.

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

The Board continues to receive monthly updates from the Facilities Department, including scheduled facility walkthroughs for the Brownell Modernization Project and the GHS Pool project.
The Facilities Sub Committee regularly meets once a month. The Sub Committee has toured the modular plant at Lodi, where the Brownell buildings were manufactured.
Urgent issues are addressed immediately and ratified with the Governing Board, as appropriate. For example, reported gas leaks at Solorsano and Gilroy High involved PG&E and MBS (gas consultant). Repairs were authorized and subsequently ratified with the Board.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional staff will be assigned to support students needing intervention during distance learning, in a hybrid model and in-person instruction. The staff will be used to keep groups to the required size based upon State and local health guidelines, to run credit recovery courses and provide tutoring. Student progress will be monitored through grades, formative assessments and benchmark assessments to determine the effectiveness of this intervention.	$120,000.00	0	No
Personal Protective Equipment (PPEs), sanitation products, modifications to sites, signage and other items required for reopening are being purchased and installed at all sites. Each site will be visited to guarantee that all requirements have been met.	$500,000.00	$1,988,801	No
Additional personnel have been assigned at an hourly rate to support the general sanitation and upholding the safety guidelines for all in-person activities conducted at any district facility throughout the 20-21 school year.	$800,000.00	0	No
Once in-person instruction is available, additional services for intervention will be provided to targeted students using existing support personnel.	$0		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.

Because the majority of the 20-21 year was in Distance Learning, most funds were allocated to preparing for implementing in-person Learning. There was not a need for additional in-person support as in-person instruction did not begin until April for elementary students.

Analysis of In-Person Instructional Offerings

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

GUSD is implementing PreK-5 hybrid instruction beginning April 15th. However, the secondary, due to complex scheduling issues and implementing guidelines for cohorting and distancing, remained in DL for the entire 20-21 school year.

Staff roles were shifted to provide intervention to targeted students during distance learning. Upon reopening elementary, these interventions continue with both the in-person and distance learning groups.

Successes:
As safety was the highest priority for staff, parents ,and students, the following actions were essential and positively impacted the ability to reopen school:
There was a great deal of support for the elementary reopening. Elementary staff and parents provide favorable feedback regarding the well-articulated plans, communication, health and safety measures in place, and additional personnel to support reopening.
All PPE equipment was in place for school reopening
Modifications to HVAC systems occurred at all sites
A large number of staff members were vaccinated
Substitute teacher pay for in person was increased to address the sub shortage and allow extra support at elementary campuses

Challenges:
It was challenging to develop equitable instructional models for both in person and distance learning with changing guidelines, uncertainty about the number of families and the difficulty with accommodating secondary students while adhering to guidelines.
Additional personnel is needed on school campuses to support arrival, dismissal and movement throughout campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district will provide over 7500 Chromebooks to students so that each student in the district has a device suitable for distance learning. Additional funding will be used for replacement devices needed due to damage or malfunction. The district will also provide over 1115 hotspots to families in need of access to the internet suitable for distance learning.	1,500,000.00	3,725,000	No
Purchase instructional materials aligned with Common Core State Standards and that provide digital access to students while in distance learning including supplemental materials to provide access to students with special needs and English Learners.	$15,000.00	40,000	Yes
Para-educators will receive specific training to support students with special needs during virtual learning in order to support students in receiving the accommodations or modifications as indicated in an IEP.	5,000.00	0	No
In order to support our Career Technical Education courses, the district will purchase video cameras and tripods for shop and lab classes, a display table for Culinary, home woodworking kits for Woods programs, online 10 hours OSHA safety certification for Agriculture, Construction, Health care and Automotive and home photoshop software and other assorted design software.	30,000	14,200	No
Provide ongoing professional development during school hours, after school hours and during staff release days focusing on tools and strategies specifically designed to promote learning in a virtual setting. Professional development focus areas includes supporting students with unique needs both academically and with social and emotional needs, and supporting English learners and socio-economically disadvantaged students in the virtual learning environment.	20,000.00	30,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology software and applications such as virtual conferencing applications such as Zoom, onboarding software applications such as Clever and increased security to protect students and staff during distance learning have been purchased to manage and support distance learning.	$30,000.00	114,800	No
Nutrition for families is offered through multiple pick up location as well as through delivery through the district transportation department so that families have access to meals covering seven days a week. Food service staff, nurses, maintenance and custodial support have been deployed to provide these services in district facilities following all health and safety guidelines for both workers and families picking up meals. There was a loss to food service revenue which must be covered to maintain food services for all students.	$700,000.00	1,400,000	Yes
Additional support services such as online tutoring are offered to migrant, foster youth and McKinney Vento families. These families are also provided with needed supplies.	$30,000.00	10,000	Yes
The district has implemented a Virtual Learning Academy for students needing more flexibility to their learning schedule due to home-life needs during COVID-19 distance learning. Students will remain in this program for the 20-21 school year. Edmentum Courseware and Calvert courseware were purchased in order for students to access the curriculum 24 hours a day 7 days a week to support their home schedule.	$130,000.00	130,000	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.

Due to majority of the year in Distance Learning and technology issues for families, a large amount was spent in technology, physical copies of standards aligned matierials, and food services throughout the year. There was no paraeducator training as it was done during work hours and provided by district staff.

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.

Successes:
Instructional materials aligned with Common Core State Standards and that provide digital access to students while in distance learning including supplemental materials to provide access to students with special needs and English Learners were purchased. Seesaw, a learning management system was purchased for the K-2 students and training was provided to all teachers. I-Station, which measures student growth with engaging, computer-adaptive diagnostic and screening programs was purchased for all K-5 teachers to support reading instruction in distance learning. ESGI (Easy Progress Monitoring) was also purchased for the elementary sites. ESGI informs instruction with real-time data, gives teachers the ability to access thousands of 1-on-1 assessments, and helps to personalize parent communications. Additionally, UNIQUE was purchased to support Special Education students. The UNIQUE program allows educators to deliver differentiated, standards-aligned content to their students. The program also offered enhanced powerful assessments and data tools that support student instruction.

All instructional materials that were purchased as supplemental curriculum increased access to learning for students with special needs and English Learners. Continual training was provided to teachers to support in the mastery of the new instructional materials.

On November 6th, 2021 and January 22, 2021 paraeducators were provided training opportunities to support students recurring accommodations or modifications as indicated in an IEP. Training topics included; Why We Need OT and APE in School, Social-Emotional Learning, Growth Mindset, Making a Difference with Assistive Technology, Basics of functional communication: "Let's speak more than speech."

Secondary teachers were provided training by the publishers of the textbook companies currently adopted for their content level. The publishers reviewed recommended modifications to the programs to meet the needs of the new distance learning requirements as well as provided training on digital tools available to staff and students.

In order to support Career Technical Education courses, the district purchased 10 video camcorders and tripods, a culinary display table is being used for distance learning culinary demonstrations. Equipment and wood supplies have been delivered and are being used for distance learning demonstrations as well as home kits. All students in Woodworking, and Sports Medicine have utilized the program for a total of 335 students working on OSHA Safety Certification. Digital Design and Digital Photography are utilizing a home-based Adobe Photoshop program and Digital Design students are utilizing Toon Boom digital design program.

Teachers received professional development for instructional technology, social-emotional needs, and support for English learners and socio-economically disadvantaged students in a distance learning setting as evident by our district staff development day schedules, presentations, and attendance. Teachers also provided evaluations for all sessions. Ongoing professional development was provided on a weekly basis as evident by our schedules, presentations, and attendance.

Nutrition for families was offered through multiple pick-up locations as well as through delivery through the district transportation department so that families had access to meals covering seven days a week. Food service staff, nurses, maintenance and custodial support were deployed to provide these services in district facilities following all health and safety guidelines for both workers and families picking up meals. There was a loss to food service revenue which must be covered to maintain food services for all students. All food distribution services are evident through transportation schedules, inventory, and reports on students served.

The GUSD Virtual Learning Academy (K-12) was put into place in August 2020. Students were enrolled in VLA based on parent requests. Currently, K-5, is servicing approximately 125 students, 6-8, is servicing approximately 60 students and 9-12, is serving approximately 125 students. 7 full time teachers were hired to support the K-5 VLA, 3 full time teachers for 6-8 VLA and 18 teachers on a .2FTE contract to support the high school VLA students. An administrator was put in place to support the K-5, 6-8 and 9-12 VLA program. The VLA Administrator is the point person for questions, concerns and implementation of the VLA program for GUSD. VLA Administrators hold parent meetings, support staff with training, and communicate the program to all GUSD stakeholders. Calvert is the courseware that is being used for our K-5 VLA students and Edmentum is the courseware that is being used for our 6-12 VLA students. All teachers have received training and continue to receive training on the courseware and other supports that they need to support their students. Staff continues to be supported with staff meetings and training throughout the school year. GUSD VLA (Virtual Learning Academy) will continue for 2021-2022.

Challenges:
Chromebooks and Access to the Internet - Providing Chromebooks to all students who needed a device was one of GUSD's biggest challenges. It took from September until December to ensure that all students were able to borrow a device from the school district. Many students were without Internet access as well. Some areas in our city were lacking Internet availability. As a result, students were brought into Distance Learning Access Centers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software such as Istation, ESGI, NewsELA, Renaissance Learning, Read/Write Software will be used for students who have demonstrated learning loss through formative assessments administered at either the site or district level. Success will be monitored through use of either site or district formative assessments throughout the 20-21 school year. The specific needs of special populations were considered when selecting these programs.	$300,000.00	$250,000	Yes
Credit recovery classes will be offered to high school students to assist students in staying on track for high school graduation.	$120,000.00	$90,000	No
Site staff will be utilized to call each individual family to ensure that the family has received district information regarding Chromebooks, hotspots, educational options and support. Staff will be receive additional pay based upon timesheets. Particular emphasis will be placed on socio-economic disadvantaged populations, English learners, foster youth, migrant and students with special needs.	$100,000.00	0	Yes
Additional ELD supports will be provided to English Learners in order to mitigate learning loss including tutoring, purchasing of software focusing on literacy, additional staff to run small groups. Site and district personnel will regularly assess students in reading to monitor progress and address needs and support classroom teachers in using data to effectively meet the needs of students.	$20,000.00	0	Yes
School sites will provide effective intervention at all levels to mitigate learning loss by: supporting teachers in effectively planning and implementing in class interventions and differentiation in virtual, hybrid and in-person models, providing teacher training in small group instruction and differentiated instruction, analyzing data for iStation, Lexia and other interventions and reviewing/evaluating intervention models.	$15,000.00	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to provide Power School Interventions at Las Animas, Rod Kelley, Rucker and Luigi Elementary Schools and South Valley Middle School, as evidenced by daily attendance rosters. As this is funded through grants, there is no additional cost.			No
Ongoing parent training provided by the district in cooperation to outside agencies will continue throughout distance learning and hybrid learning models. The training will provide parents the skills needed to support students' use of Chromebooks, software and curriculum while in any form of distance learning. Training will focus in areas of high need with large populations of socio-economic disadvantaged students, foster, English Learners, migrant and students with special needs.	$5,000.00	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.

Due to the modified schedule for students and certificated staff during Distance Learning, the district was able to take advantage of district time and staff for many of these support/intervention activities, so additional funds were not needed to the extent anticipated. Fewer licenses were needed for credit recovery, thus accounting for the difference between budgeted and actual expenditures.

Analysis of Pupil Learning Loss

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

Throughout the 2019-20 school year, Gilroy Unified School District engaged in many efforts to support students and families.

- The district provided over 7,500 Chromebooks to students to support distance learning. Chromebook distributions were conducted at multiple locations and school sites starting in March of 2020 and continuing throughout distance learning. Technology support was provided to parents.
- Staff conducted thousands of outreach calls parents to schedule Chromebook pick-up, elicit survey responses, assess needs, connect families to resources, encourage attendance,

- Instructional materials were distributed to students on a regular basis. In some cases, these materials were delivered directly to families.
- Students were provided school supplies.
- Students with weak internet were provided with hotspots. Approximately 1800 hotspots were distributed to families.
- Students with no access to distance learning were brought to the district's distance learning access centers. Staff members assisted students.
- Staff members took on new roles to provide direct services (intervention) to identified students
- Consistent use of assessments such as iStation, along with data review, supported targeted student support
- Professional Learning Communities occurred regularly at secondary level.

Successes: Chromebook distribution
 Outreach efforts
 Additional staff involved in targeted intervention
 Power school staff supported students in access centers and with virtual program

Challenges: In spite of many outreach efforts, not all students attended distance learning sessions regularly, nor were actively engaged in classroom instruction.
 Many families struggled to provide support to students in distance learning, especially at the elementary level.
 At the secondary, some high needs students who were eligible for access centers did not attend.
 Parent technology training sessions were poorly attended
 Some English learner students failed to attend ELD sessions.

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.

GUSD has been in session via distance learning since March 2020. Our district's social emotional services and our partnership with services from community based organizations have pivoted to best provide for the new needs of our families and students. South county has been greatly impacted by Covid and socio-economic determinants have caused a great need for social emotional and mental health services.

- PD on social emotional supports, trauma-informed practices, equity, creating relationships, etc. is ongoing and well attended.
- Schools have community building and social emotional support events and opportunities built into their schedule (community days, spirit days, clubs, etc.). Schools are finding personalized ways to contact all students to let them know they are part of a community and cared about and for (handwritten cards for all students, personal calls, etc.)
- Needs Assessment surveys were sent out, and the data has been used to identify needs for presentations and services. Parents were also surveyed in DELAC and ELAC to identify topics for sessions.
- All Community Based Organizations work closely with school staff, site administrators and School Linked Services to address the needs of families and link students/families to any support services that are needed.
- Community resource information (mental health, healthcare, housing, food, tutoring, etc.) is continually updated and shared via multiple outlets (i.e. websites, social media, ParentSquare, PeachJar, etc.)
- GUSD is a founding member of the South County Youth Task Force, which works with multiple agencies to support youth. GUSD co-chairs the Parent Support Network subcommittee and is member of the Student Attendance and Engagement Sub-Committee, both directly dedicated to directly supporting families.
- Mental health services are open to all students/families in GUSD and are no longer limited to PEI/SLS schools.
- School reopening plans are taking social emotional systems of support into account to be included in the new structure.
- All migrant, homeless, and foster families are contacted periodically to monitor needs and support

Successes
The challenges that Covid has presented have been used to strengthen our partnership with community based organizations.
Staff has shown a lot of interest in PD about trauma informed, equity, LGBTQ+, and other culture and mental health support topics.
School Linked Services offered the screening of "Angst" in English and Spanish. It is a documentary that focuses on anxiety and depression in youth. There were approximately 195 families in attendance and 145 families that stayed for the panel discussion. A survey was also shared afterward.

Challenges
Some families may be experiencing food insecurity, job insecurity, housing insecurity, etc. Inconsistent parent/student participation in counseling services or in well publicized events.
Students who are reluctant to participate and engage may not receive all the information on supports that could be very helpful to

them.

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.

During distance learning, we have provided a wide range of student and family engagement outreach. One example of this includes a Needs Assessment that was created by Academic Coordinators and Counselors and shared with students and parents at the beginning of the 2020-2021 school year. The survey was used to identify students and/or families that may be in need of services (counseling, food, housing, etc.). If a need for counseling services was identified, a referral is then made to School Linked Services. Referrals are submitted using an online referral form, which has streamlined the process for teachers and other staff to refer students to counseling services and/or other resources. Parents were also surveyed in ELAC and DELAC to help identify topics for parent presentations. Community resources on mental health, health care, food, housing, etc. are constantly updated and have been shared with all families through the various media outlets that are used by GUSD (ie: PeachJar, Website, ParentSquare, Social Media, etc.) Community building and systems to ask for support are shared with all students during ongoing school wide assemblies and culture days.

- Schools are continuing to monitor attendance and hold attendance conferences with families with ongoing, severe attendance issues during distance learning to provide any support that the student/family may need. There has also been ongoing collaboration with Differential Response through DFCS and Community Solutions during School Attendance Review Board meetings.
- As a member of the South County Youth Task Force, GUSD is directly involved in the Attendance and Engagement Workgroup subcommittee.
- School Linked Services Coordinator(s) have provided direct support with the distance learning attendance campaign in linking students and families to services. These services directly support students that are not attending school during distance learning.
- Monthly Attendance Collaborative meetings with Deputy District Attorney and attendance personnel from all schools in GUSD. There has been ongoing communication with attendance personnel and site administrators to identify trends and implement effective interventions to address chronic absenteeism.
- School Linked Services Coordinators continued to support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts
.
- As a member of the South County Youth Task Force, GUSD co-chairs the Parent Support Network subcommittee.
- Parent support sessions on the use of technology held at all sites at least once, held at the public library twice per week for three months, held at our migrant housing camp and at a low income housing complex with large GUSD family numbers.
- IT support is in place every day by phone and email.

- All migrant, homeless, and foster families are contacted periodically to monitor needs and support
- Schools have established diverse ways to contact all students and families and to establish connectedness (i.e. writing cards to each student, maintaining club activities, sending video messages, etc.)
- South County Youth Task Force and its community based organizations partner with GUSD to organize parent and student support activities in public spaces (library, San Ysidro Park, etc.)
- Meal and food distribution has been ongoing, and this has pivoted depending on needs, making our schools into centers for counseling, vaccination, etc.

Successes
Attempts have been made to contact all families in GUSD to assess technology device and technology support needs. Chromebooks and hotspots were offered to any students who needed them.
Meal distributions are available to all families in the community. More than 500,000 meals have been distributed in the past 12 months.
Regularly scheduled materials distributions have taken place at all Elementary Schools and Middle Schools in GUSD.
Mental health services are open to all students/families in GUSD and are no longer limited to PEI/SLS schools.
School Linked Services offered the screening of "Angst," a documentary which focuses on anxiety and depression in Youth. Approximately 195 families attended.

Challenges
Some families may be experiencing food insecurity, job insecurity, housing insecurity, etc. Inconsistent parent/student participation in counseling services or in well publicized events. Inconsistent school attendance. Change of contact information of address of residence. Outreach efforts have had irregular success overall.

Analysis of School Nutrition

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

Successes:
- Able to deliver meals to families who do not have access to distribution sites.
- More funds (grants) available to provide equipment to sites.
- With the amount of staff allowed for flexibility to assist other sites and attend their families, resulting in less absenteeism

Challenges:
- Not being able to feed the same amount of students compared to a normal year.

- Due to less meals being served, less revenue (reimbursements) received.
- Keeping staff productive when meal service changed drastically (service line to bag distribution)

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. Including induction support for new teachers.	55,000	$1,850,000	No

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 difference between the planned actions and budgeted expenditures and the actual expenditures can be attributed to a one time staff stipend. This stipend was provided to support staff with reworking lesson plans and curriculum to provide more effective lessons through Distance Learning.

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 shift to distance learning has provided us the opportunity to reevaluate the strengths and weaknesses of the prior LCAP in order to make adjustments to the 21-24 LCAP.

Social-Emotional Learning:
There is a greater need to address the social-emotional needs of students as we move into the next three year cycle.

Professional Development / Collaboration
There is also a greater need to provide training and collaboration opportunities to staff to focus on data-driven instruction, social-emotional lessons and differentiation.

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

Pupil learning loss will continue to be assessed and addressed in the 21-24 LCAP in a variety of actions.

Formative assessments:
Actions will be written to formalize the benchmark process for all grade levels and subject matter throughout the District. These benchmarks will provide data to the professional learning community (PLC) teams at both the site and district levels. These teams will help to differentiate the curriculum, recommend enrichment and support activities for students and evaluate plans for learning loss.

Summer programs:
Summer programs will be offered K-12 to address targeted populations who have suffered more from learning loss during the distance learning model. The models will focus on credit recovery at the high school level, math and English literacy at the middle school level and language and literacy at the elementary level. Social-emotional components will be embedded within the summer program to support students.

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.

Due to the shift to distance learning, more District resources were required to support families in gaining access to online courses and with their basic human needs. Food Services was stretched to provide meals to families throughout our community. Families living in more rural areas, as well as our socio-economic disadvantaged groups, struggled to get access to the internet; hence, the District spent a much larger portion of the fiscal resources on the purchase of Chromebooks and hotspots for families. At the same time, we relied on our community partners to assist in training families in computer literacy as well as providing counseling services to families in need.

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.

Based on the analysis and reflection on student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, the new LCAP includes the following actions:

Improve assessments and frequency to better enable teachers to support students
Maintain collaboration across elementary sites in development and support of scope and sequence
Inform health and safety practices/expenditures
Enhance intervention systems at all levels
Increase intervention and credit recovery for secondary
Increase teacher training around differentiation
Monitor and support SEL needs for all students

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- 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

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	103,399,384.00	112,001,850.00
LCFF Base	89,247,938.00	98,273,043.00
LCFF Supplemental and Concentration	13,437,446.00	13,089,807.00
Low Performing Block Grant	250,000.00	250,000.00
Title I	332,000.00	257,000.00
Title II	20,000.00	20,000.00
Title III	92,000.00	92,000.00
Title IV	20,000.00	20,000.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	103,399,384.00	112,001,850.00
620500	712,000.00	112,151.00
787700-0001	1,713,988.00	1,426,000.00
787700-0002	1,539,652.00	2,022,000.00
787700-0003	591,891.00	522,900.00
787700-0004	9,591,915.00	9,118,907.00
815000	3,920,000.00	3,444,696.00
Not Applicable	85,329,938.00	95,355,196.00

* 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	103,399,384.00	112,001,850.00
620500	LCFF Base	712,000.00	112,151.00
787700-0001	LCFF Supplemental and Concentration	1,713,988.00	1,426,000.00
787700-0002	LCFF Supplemental and Concentration	1,539,652.00	2,022,000.00
787700-0003	LCFF Supplemental and Concentration	591,891.00	522,900.00
787700-0004	LCFF Supplemental and Concentration	9,591,915.00	9,118,907.00
815000	LCFF Base	3,920,000.00	3,444,696.00
Not Applicable	LCFF Base	84,615,938.00	94,716,196.00
Not Applicable	Low Performing Block Grant	250,000.00	250,000.00
Not Applicable	Title I	332,000.00	257,000.00
Not Applicable	Title II	20,000.00	20,000.00
Not Applicable	Title III	92,000.00	92,000.00
Not Applicable	Title IV	20,000.00	20,000.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,719,988.00	1,432,000.00
Goal 2	2,045,652.00	2,453,000.00
Goal 3	773,891.00	704,900.00
Goal 4	94,227,853.00	103,855,103.00
Goal 5	4,632,000.00	3,556,847.00

* 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	$1,420,000.00	$1,988,801.00
Distance Learning Program	$2,460,000.00	$5,464,000.00
Pupil Learning Loss	$560,000.00	$340,000.00
Additional Actions and Plan Requirements	$55,000.00	$1,850,000.00
All Expenditures in Learning Continuity and Attendance Plan	$4,495,000.00	$9,642,801.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,420,000.00	$1,988,801.00
Distance Learning Program	$1,695,000.00	$3,984,000.00
Pupil Learning Loss	$135,000.00	$90,000.00
Additional Actions and Plan Requirements	$55,000.00	$1,850,000.00
All Expenditures in Learning Continuity and Attendance Plan	$3,305,000.00	$7,912,801.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$765,000.00	$1,480,000.00
Pupil Learning Loss	$425,000.00	$250,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,190,000.00	$1,730,000.00