



Grass Valley School District

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

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

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

Goal 1

All students will receive Common Core State Standards instruction in the areas of Mathematics and Language Arts and will increase proficiency in these areas through quality instruction and intervention support services

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| <p>Metric/Indicator</p> <p>1. Students will continue to have access to standards aligned instructional materials, as measured by documentation of purchased materials.</p> <p>2. Students will continue to be provided with instruction that aligns with the Common Core State Standards and the English Language Development Standards from well-trained and qualified staff, as measured by Parent LCAP Surveys and increased performance on the CAASPP</p> <p>3. Student results on CAASPP Assessments in Mathematics and English Language Arts as measured by the California Dashboard.</p> <p>4. Student results on CAASPP Assessments in Mathematics and English Language Arts as measured by Smarter Balance Results</p> <p>5. District Benchmark Assessment for Mathematics</p> | <p>1. We continued to provide students with guaranteed access to quality standards-aligned instructional materials in both mathematics and English Language Arts. Our district English Language Arts instructional materials were updated during the 2017/18 school year and we continue to provide staff with support to implement it.</p> <p>2. Students are provided with instruction that aligns with the Common Core State Standards and the English Language Development Standards. We continue to provide staff with support to implement quality instruction.</p> <p>3. The 2020 CAASPP assessment were not given due to the COVID-19 Pandemic. 2019 CAASPP Data shows: ELA - Overall increase of 3.4 points for all students No subgroups in Red White and Students with Disabilities in Orange</p> <p>MATH - Overall decline of 8 points for all students</p> |

| Expected | Actual |
|---|---|
| <p>6. Percentage of English Learner (EL) students re-designated on the annual California English Language Development Test (CELDT), or California designated equivalent</p> <p>7. Percentage of English Learners (EL) students increase one level on the CELDT.</p> <p>8. Highly Qualified Teachers Mis-assignment Audit</p> <p>9. Williams Act Compliance regarding sufficiency of instructional materials.</p> <p>10. All students, including the district's unduplicated pupils, and individuals with exceptional needs, will have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> | <p>Students with Disabilities in Red English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged and White in Orange</p> <p>4. The 2020 CAASPP assessment were not given due to the COVID-19 Pandemic. 2019 CAASPP Data shows: ELA - Overall increase of 3.4 points for all students No subgroups in Red White and Students with Disabilities in Orange</p> <p>MATH - Overall decline of 8 points for all students Students with Disabilities in Red English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged and White in Orange</p> <p>5. District math benchmark assessments were given in the 2019-20 school year due to the COVID-19 Pandemic. We are piloting a new Math and ELA district assessments in April 2021 to help us target and align instructional support to student need.</p> |
| <p>19-20</p> <p>1. All students will continue to have access to standards aligned instructional materials.</p> <p>2. Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff.</p> <p>3. Students will increase 5 points toward level 3 in Mathematics and English Language Arts.</p> <p>4. Students will increase by 5% in Mathematics and English Language Arts</p> | <p>6. 9% of English Learners students were re-designated (4/43 students).</p> <p>7. The California Dashboard adjusts the 4 ELPAC levels into 6 discrete levels: Level 1, Level 2 Low, Level 2 High, Level 3 Low, Level 3 High and Level 4. Since this goal was written before the shift from the 4 level to 6 level reporting, we are going continue with the 4 level reporting. Based on this, we had 16 out of 35 students who grew by one ELAC level (45.7%).</p> <p>8. The 2020 SARC reports district staff are Highly Qualified with no misassignments.</p> <p>9. We have sufficient instructional materials as documented by the Williams Act Compliance processes. 100% of students had access</p> |

| Expected | Actual |
|---|--|
| <p>5. Students will increase by 5% on District Benchmark Assessments for Mathematics</p> <p>6. Five percent (5%) of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>7. Five percent (50%) of English Learner (EL) students will increase one level on the annual California English Language Development Test (CELDT).</p> <p>8. Students will continue to receive instruction from highly qualified teachers that are appropriately assigned.</p> <p>9. Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>10. Percentage of "Strongly Agree" and Somewhat Agree" responses will increase by 5% on the following Parent LCAP Survey question: "My Child is provided opportunities to participate in courses, enrichment classes, clubs, sports, and other extra curricular activities beyond the core curriculum to provide him/her a well balanced educational experience."</p> <p>Baseline</p> <p>1. All students were provided standards aligned instructional materials during the 2016/17 school year.</p> <p>2. LCAP Parent Survey:</p> | <p>to textbooks and digital academic program tools during the 2019-2020 school year as well as during the 2020-2021 school year.</p> <p>10. 100% of students had access to core academic classes during the 2019-20 school year as well as during the 2020-2021 school year.</p> |

| Expected | Actual |
|---|--------|
| <p>"My child is receiving instruction that will prepare him/her to be proficient in the Common Core State Standards, and prepare them for college and/or career."</p> <p>Bell Hill Academy Strongly Agree: 30% Somewhat Agree: 56% Disagree: 4% Don't Know: 10%</p> <p>Scotten School Strongly Agree: 33% Somewhat Agree: 58% Disagree: 3% Don't Know: 6%</p> <p>Gilmore Strongly Agree: 27% Somewhat Agree: 59% Disagree: 10% Don't Know: 4%</p> <p>3. Mathematics All Students 39.2 Below Level 3 Bell Hill Academy: 10.1 Below Level 3 Scotten: 22.6 Below Level 3 Gilmore: 49.4 Below Level 3</p> <p>English Language Arts All Students 18.7 Below Level 3 Bell Hill Academy: 17.7 Below Level 3 Scotten: 14.3 Below Level 3 Gilmore: 20.3 Below Level 3</p> <p>4. 2016 Mathematics</p> | |

| Expected | Actual |
|---|--------|
| <p>Grade 3 42% Met Standards (11% Exceed and 31% Met) 58% Not Met (27% Nearly and 31% Not Met)</p> <p>Grade 4 44% Met Standards (16% Exceed and 28% Met) 56% Not Met (37% Nearly and 19% Not Met)</p> <p>Grade 5 26% Met Standards (10% Exceed and 16% Met) 74% Not Met (30% Nearly and 43% Not Met)</p> <p>Grade 6 35% Met Standards (17% Exceed and 18% Met) 65% Not Met (35% Nearly and 31% Not Met)</p> <p>Grade 7 36% Met Standards (18% Exceed and 19% Met) 64% Not Met (32% Nearly and 32% Not Met)</p> <p>Grade 8 36% Met Standards (12% Exceed and 24% Met) 64% Not Met (27% Nearly and 37% Not Met)</p> | |
| <p>2016 ELA</p> <p>Grade 3 43% Met Standards (15% Exceed and 28% Met) 57% Not Met (29% Nearly and 29% Not Met)</p> <p>Grade 4 49% Met Standards (27% Exceed and 23% Met) 51% Not Met (22% Nearly and 28% Not Met)</p> <p>Grade 5 42% Met Standards (19% Exceed and 23% Met) 58% Not Met (28% Nearly and 30% Not Met)</p> <p>Grade 6 47% Met Standards (20% Exceed and 27% Met) 53% Not Met (26% Nearly and 27% Not Met)</p> <p>Grade 7 41% Met Standards (9% Exceed and 32% Met) 59% Not Met (33% Nearly and 26% Not Met)</p> <p>Grade 8</p> | |

| Expected | Actual |
|---|--------|
| <p>49% Met Standards (10% Exceed and 39% Met) 51% Not Met (26% Nearly and 25% Not Met)</p> <p>5. Mathematics Benchmarks (#1 September and #2 March by grade level: Kinder: #1: 18% Met #2 54% Met Grade 1: #1: 0% Met #2 46% Met Grade 2: #1: 7% Met #2 47% Met Grade 3: #1: 1% Met #2 10% Met Grade 4: #1: 1% Met #2 5% Met Grade 5: #1: 1% Met #2 2% Met Grade 6: #1: 11% Met #2 25% Met Grade 7: #1: 25% Met #2 33% Met Grade 8: #1: 33% Met #2 33% Met</p> <p>6. Eighteen percent (18.5%) were re-designated in 2016/17</p> <p>7. Thirty-three (33%) (40 out of 122) of English Learners (EL) increased one level on the CELDT:</p> <p>8. All teachers were identified as Highly Qualified and appropriately assigned on the 2016/17 Audit.</p> <p>9. The governing board certified that students were provided sufficient instructional materials in compliance with the Williams Act during the 2016/17 School year.</p> <p>10. LCAP Parent Survey "My Child is provided opportunities to participate in courses, enrichment classes, clubs, sports, and other extra curricular activities beyond the core curriculum to provide him/her a well balanced educational experience."</p> | |

| Expected | Actual |
|---|--------|
| <p>Bell Hill Academy Strongly Agree: 19% Somewhat Agree: 37% Disagree: 35% Don't Know: 9%</p> <p>Scotten School Strongly Agree: 34% Somewhat Agree: 49% Disagree: 6% Don't Know: 11%</p> <p>Gilmore Strongly Agree: 37% Somewhat Agree: 50% Disagree: 9% Don't Know: 4%</p> | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---|
| <p>1.1 Students will continue to be provided with standards aligned Mathematics and English Language Arts/English Language Development textbooks and materials.</p> | <p>Students will continue to be provided with standards aligned Mathematics and English Language Arts/English Language Development textbooks and materials. 4000-4999: Books And Supplies Lottery - 6300 \$5,000</p> | <p>Students will continue to be provided with standards aligned Mathematics and English Language Arts/English Language Development textbooks and materials. 4000-4999: Books And Supplies Lottery - 6300 \$13,212</p> |
| <p>1.2 All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.</p> | <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) and Global Studies Enrichment instruction will</p> | <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) and Global Studies Enrichment instruction will</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| | <p>be provided for all Kindergarten through 5th grade students. (Included in salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base</p> <p>Continue to provide access to accelerated and enhanced learning programs, such as in-school and after-school academic teams, clubs, and activities. Includes compensation for activity supervisor. 1000-1999: Certificated Personnel Salaries & Benefits Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will continue to be provided to all students in grades 6- 8 through enrichment classes and integrated instruction. (Included in Salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base</p> | <p>be provided for all Kindergarten through 5th grade students. (Included in salaries) See Goal 2 Action 2 1000-1999 Certificated Personnel Salaries Base</p> <p>Continue to provide access to accelerated and enhanced learning programs, such as in-school and after-school academic teams, clubs, and activities. Includes compensation for activity supervisor. 1000-1999: Certificated Personnel Salaries & Benefits Lottery - 1100 \$20,367</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will continue to be provided to all students in grades 6- 8 through enrichment classes and integrated instruction. (Included in Salaries) See Goal 2 Action 2 1000-1999 Certificated Personnel Salaries Base</p> |
| <p>1.3 District staff will continue to participate in professional development and collaboration to support them in the implementation of the mathematics and ELA/ELD curriculum, and to allow them time to develop benchmark assessments, analyze student data, and guide instruction.</p> | <p>Continue to fund and support a professional development day on the teacher contract to provide support in the implementation of the mathematics and ELA/ELD curriculum. 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$36,000</p> <p>Continue to support the weekly early release collaboration/staff development days that provide</p> | <p>Continue to fund and support a professional development day on the teacher contract to provide support in the implementation of the mathematics and ELA/ELD curriculum. 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$34,360</p> <p>Continue to support the weekly early release collaboration/staff development days that provide</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| | <p>more time and opportunity for teachers to collaborate and participate in staff development. (Included in Salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base</p> <p>Continue to provide professional development for Para Professional Intervention Support Staff 2000-2999: Classified Personnel Salaries & Benefits One-Time Funds \$11,000</p> | <p>more time and opportunity for teachers to collaborate and participate in staff development. (Included in Salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base</p> <p>Continue to provide professional development for Para Professional Intervention Support Staff 2000-2999: Classified Personnel Salaries & Benefits One-Time Funds \$11,647</p> |
| <p>1.4 Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students</p> | <p>Technology hardware, applications, and software will continue to be provided 4000-4999: Books And Supplies Supplemental/Concentration \$15,000</p> <p>Technology connectivity will continue to be provided 5900: Communications Base \$20,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$289,528.50</p> <p>Technology Data Technician 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$64,309.29</p> | <p>Technology hardware, applications, and software will continue to be provided 4000-4999: Books And Supplies Supplemental/Concentration \$7,127</p> <p>Technology connectivity will continue to be provided 5900: Communications Base \$51,293</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$303,806</p> <p>Technology Data Technician 2000-2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$66,393</p> |
| <p>1.5 Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by IEP goals for each</p> | <p>Special Education staff will continue to be provided 1000-1999: Certificated Personnel</p> | <p>Special Education staff will continue to be provided 1000-1999: Certificated Personnel</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| student. Centralized programs are available for placement of students with severe special needs that require specialized services | Salaries & Benefits Special Education \$1,372,108 Special Education staff will continue to be provided 2000-2999: Classified Personnel Salaries & Benefits Special Education \$422,528 | Salaries & Benefits Special Education \$1,075,382 Special Education staff will continue to be provided 2000-2999: Classified Personnel Salaries & Benefits Special Education \$335,223 |
| 1.6 Students will continue to receive English Language Development instruction and intervention services | Continue to provide curriculum for EL students and other students that qualify based upon assessments. 4000-4999: Books And Supplies Lottery - 6300 \$5,000 Continue to provide ELD training for both certificated and classified staff, supporting effective instructional strategies and utilization of the ELA/ELD instructional materials. 1000-1999: Certificated Personnel Salaries & Benefits One-Time Funds \$5,000 Continue to provide English Learner (EL) support staff 2000-2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$232,690 Continue to provide English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Lottery - 6300 \$5,000 | Continue to provide curriculum for EL students and other students that qualify based upon assessments. 4000-4999: Books And Supplies Lottery - 6300 \$6,000 Continue to provide ELD training for both certificated and classified staff, supporting effective instructional strategies and utilization of the ELA/ELD instructional materials 0 Continue to provide English Learner (EL) support staff 2000-2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$216,820 Continue to provide English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Lottery - 6300 \$6,312 |
| 1.7 Continue to provide Standards Aligned English Language Arts/English Language Development textbooks and materials | Continue to provide Standards Aligned English Language | Continue to provide Standards Aligned English Language |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| | Arts/English Language Development textbooks and materials 4000-4999: Books And Supplies Lottery - 6300 \$6,000 | Arts/English Language Development textbooks and materials 4000-4999: Books And Supplies Lottery - 6300 \$5,300 |
| 1.8 Continue to provide staff development for both certificated and classified staff during the second year of the implementation of the new ELA/ELD textbook materials. | Continue to provide staff development for certificated staff in the continued implementation of the ELA/ELD textbook materials. Title II \$5,000 Continue to provide staff development for classified intervention staff for the implementation of the new ELA/ELD textbook materials. 5000-5999: Services And Other Operating Expenditures One-Time Funds \$1,000 | Continue to provide staff development for certificated staff in the continued implementation of the ELA/ELD textbook materials. Title II 0 Continue to provide staff development for classified intervention staff for the implementation of the new ELA/ELD textbook materials. 5000-5999: Services And Other Operating Expenditures One-Time Funds 0 |
| 1.9 Students will continue to participate in the Artists in the Schools Program | Continue to provide matching funds for the Artists in the Schools Grant, sponsored by the Nevada County Arts Council, for visiting artists to grades 1, 2, 3 and 4. 5800: Professional/Consulting Services And Operating Expenditures Base \$8,000 | Continue to provide matching funds for the Artists in the Schools Grant, sponsored by the Nevada County Arts Council, for visiting artists to grades 1, 2, 3 and 4. 5800: Professional/Consulting Services And Operating Expenditures One-Time Funds \$25,440 |

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 COVID-19 Pandemic altered all aspects of teaching and learning at the end of the 2019-2020 school year as well as throughout the 2020-2021 school year. All funds or actions not implemented were a direct result of our districts need to shift resources to new priority areas of focus including the health, safety and wellness of staff as well as the tools, communication, and access materials needed to provide online instruction in virtual and in-person learning environments.

- 1.1 - additional instructional materials were needed to ensure access and support for students.
- 1.2 - after school and tutoring committees were impacted due to health and safety regulations of the COVID-19 pandemic.
- 1.4 - additional technology hardware and software materials and resources were need to ensure access and support for students.
- 1.5 - centralized special education services and delivery and support methods were impacted by the COVID-19 pandemic.
- 1.8 - staff development and support was impacted and provided as an embedded part of the work week and month by site during the COVID-19 pandemic. District professional development days and work focus areas were adjusted based on staff request.
- 1.9 - the Artist in Schools Program and costs were impacted by the COVID 19 pandemic.

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

With consultation with the Nevada County Superintendent of Schools Office, and the Nevada County Public Health Officer, the Grass Valley School District schools closed to in-person student attendance beginning on March 16th 2020 through the end of the 2019-2020 school year. Students were provided distance learning instructional support and guidance. Curriculum was delivered through a variety of platforms including Zoom, Google Classroom, Class Dojo, and individualized classroom instructional packets. Technology was also provided and accessed by families along with food services that were provided to the community.

The 2020-2021 school year started with hybrid learning on August 18th 2020. Students were provided the option of a 2-day on campus learning program along with a 3 day distance learning program or they could select a full 5 days of distance learning support. Students were placed into cohorts to maximize learning and safety. Google classroom trainings were provided to staff in August 2020 to support a high quality online learning program. Sessions were provided over 3 separate time blocks and were differentiated based on staff needs. This allowed us to ensure that the distance learning instructional days would be focused and refined from what we learned during the end of the 2019-2020 school year. Standards aligned textbooks and materials that were provided and any replacements were purchased. All students continued to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, to prepare them for college and/or career. Collaboration and professional development was provided during the early-release Wednesdays, where three Wednesdays a month teachers were able to collaborate in grade level teams and/or vertical aligned teams. One early release Wednesday a month was dedicated to professional development. Professional development for Para Professional Intervention Support Staff was also provided as the positions and support staff provided shifted during our distance learning and hybrid programming. Technology hardware, applications, software, and connectivity to enhance a blended learning model for students continued to be provided. Technology connectivity was also increased. The district continued to provide Technology Staff and a Technology data technician. Students with disabilities continued to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts were driven by IEP goals for each student. Centralized programs were available for placement of students with severe special needs that required specialized services. To help support these students Special Education certificated and classified staff were provided. Students received English Language Development instruction and intervention services by trained English Learner (EL) support staff. The English Language Arts instructional materials align with the 2012 ELD standards.

There was a mixed level of effectiveness, depending on the school, grade level, classroom, and student in the area of English Language Arts. Teaching staff provided work and targeted instruction for students in a variety of formats and subject areas in an effort to continue to engage students and target learning with the essential grade level standards. Staff held scheduled instructional sessions and provided hands on learning and instructional materials to students to support their growth and development. Lessons were also provided via pre-recordings as well as live streaming to ensure students received what they needed. The COVID-19 pandemic required staff to be nimble and flexible at an extreme. Daily engagement records were completed to help track student learning and effort. All barriers were removed to the best of our abilities by provided wifi-hot spots and chromebooks for students who needed assistance. In some families devices needed to be shared to ensure access for all while by mid-year we were able to guarantee a device for each student. Districtwide benchmark assessments were piloted in April 2021 to help design a robust academic summer school program based on need. Assessment data is also being used to target instruction based on student needs through the end of the school year. The assessment is being provided in English for most students but is also being provided in Spanish for our early grade Dual Immersion program students. We are hopeful that the alignment of our processes districtwide will help us continue to grow as a team and to guarantee that students regardless of school site or program are making progress and getting what they need at their grade level. Statewide assessment data is not available as the CAASPP assessments were not given during the 2019-2020 school year.

Goal 2

Students will receive academic and behavior support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| <p>Metric/Indicator</p> <p>1. Annual LCAP Surveys: Percentage of responses to the following questions on the Certificated Staff Survey: "Students are provided with effective academic intervention" and "Students are provided with effective behavior supports."</p> <p>2. The number of student suspensions as measured by suspensions reported in CALPADS (August - April)</p> <p>3. The number of student expulsions, as measured by expulsions reported in CALPADS (August - April)</p> <p>4. Suspension rates, as measured by the California Dashboard.</p> <p>5. The number of student referrals for major offenses as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)</p> | <p>1. The traditional district "LCAP survey" was not implemented this year. We utilized a new form and process to collect and support further engagement and went away from the multiple question format.</p> <p>2. Student suspensions were dramatically reduced and impacted by school closures in 2019-2020 and hybrid learning in 2020-2021. As of April 2021, we have had 1 student suspension districtwide during the 2020-2021 school year.</p> <p>3. Student expulsions were dramatically impacted by school closures in 2019-2020 and hybrid learning in 2020-2021. As of April 2021 we have had no student expulsions districtwide during the 2020-2021 school year.</p> <p>4. The 2020 California Dashboard did not report suspension rates. Student suspensions were dramatically reduced and impacted by school closures in 2019-2020 and hybrid learning in 2020-2021. As of April 2021 we had 1 student suspension districtwide during the 2020-2021 school year.</p> |

| Expected | Actual |
|--|--|
| <p>6. Results from the California Healthy Kids Survey for 7th grade students.</p> <p>7. P2 Average Daily Attendance Report</p> <p>8. The number of Chronically absent pupils, measured from August to April 15 each year, using enrollment on CDBEDS</p> <p>9. Middle School Dropout Rates</p> <p>19-20</p> <p>1. Percentage of "Strongly Agree" and Somewhat Agree" responses will increase by 5% on the following Certificated Staff LCAP Survey questions: "Students are provided with effective academic intervention" and "Students are provided with effective behavior supports."</p> <p>2. The number of student suspensions will decrease by three (3%), as measured by suspensions reported in CALPADS (August - April)</p> <p>3. The number of student expulsions will decrease by 3%, as measured by expulsions reported in CALPADS (August - April)</p> <p>4. The suspension rate for all students, and the American Indian and the Two or More Races subgroups will decrease by 3% on the California Dashboard.</p> <p>5. The number of student referrals for major offenses will decrease by 3%, as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)</p> | <p>5. PBIS interventions were dramatically impacted by the COVID-19 pandemic. How we supported students online and in person looked very different. Also the threshold for support and engagement shifted due to fact that more students needed assistance. Staff did a nice job of providing a student-centered positive learning environment both online and in-person. SWIS data was not recorded consistently during the COVID-19 pandemic.</p> <p>6. 2021 California Healthy Kids Survey student data. Percent of student responses (117 - 6th and 7th grade participants) to the following questions:</p> <p>School connectedness 52% Academic motivation 56% Meaningful participation 23% High expectations-adults in school 68% Promotion of parent involvement in school 48%</p> <p>7. Student ADA has been dramatically impacted by the COVID-19 pandemic. With the engagement tracker and community wide knowledge of hold-harmless language, we do not have data that is comparative to previous measurements. Attendance and enrollment are down significantly in the 2020-2021 school year.</p> <p>8. Student attendance and chronic absenteeism has been dramatically impacted by the COVID-19 pandemic. With the engagement tracker and community wide knowledge of hold-harmless language, we do not have data that is comparative to previous measurements. Chronic Absenteeism is up significantly districtwide.</p> <p>9. Our Middle School Dropout Rate continues to be below 1%.</p> |

| Expected | Actual |
|---|--------|
| <p>6. The percent of 7th grade student responses scoring high will increase by 3% on the California Healthy Kids Survey to the following questions: Total school supports and Academic Motivation</p> <p>The percent of Hispanic or Latino students scoring High on the following questions on the California Healthy Kids Survey will increase by 3% on the following questions: Total school supports and Academic Motivation</p> <p>7. The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.</p> <p>8. The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days, will be reduced by 1%.</p> <p>9. Maintain below a 1% Middle School drop out rate.</p> <p>Baseline 1. LCAP Certificated Survey: "Students are provided with effective academic intervention"</p> <p>Bell Hill Academy Strongly Agree: 18% Somewhat Agree: 27% Disagree: 55% Don't Know: 0%</p> <p>Scotten School Strongly Agree: 39% Somewhat Agree: 28%</p> | |

| Expected | Actual |
|--|--------|
| <p>Disagree: 33% Don't Know: 0%</p> <p>Gilmore Strongly Agree: 38% Somewhat Agree: 59% Disagree: 3% Don't Know: 0%</p> <p>LCAP Certificated Survey: "Students are provided with effective behavior supports"</p> <p>Bell Hill Academy Strongly Agree: 18% Somewhat Agree: 45% Disagree: 36% Don't Know: 0%</p> <p>Scotten School Strongly Agree: 67% Somewhat Agree: 22% Disagree: 11% Don't Know: 0%</p> <p>Gilmore Strongly Agree: 31% Somewhat Agree: 48% Disagree: 21% Don't Know: 0%</p> <p>2. Bell Hill:</p> <ul style="list-style-type: none"> • 2015-16: 10 • 2016-17: 10 <p>Scotten:</p> <ul style="list-style-type: none"> • 2015-16: 61 • 2016-17: 12 | |

| Expected | Actual |
|--|--------|
| <p>Gilmore:</p> <ul style="list-style-type: none"> • 2015-16: 137 • 2016-17: 119 <p>3. Expulsions:</p> <ul style="list-style-type: none"> • 2016-17: Eight (8) <p>4. The California Dashboard indicated that Suspension rates for all students was 10.2%, but decreased district wide by 1.5%. The suspension rate for the American Indian subgroup was 19.4% and the Two or More Races subgroup was 17.9%.</p> <p>5. Major offenses measured by SWIS data (Measured Annually from August - March): Major Referrals: Bell Hill Academy:</p> <ul style="list-style-type: none"> • 2015: 66 • 2016: 110 (40% Increase) • 2017: 128 (14% Increase) <p>Lyman Gilmore Middle School:</p> <ul style="list-style-type: none"> • 2015: 481 • 2016: 472 (3% decrease) • 2017: 429 (4.9% decrease) <p>Scotten School:</p> <ul style="list-style-type: none"> • 2014: 799 • 2015: 603 (20% decrease) • 2016: 554 (8% decrease) • 2017: 406 (27% decrease) <p>6. Percent of student responses (117 7th grade participants) to the following questions: Total school supports High 44% Moderate 47% Low 9%</p> | |

| Expected | Actual |
|---|--------|
| <p>Academic Motivation High 38% Moderate 43% Low 18%</p> <p>Percent of Hispanic or Latino (Significant Subgroup) students scoring High on the following questions: Total school supports: 43% Meaningful Participation at School: 29% Academic Motivation: 25%</p> <p>7. The average daily attendance (ADA) for students did not increase by 0.25%, as measured on P2 Attendance Report.</p> <p>Bell Hill 2015/16: 95.73% 2016/17: 95.73% % Change: 0.0%</p> <p>Scotten 2015/16: 94.78% 2016/17: 94.51% % Change: -0.95%</p> <p>Gilmore 2015/16: 94.17% 2016/17: 94.12% % Change: -0.05%</p> <p>District 2015/16: 94.89% 2016/17: 94.84% % Change: -0.05%</p> <p>8. The number of chronically absent pupils (Data reflects attendance from August to April 15 each year and the percentage is calculated using enrollment on CBEDS): Bell Hill Academy</p> | |

| Expected | Actual |
|---|--------|
| 2016: 23 (11%) 2017: 16 (7%) Scotten School 2016: 69 (14%) 2017: 66 (13%) Gilmore Middle School 2016: 78 (15%) 2017: 87 (18%) Total District 2016: 170 (13.9%) 2017: 169 (13.8%) 9. Gilmore Middle School has maintained a less than 1% Middle School Dropout rate. 2016/17 dropout rate was 0.02% | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 2.1 All Students will continue to be provided with Behavior Support Services | Continue to implement PBIS 4000-4999: Books And Supplies Lottery - 1100 \$2,000 | Continue to implement PBIS 4000-4999: Books And Supplies Lottery - 1100 \$2,719 |
| 2.2 Students will continue to be provided academic and behavior Intervention support by intervention staff and supplemental materials | Response to intervention period will continue to be provided for grades 6-8 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$370,510 Continue to maintain the number of hours for Para professional Intervention Support Staff for Scotten School, and Bell Hill Academy. 2000-2999: Classified Personnel Salaries & Benefits | Response to intervention period will continue to be provided for grades 6-8 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$370,510 Continue to maintain the number of hours for Para professional Intervention Support Staff for Scotten School, and Bell Hill Academy. 2000-2999 Classified Personnel Salaries |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | <p>Supplemental/Concentration \$254,265.51</p> <p>Continue to maintain 100% Highly Qualified teachers with no misassignments - Classroom Teachers 1000-1999: Certificated Personnel Salaries & Benefits Base \$5,292,238</p> <p>Continue to maintain sufficiency in standards aligned instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$48,000</p> <p>Continue to provide Certificated intervention staff 1000-1999: Certificated Personnel Salaries & Benefits Title I \$374,083</p> <p>Continue to Provide Title I Learning Center Aides 2000-2999: Classified Personnel Salaries & Benefits Title I \$123,577</p> | <p>Supplemental/Concentration \$281,051</p> <p>Continue to maintain 100% Highly Qualified teachers with no misassignments - Classroom Teachers 1000-1999: Certificated Personnel Salaries & Benefits Base \$5,534,217</p> <p>Continue to maintain sufficiency in standards aligned instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$51,000</p> <p>Continue to provide Certificated intervention staff 1000-1999: Certificated Personnel Salaries & Benefits Title I \$412,921</p> <p>Continue to Provide Title I Learning Center Aides 2000-2999: Classified Personnel Salaries & Benefits Title I \$81,282</p> |
| <p>2.3 Students with significant academic deficiencies and/or significant behavior issues will continue to be provided targeted intervention services</p> | <p>This program has been restructured. A Teacher on Special Assignment (TOSA) will be provided to support Tier I, Tier II and Tier III academic and behavior support coaching and assistance. CSI FUNDS 1000-1999: Certificated Personnel Salaries & Benefits Title I \$112,731</p> <p>As part of the Student Support Services program at Gilmore, Classified Behavior Aides will be provided to assist with students who have severe behavior issues. 2000-2999: Classified Personnel</p> | <p>This program has been restructured. A Teacher on Special Assignment (TOSA) will be provided to support Tier I, Tier II and Tier III academic and behavior support coaching and assistance. CSI FUNDS 1000-1999: Certificated Personnel Salaries & Benefits Title I \$112,017</p> <p>As part of the Student Support Services program at Gilmore, Classified Behavior Aides will be provided to assist with students who have severe behavior issues. 2000-2999: Classified Personnel</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| | Salaries & Benefits Supplemental/Concentration \$73,545.87 | Salaries & Benefits Supplemental/Concentration \$76,672 |
| 2.4 Students with severe academic and behavior deficiencies will continue to be provided with specific interventions | <p>School Counselors/ Psychologists/ Nurse 1000-1999: Certificated Personnel Salaries & Benefits Supplemental/Concentration \$534,365.42</p> <p>The certificated Teacher on Special Assignment (TOSA) to coordinate services for students with Chronic Absenteeism, behavior and/or academic deficiencies. 1000-1999: Certificated Personnel Salaries & Benefits Supplemental/Concentration \$112,731.40</p> <p>Classified Behavior Support Aides at the K-4 school sites. 2000- 2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$124,057.01</p> | <p>School Counselors/ Psychologists/ Nurse 1000-1999: Certificated Personnel Salaries & Benefits Supplemental/Concentration \$438,636</p> <p>The certificated Teacher on Special Assignment (TOSA) to coordinate services for students with Chronic Absenteeism, behavior and/or academic deficiencies. 1000-1999: Certificated Personnel Salaries & Benefits Supplemental/Concentration \$116,553</p> <p>Classified Behavior Support Aides at the K-4 school sites. 2000- 2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$176,361</p> |
| 2.5 Continue to provide support for students who struggle with social relationships and behavior during recess | <p>Continue to provide Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$14,248</p> <p>Continue to provide systematic supervision training for classified staff with supervision responsibilities. (Included in Salaries) See Goal 3 Action 1</p> | <p>Continue to provide Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries & Benefits Supplemental/Concentration \$8,604</p> <p>Continue to provide systematic supervision training for classified staff with supervision responsibilities. (Included in Salaries) See Goal 3 Action 1</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| | 2000-2999: Classified Personnel Salaries & Benefits Base | 2000-2999: Classified Personnel Salaries & Benefits Base |
| 2.6 Provide additional supports for Foster Youth | <p>Continue to hold Student Success Team (SST) meetings for every foster youth student within 60 days of enrollment in a district program. (Included in Salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base</p> <p>Continue to ensure that a Foster Youth Toolkit is provided to each school site. Provided at no cost.</p> | <p>Continue to hold Student Success Team (SST) meetings for every foster youth student within 60 days of enrollment in a district program. (Included in Salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base</p> <p>Continue to ensure that a Foster Youth Toolkit is provided to each school site. Provided at no cost.</p> |
| 2.7 Students will continue to be provided with transportation services that support a school start time that is optimal for student learning, a release time that reduces student wait time, and flexibility to provide early release collaboration days for teachers. | <p>Grass Valley School District will continue to contract with Durham Transportation to provide dedicated buses for the district, not sharing with another district, to ensure that students are provided a start time that is optimal for learning, less time wait for students after school, thus reducing negative behaviors, and providing flexibility for early release collaboration days for teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$201,545</p> | <p>Grass Valley School District will continue to contract with Durham Transportation to provide dedicated buses for the district, not sharing with another district, to ensure that students are provided a start time that is optimal for learning, less time wait for students after school, thus reducing negative behaviors, and providing flexibility for early release collaboration days for teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$201,545</p> |
| 2.8 Continue to implement the MTSS Action Plan | Continue to provide a Universal Screener for Mathematics and English Language Arts 5800: Professional/Consulting Services And Operating Expenditures One-Time Funds 10,000 | Continue to provide a Universal Screener for Mathematics and English Language Arts 5800: Professional/Consulting Services And Operating Expenditures One-Time Funds \$11,050 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--------------------------|---|--|
| | Continue to provide training in Restorative Practices for certificated staff and Intervention training for Instructional Assistants 5000-5999: Services And Other Operating Expenditures Title II \$8,000 | Continue to provide training in Restorative Practices for certificated staff and Intervention training for Instructional Assistants 5000-5999: Services And Other Operating Expenditures Title II 0 |

Goal Analysis

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

The COVID-19 Pandemic altered all aspects of teaching and learning at the end of the 2019-2020 school year as well as throughout the 2020-2021 school year. All funds or actions not implemented were a direct result of our need to shift resources to new priority areas of focus including the health, safety and wellness of staff as well as the tools, communication, and access materials needed to provide online instruction in virtual and in-person learning environments.

2.2 - We were impacted by numerous resignations of classified staff as well staff on leave which impacted our budget allocation for para educators.

2.4 - We were impacted by staff resignations and intervention program and model shifts which impacted our budget allocation for interventions.

2.5 - Our SEL support during recess and instructional sessions were impacted by the instructional model of our program due to COVID-19.

2.8 - Restorative practice sessions were not scheduled due to staff requests and needs impacted by COVID-19.

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

With consultation with the Nevada County Superintendent of Schools Office, and the Nevada County Public Health Officer, the Grass Valley School District schools closed to in-person student attendance beginning on March 16th 2020 through the end of the 2019-2020 school year. Students were provided distance learning instructional support and guidance. Curriculum was delivered through a variety of platforms including Zoom, Google Classroom, Class Dojo, and individualized classroom instructional packets. Technology was also provided and accessed by families along with food services that were provided to the community.

The 2020-2021 school year started with hybrid learning on August 18th 2020. Students were provided the option of a 2-day on campus learning program along with a 3 day distance learning program or they could select a full 5 days of distance learning support. Students were placed into cohorts to maximize learning and safety. Google classroom trainings were provided to staff in August 2020 to support a high quality online learning program. Sessions were provided over 3 separate time blocks and were differentiated based on staff needs. This allowed us to ensure that the distance learning instructional days would be focused and refined from what we learned during the end of the 2019-2020 school year. Standards aligned textbooks and materials that were provided and any replacements were purchased. All students continued to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, to prepare them for college and/or career. Collaboration and professional development was provided during the early-release Wednesdays, where three Wednesdays a month teachers were able to collaborate in grade level teams and/or vertical aligned teams. One early release Wednesday a month was dedicated to professional development. Professional development for Para Professional Intervention Support Staff was also provided as the positions and support staff provided shifted during our distance learning and hybrid programming. Technology hardware, applications, software, and connectivity to enhance a blended learning model for students continued to be provided. Technology connectivity was also increased. The district continued to provide Technology Staff and a Technology data technician. Students with disabilities continued to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts were driven by IEP goals for each student. Centralized programs were available for placement of students with severe special needs that required specialized services. To help support these students Special Education certificated and classified staff were provided. Students received English Language Development instruction and intervention services by trained English Learner (EL) support staff. The English Language Arts instructional materials align with the 2012 ELD standards.

There was a mixed level of effectiveness, depending on the school, grade level, classroom, and student in the area of English Language Arts. Teaching staff provided work and targeted instruction for students in a variety of formats and subject areas in an effort to continue to engage students and target learning with the essential grade level standards. Staff held scheduled instructional sessions and provided hands on learning and instructional materials to students to support their growth and development. Lessons were also provided via pre-recordings as well as live streaming to ensure students received what they needed. The COVID-19 pandemic required staff to be nimble and flexible at an extreme. Daily engagement records were completed to help track student learning and effort. All barriers were removed to the best of our abilities by provided wifi-hot spots and chromebooks for students who needed assistance. In some families devices needed to be shared to ensure access for all while by mid-year we were able to guarantee a device for each student. Districtwide benchmark assessments were piloted in April 2021 to help design a robust academic summer school program based on need. Assessment data is also being used to target instruction based on student needs through the end of the school year. The assessment is being provided in English for most students but is also being provided in Spanish for our early grade Dual Immersion program students. We are hopeful that the alignment of our processes districtwide will help us continue to grow as a team and to guarantee that students regardless of school site or program are making progress and getting what they need at their grade level. Statewide assessment data is not available as the CAASPP assessments were not given during the 2019-2020 school year.

Goal 3

All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>Metric/Indicator</p> <p>1. Percentage of responses to the following question on the LCAP Parent Survey regarding school culture: "My Child feels safe at school."</p> <p>2. Percentage of responses to the following question on the LCAP Parent Survey regarding school culture: "My Child's school seeks parent input and encourages parental participation, including parents of unduplicated pupils and students with special needs."</p> <p>3. Percentage of responses to the following question on the LCAP Student Survey regarding school culture: "I always feel safe at school."</p> <p>4. Percentage of responses to the following question on the LCAP Student Survey regarding school culture: "I have been bullied this year at school"</p> <p>5. Percentage of responses to the following question on the LCAP Parent Survey regarding school facilities:</p> | <p>1, 2, 3, 4, 5, 6, 7. The traditional district "LCAP survey" was not implemented this year. We utilized a new form and process to collect and support further engagement and went away from the multiple question format. The previous process had a low percentage of parent participation and was more difficult to see precisely what parents wanted the school district to focus on. Our new parent survey saw an increase in parent responses/participation from roughly 70 parents districtwide to 195 total. While we would like to continue to see a dramatic increase in parent input and participation, we were pleased with the large jump in responses this year.</p> <p>8. The 2021 Facilities Inspection report provides the following updates:</p> <p>Bell Hill Academy - Overall Rating - Good No areas received a Poor rating</p> <p>Margaret Scotten - Overall Rating - Good The interior surfaces sub area was rated as Poor</p> |

| Expected | Actual |
|--|---|
| <p>"The school facilities are in good repair, safe, and conducive for learning"</p> <p>6. Percentage of responses to the following question on the LCAP Classified Staff Survey regarding school facilities: "The school facilities are in good repair, safe, and conducive for learning."</p> <p>7. Percentage of responses to the following question on the LCAP Certificated Staff Survey regarding school facilities: "The school facilities are in good repair, safe, and conducive for learning."</p> <p>8. Results from the annual Facility Inspection Tool</p> <p>9. Williams Act Audit</p> <p>10. Results from the California Healthy Kids Survey for seventh (7th) grade students.</p> | <p>Lyman Gilmore - Overall Rating - Good The interior surfaces sub area was rated as Poor</p> <p>9. We have no Williams act audit findings.</p> <p>10. 2021 California Healthy Kids Survey Data - (117 - 6th and 7th grade participants) to the following questions: School Connectedness "average reporting Agree or Strongly Agree" - 52% Promotion of Parent involvement "average reporting Agree or Strongly Agree" - 48% Caring adults in school "average reporting Pretty much true or Very much true" - 57%</p> <p>Percent of Hispanic or Latino (Significant Subgroup) students scoring High on the following questions: School Connectedness: 59% Parent Involvement at School: 53% Caring adults in school "average reporting Pretty much true or Very much true" - 51%</p> |
| <p>19-20</p> <p>1. The percentage of "Strongly Agree" responses will increase by 5% on the following Parent LCAP Survey questions:"My Child feels safe at school"</p> <p>2. The percentage of "Strongly Agree" responses will increase by 5% on the following Parent LCAP Survey questions:"My Child's school seeks parent input and encourages parental participation"</p> <p>3. The percentage of "Yes" responses will increase by five (5%) on the following Student LCAP Survey question: "I always feel safe at school."</p> <p>4. The percentage of "No" responses will increase by 5% on the following Student LCAP Survey question:</p> | |

| Expected | Actual |
|--|--------|
| <p>"I have been bullied this year at school."</p> <p>5. The percentage of "Strongly Agree" responses will increase by 5% on the following Parent LCAP Survey question: "The school facilities are in good repair, safe, and conducive for learning."</p> <p>6. The percentage of "Strongly Agree" responses will increase by 5% on the following Classified Staff LCAP Survey questions:"The school facilities are in good repair, safe, and conducive for learning."</p> <p>7. The percentage of "Strongly Agree" responses will increase by 5% on the following Certificated Staff LCAP Survey questions:"The school facilities are in good repair, safe, and conducive for learning."</p> <p>8. The areas that received a "Poor" rating on the annual Facility Inspection Tool will improve to a "Good" rating.</p> <p>9. There will be no more than one Williams Act facility complaint filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.</p> <p>10. The percent 7th grade student responses of "Very Safe" and "Safe" will increase by 3% on the California Healthy Kids Survey to the following question: "Perceived Safety at School"</p> <p>The percent of 7th grade students scoring "High" on the California Healthy Kids Survey will increase by 3% on the following questions: School Connectedness Parental Involvement in School</p> <p>The percent of Hispanic or Latino students scoring High will increase by 3% on the following questions:</p> | |

| Expected | Actual |
|--|--------|
| <p>School Connectedness Parent Involvement at School</p> <p>Baseline</p> <p>1. Percentage of responses to the following question on the LCAP Parent Survey: "My Child feels safe at school"</p> <p>Bell Hill Academy Strongly Agree: 52% Somewhat Agree: 41% Disagree: 7% Don't Know: 0%</p> <p>Scotten School Strongly Agree: 41% Somewhat Agree: 53% Disagree: 4% Don't Know: 3%</p> <p>Gilmore Strongly Agree: 35% Somewhat Agree: 51% Disagree: 11% Don't Know: 4%</p> <p>2. Percentage of responses to the following question on the LCAP Parent Survey: "My Child's school seeks parent input and encourages parental participation"</p> <p>Bell Hill Academy Strongly Agree: 44% Somewhat Agree: 44% Disagree: 7% Don't Know: 5%</p> <p>Scotten School</p> | |

| Expected | Actual |
|---|--------|
| <p>Strongly Agree: 34% Somewhat Agree: 58% Disagree: 5% Don't Know: 3%</p> <p>Gilmore Strongly Agree: 27% Somewhat Agree: 61% Disagree: 11% Don't Know: 1%</p> <p>3. Percentage of responses to the following question on the LCAP Student Survey: "I always feel safe at school." Bell Hill Academy Yes: 60% No: 9% Sometimes: 31%</p> <p>Scotten School Yes: 63% No: 7% Sometimes: 30%</p> <p>Gilmore Grades 5 & 6 Yes: 59% No: 6% Sometimes: 35%</p> <p>Gilmore Grades 7 & 8 Yes: 41% No: 18% Sometimes: 41%</p> <p>4. Percentage of responses to the following question on the LCAP Student Survey:</p> | |

| Expected | Actual |
|--|--------|
| <p>"I have been bullied this year at school."</p> <p>Bell Hill Academy Yes: 23% No: 65% Sometimes: 13%</p> <p>Scotten School Yes: 30% No: 60% Sometimes: 10%</p> <p>Gilmore Grades 5 & 6 Yes: 34% No: 53% Sometimes: 13%</p> <p>Gilmore Grades 7 & 8 Yes: 36% No: 55% Sometimes: 9%</p> <p>5. Percentage of responses to the following question on the LCAP Parent Survey: "The school facilities are in good repair, safe, and conducive for learning." Bell Hill Academy Strongly Agree: 20% Somewhat Agree: 65% Disagree: 9% Don't Know: 6%</p> <p>Scotten School Strongly Agree: 26% Somewhat Agree: 61% Disagree: 7% Don't Know: 6%</p> | |

| Expected | Actual |
|--|--------|
| <p>Gilmore Strongly Agree: 16% Somewhat Agree: 59% Disagree: 13% Don't Know: 12%</p> <p>6. Percentage of responses to the following question on the LCAP Classified Staff Survey: "The school facilities are in good repair, safe, and conducive for learning." Bell Hill Academy Strongly Agree: 25% Somewhat Agree: 42% Disagree: 33% Don't Know: 0%</p> <p>Scotten School Strongly Agree: 13% Somewhat Agree: 53% Disagree: 33% Don't Know: 0%</p> <p>Gilmore Strongly Agree: 20% Somewhat Agree: 70% Disagree: 10% Don't Know: 0%</p> <p>7. Percentage of responses to the following question on the LCAP Certificated Staff Survey: "The school facilities are in good repair, safe, and conducive for learning." Bell Hill Academy Strongly Agree: 18% Somewhat Agree: 36%</p> | |

| Expected | Actual |
|--|--------|
| <p>Disagree: 45% Don't Know: 0%</p> <p>Scotten School Strongly Agree: 0% Somewhat Agree: 50% Disagree: 50% Don't Know: 0%</p> <p>Gilmore Strongly Agree: 7% Somewhat Agree: 34% Disagree: 59% Don't Know: 0%</p> <p>8. The Facility Inspection Tool, conducted in December, indicated the following ratings: Bell Hill Academy:</p> <ul style="list-style-type: none"> • Systems (Gas Leaks, Mech./HVAC, Sewer): Good • Interior Surfaces: Fair • Cleanliness: Good • Electrical: Poor • Restroom/Fountains: Poor • Safety: Fair • Structural (Structural Damage, Roofs): Good • External (Playground/School grounds/ Windows/ Doors/Gates/ Fences): Good • Overall Facility Rating: Fair <p>Scotten School:</p> <ul style="list-style-type: none"> • Systems (Gas Leaks, Mech./HVAC, Sewer): Good • Interior Surfaces: Fair • Cleanliness: Good • Electrical: Poor • Restroom/Fountains: Fair • Safety: Fair | |

| Expected | Actual |
|---|--------|
| <ul style="list-style-type: none"> • Structural (Structural Damage, Roofs): Fair • External (Playground/grounds/ Windows/ Doors/Gates/ Fences): Good • Overall Facility Rating: Fair <p>Lyman Gilmore Middle School:</p> <ul style="list-style-type: none"> • Systems (Gas Leaks, Mech./HVAC, Sewer): Good • Interior Surfaces: Poor • Cleanliness: Good • Electrical: Poor • Restroom/Fountains: Good • Safety: Good • Structural (Structural Damage, Roofs): Poor • External (Playground/School grounds/ Windows/ Doors/Gates/ Fences): Fair • Overall Facility Rating: Poor <p>9. No Williams complaints were filed during the 2016-17 school year.</p> <p>10. Percent of student responses (117 7th grade participants) to the following questions: "Perceived Safety at School" Very Safe 19% Safe 39% Neither safe nor unsafe 28% Unsafe 8% Very Unsafe 6%</p> <p>"School Connectedness" High 54% Moderate 29% Low 16%</p> <p>"Parental Involvement in School"</p> | |

| Expected | Actual |
|--|--------|
| <p>High 47% Moderate 34% Low 18%</p> <p>Percent of Hispanic or Latino (Significant Subgroup) students scoring High on the following questions: School Connectedness: 57% Parent Involvement at School: 52%</p> | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>3.1 Students will continue to be provided with a safe and conducive learning environment</p> | <p>Continue to implement the district priorities outlined in the Facility Master Plan. 5000-5999: Services And Other Operating Expenditures Capital Facilities \$5,000</p> <p>Continue to provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries & Benefits Base \$858,420</p> <p>Continue to provide Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries & Benefits Base \$139,809</p> | <p>Continue to implement the district priorities outlined in the Facility Master Plan. 5000-5999: Services And Other Operating Expenditures Capital Facilities 0</p> <p>Continue to provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries & Benefits Base \$782,345</p> <p>Continue to provide Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries & Benefits Base \$135,664</p> |
| <p>3.2 The Aviator Program at Gilmore was restructured and there is no longer a need to provide separate facilities.</p> | <p>Continue to provide technology resources for parent outreach. 5900: Communications Base \$1,000</p> | <p>Continue to provide technology resources for parent outreach. 5900: Communications Base \$1,000</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| 3.3 Continue to increase the level of communication for improved parent involvement to support student learning | 5800: Professional/Consulting Services And Operating Expenditures Title I \$5,000 Expanded the Bell Hill Principal's role to a director position to include the responsibility of promoting additional parent engagement and outreach opportunities. 1000-1999: Certificated Personnel Salaries & Benefits Base \$10,000 | 5000-5999: Services And Other Operating Expenditures Title I \$235 Expanded the Bell Hill Principal's role to a director position to include the responsibility of promoting additional parent engagement and outreach opportunities. 1000-1999: Certificated Personnel Salaries & Benefits Base \$10,000 |
| 3.4 Continue to provide support and training for parents to prepare them to support their children in pursuing college and career options. | Continue to provide County parenting classes | Continue to provide County parenting classes |
| 3.5 Continue to enhance school facilities to support student learning and provide a safe school environment | Continue to increase the amount of playground resources for students, while a playground vision at Gilmore is being developed. 4000-4999: Books And Supplies Base \$500 Continue to implement the facility improvements outlined in the Facility Master Plan. | Continue to increase the amount of playground resources for students, while a playground vision at Gilmore is being developed. 4000-4999: Books And Supplies Base 0 Continue to implement the facility improvements outlined in the Facility Master Plan. |
| 3.6 Staff and students will continue to be provided with training and supports that will enhance cultural sensitivity and promote a school culture of caring, a better understanding and appreciation of diversity, empathy and safety. | Staff Training (Included in Salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base Student Assemblies, materials, and classroom instruction 5800: Professional/Consulting Services And Operating Expenditures Lottery - 1100 \$8,000 | Staff Training (Included in Salaries) See Goal 2 Action 2 1000-1999: Certificated Personnel Salaries & Benefits Base Student Assemblies, materials, and classroom instruction 5800: Professional/Consulting Services And Operating Expenditures Lottery - 1100 \$6,127 |

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 COVID-19 Pandemic altered all aspects of teaching and learning at the end of the 2019-2020 school year as well as throughout the 2020-2021 school year. All funds or actions not implemented were a direct result of our districts need to shift resources to new priority areas of focus including the health, safety and wellness of staff as well as the tools, communication, and access materials needed to provide online instruction in virtual and in-person learning environments.

3.1 - Funding and support for facilities were supported by our district Bond work and were impacted by the distance learning instructional schedule implemented due to COVID-19.

3.3 - Funding and support were impacted by the distance learning instructional schedule implemented due to COVID-19.

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

With consultation with the Nevada County Superintendent of Schools Office, and the Nevada County Public Health Officer, the Grass Valley School District schools closed to in-person student attendance beginning on March 16th 2020 through the end of the 2019-2020 school year. Students were provided distance learning instructional support and guidance. Curriculum was delivered through a variety of platforms including Zoom, Google Classroom, Class Dojo, and individualized classroom instructional packets. Technology was also provided and accessed by families along with food services that were provided to the community.

The 2020-2021 school year started with hybrid learning on August 18th 2020. Students were provided the option of a 2-day on campus learning program along with a 3 day distance learning program or they could select a full 5 days of distance learning support. Students were placed into cohorts to maximize learning and safety. Google classroom trainings were provided to staff in August 2020 to support a high quality online learning program. Sessions were provided over 3 separate time blocks and were differentiated based on staff needs. This allowed us to ensure that the distance learning instructional days would be focused and refined from what we learned during the end of the 2019-2020 school year. Standards aligned textbooks and materials that were provided and any replacements were purchased. All students continued to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, to prepare them for college and/or career. Collaboration and professional development was provided during the early-release Wednesdays, where three Wednesdays a month teachers were able to collaborate in grade level teams and/or vertical aligned teams. One early release Wednesday a month was dedicated to professional development. Professional development for Para Professional Intervention Support Staff was also provided as the positions and support staff provided shifted during our distance learning and hybrid programming. Technology hardware, applications, software, and connectivity to enhance a blended learning model for students continued to be provided. Technology connectivity was also increased. The district continued to provide Technology Staff and a Technology data technician. Students with disabilities continued to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts

were driven by IEP goals for each student. Centralized programs were available for placement of students with severe special needs that required specialized services. To help support these students Special Education certificated and classified staff were provided. Students received English Language Development instruction and intervention services by trained English Learner (EL) support staff. The English Language Arts instructional materials align with the 2012 ELD standards.

There was a mixed level of effectiveness, depending on the school, grade level, classroom, and student in the area of English Language Arts. Teaching staff provided work and targeted instruction for students in a variety of formats and subject areas in an effort to continue to engage students and target learning with the essential grade level standards. Staff held scheduled instructional sessions and provided hands on learning and instructional materials to students to support their growth and development. Lessons were also provided via pre-recordings as well as live streaming to ensure students received what they needed. The COVID-19 pandemic required staff to be nimble and flexible at an extreme. Daily engagement records were completed to help track student learning and effort. All barriers were removed to the best of our abilities by provided wifi-hot spots and chromebooks for students who needed assistance. In some families devices needed to be shared to ensure access for all while by mid-year we were able to guarantee a device for each student. Districtwide benchmark assessments were piloted in April 2021 to help design a robust academic summer school program based on need. Assessment data is also being used to target instruction based on student needs through the end of the school year. The assessment is being provided in English for most students but is also being provided in Spanish for our early grade Dual Immersion program students. We are hopeful that the alignment of our processes districtwide will help us continue to grow as a team and to guarantee that students regardless of school site or program are making progress and getting what they need at their grade level. Statewide assessment data is not available as the CAASPP assessments were not given during the 2019-2020 school year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| GVSD received PPE supplies at no cost from state resources however we will also purchase additional Personal Protective Equipment (PEE) and additional sanitation materials to support the health and safety of our students and staff. | \$150,000 | 60,000 | No |
| GVSD will purchase additional instructional supplies to support distance learning, hybrid and traditional learning formats | \$50,000 | 200,000 | Yes |
| GVSD will purchase additional devices to support 1 to 1 instruction. | \$250,000 | 526,075 | Yes |
| Additional staff time to facilitate health and safety services including contract tracing. | 50,000 | 1,366 | No |
| Additional staff professional development to support in-person and hybrid learning including support for academic and social emotional learning will be provided. | 80,000 | 25,001 | Yes |
| GVSD will purchase and replace outdated furniture or equipment to improve safety and sanitation. | 500,000 | 564,923 | No |

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

Much of the PPE was received from the State of California. Additional instructional supplies were provided to assist staff with distance learning instructional formats. Existing staff were utilized to provide health and safety services and contract tracing. 1:1 devices were purchased as well as teaching staff devices and supporting technology to assist with hybrid/distance learning formats. Staff development was provided to staff to support distance learning. Additional PD will be provided in the 2021/22 school year.

Analysis of In-Person Instructional Offerings

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

We have experienced a myriad of successes and challenges throughout the 2020-2021 school year as we navigated teaching and learning during COVID-19. Some of the most critical challenges were ensuring that high quality instruction was delivered and provided to students in an equitable manner regardless of if they were on-campus in our hybrid program or at home in our distance learning program. We utilized the same staff for both service delivery models which lead most staff to live stream their instruction and support time. As the school year progressed we added additional intervention sessions and office hours or tutoring sessions for students as well. We found that we needed to closely monitor the engagement tracker and student grade books to ensure we could keep up with the additional support and outreach needed for students. We spent district leadership and staff early-release Wednesday time focusing on our students and what they needed. We conducted planning meetings with staff, families and provided home visits and outreach to help support student success. We were able to purchase all new classroom furniture which allowed us to provide a sanitary and inviting learning environment and we selected primarily individual student desks with lockable wheels which allowed us to configure the classroom with appropriate spacing and learning areas. We developed a shortened school day from 9:00-12:45am and provided daily engagement and support throughout the week. Overall, by extensively engaging families, staff, and students in the planning and mid-year programing and schedule adjustments we were able to continue to keep our primary focus on teaching and learning. While we certainly were busy with contact tracing, sanitation, screening, and safety we were able to navigate the constant changes and share critical communications that kept us safe and on track. We are currently implementing a districtwide common assessment and screener and know that targeting learning loss and providing continued social emotional support will be our area of focus for the time to come.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| GVSD will provide professional development to staff to support online learning. | 20,000 | 24,703 | Yes |
| GVSD will purchase wifi hotspots to ensure access to the distance learning resources we develop | 30.000 | 40,933 | Yes |

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

Additional hotspot service beyond original estimates were requested by parents to accommodate distance learning.

Analysis of the Distance Learning Program

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

We have experienced successes and struggles throughout the design and execution processes of our distance learning program. From the start we decided to have staff provide both in-person and online learning for their assigned students which made for some challenges with asking staff to be experts in both instructional models. While we provided extensive trainings for staff to learn best practices for setting up their google classroom and google meet or zoom sessions, we also found it very challenging for them to provide both instructional models simultaneously. We supported strong grade level collaboration and teaming in regards to planning and designing instructional modules and allocated additional resources to support staff with getting the tools they needed. We found that the vast majority of staff preferred to live stream their instructional lessons while they provided in-person instruction in their classroom. While this didn't always make for the ideal lessons and could be challenging with engagement, it did streamline instruction and ensure that equitable learning offerings could take place. We provided wifi hot-spots for all families who requested them to ensure equity and access with our online program. We distributed all of our district computers with the goal of providing 1x1 devices for all students. At the start of the school year this was not possible as some families were asked to share however over the second half of the school year we were able to distribute more devices when our shipment was delivered. We worked closely with staff, students and families to ensure they had the support they needed to access and learn through our online learning program. We also provided extensive support for our unduplicated pupils and Special Education students to ensure their needs were met. While it was a

challenge to provide a full distance learning program alongside our hybrid/in-person learning program, the staff were very successful at supporting our students and families.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| GVSD will develop care and after hours intervention processes to mitigate learning loss. | 375,000 | 250,000 | Yes |

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

Afterschool intervention has been created as well as a summer school program to address learning loss. Existing staff is being utilized for afterschool intervention services.

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.

Pupil learning loss is something our district will be acutely focused on for the next several school years. One of the initial challenges was the fact that we did not have a guaranteed or aligned districtwide assessments across our school sites at the start of the school year. While we have piloted and implemented common assessment practices in the past, they were not carried forward or across to all school sites and grade levels. To address this, we researched what high quality assessments and intervention systems we had researched in the past as well as what was readily available to be implemented. We landed on a pilot implementation of the iReady ELA and Math assessments and intervention system because it showed great tools and support for our teachers. We are assessing students in April of 2021 and will be using this data to target our instruction through the end of the school year as well as to identify and target support for summer school. We hope to gather staff input throughout the process in plans to continue to implement this across school sites in support of pupil learning loss. We also know that a variety of assessments and processes are needed to get a holistic sense of a child's learning needs, strengths and profile. Throughout the pandemic we have been able to look deeply at our district system and have added additional outreach and reteaching processes that are embedded within and outside of the school day. We will continue to work with our staff and our multi-tiered system of support to ensure we have tools to best support students. Dialogue with staff and families report that learning has been directly impacted by the COVID-19 pandemic. Through parent engagement meetings and staff collaboration we are doing our best to target our support directly to our students needs with an emphasis on our MTSS system and early intervention. By parent and staff request we have added additional after school targeted instructional opportunities along with district bus transportation services during the 2020-2021 school year. We look forward to continuing this support to ensure students are learning and attaining success.

iReady District Assessment reports in ELA and Math report the following as of 4/29/21:

ELA -

29% mid or above grade level

19% early on grade level

30% one grade level below

10% two grade levels below

11% three or more grade levels below

MATH -

18% mid or above grade level

18% early on grade level

42% one grade level below

10% two grade levels below

10% three or more grade levels below

As these assessments are finalized by all students, site and district teams will analyze and review it across all school sites and sub groups. It is critical that this work supports our students with an emphasis on our unduplicated pupils (Foster Youth, Homeless, English language learners).

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.

Mental health support and social emotional learning have been the most requested focus and need from staff and parents. We have great teams of staff on our school campuses including offerings of ongoing counseling and mentoring support across school sites and programs. The pandemic however showed us how essential human connection and support is for everyone. We are in the process now of further exploring the additional support options and assistance we have at school sites and across the district to ensure our system is able to keep up with student and staff demands. We see great potential in providing additional staff trainings and tools to ensure that our classrooms and staff understand their role with mental health and social emotional learning and how it takes everyone working together to ensure students get what they need.

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.

Quality schools and school districts know the power that comes from strong student and family engagement. The COVID-19 pandemic was a great reminder of the flexibilities school districts and staff need to maintain those relationships and that engagement. We have learned first-hand how ineffective one-way communications are and how critical authentic two-way and group communication and empowerment are. Our school site leaders and staff have done an excellent job this year refining and exploring creative ways to engage our students, families and community. We have launched new websites, office hour tutorials, and have provided regular virtual meeting options to support families. We have created hard copy packets, online resources, provided wifi hot-spots and devices to ensure that our learning community is getting access and voice with what we are providing. While we can always do a better job and make improvements, I believe the pandemic has shown us the "why" and importance maintaining high levels of engagement from all stakeholders.

Analysis of School Nutrition

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

Our nutrition services program has been in constant transition this school year. We have experienced three schedule changes at our three district school sites as well as three similar changes at our dependent charter school site. These changes on top of the additional schedule and service changes at the school districts that we support within our community have taken place throughout the school year. The program focus has been on serving students and families and maximizing access and support. During some of the winter months we were able to partner with local food closets and donation services to provide one stop access to food for entire families. We were also able to shift our service schedule to provide families the option of daily meal pick ups on campus or weekly food pick ups at our central kitchen. We delivered food directly to some families who lacked transportation, set up early morning access as well as later afternoon/evening access. Our team continued to go above and beyond and they have been motivated as the daily meal service counts have increased.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|----------------------|-------------------------------|--------------|
| Mental Health and Social and Emotional Well-Being | Additional mental health and social emotional services. | 50,000 | 36,458 | Yes |

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

Contractors have been utilized to provide additional assessment/services for students in need.

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 key lessons we have learned when implementing in-person and distance learning are the following;

- Have separate programs for online and in-person so that staff can be experts in their instructional delivery model as much as possible.
- Offer 1x1 device access for everyone along with reliable wifi hot-spots for families who don't have internet access.
- Provide a consistent access model for students and families such as Google classroom to support students and parents who work with multiple teachers.
- Provide ongoing staff training, coaching and support.
- Spend time focusing on the key or essential standards at each grade level or program.
- Survey parents, students and staff in ongoing processes to make things better.
- Communicate, communicate, and communicate again when things shift or change and always focus on the why.
- Implement a consistent standards-based assessment across all grade spans to ensure equity and support within teaching and learning while also trusting staff and the multiple measured assessment processes when designing intervention support.

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 and student engagement will continue to be assessed and addressed districtwide through the use of a district benchmark assessments and intervention tools. We have literally experienced "the why" school districts need these tools during the 2020-2021 school year when we didn't have them to provide comparative context. Much like we measure attendance and engagement, we need to measure, assess and support students with reaching and exceeding grade level standards and success with targeted practices and focus areas.

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.

Mental health and support services were impacted by staffing openings and limited in-person instructional day and program offerings created due to COVID-19 health regulations.

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.

We have worked collaboratively across all stakeholder groups to ensure a full analysis of our district and school site needs to support the development of a quality 2021-2024 LCAP. We launched our LCAP engagement work in January 2021 using a single focus question this year, "What are the most important actions and services we should focus on to support our Grass Valley Students?". Prior to launching our official work, our administrative team began by reviewing our the previous LCAP goals, budget, success and action areas. During this work and analysis we also reviewed the most recent Learning Continuity and Attendance Plan and how we were navigating teaching, learning and engagement throughout the COVID-19 pandemic. We also collaborated with our district IBB team to ensure transparency and support with staff. On February 3rd we launched our use of the Thought Exchange platform to gather transparent stakeholder engagement from all parties including parents, staff, students, and community members. Our Thought Exchange supported language translation and we shared communications out in English and Spanish to support our community. We held an evening Community Forum on February 4th, a District Advisory Committee (DAC) meeting on February 8th, and we engaged with our District English Language Advisory Committee (DELAC) on February 10th. We closed our district Thought Exchange outreach on February 19th and were pleased with the overall results. It should be noted however that while we benefited from increased parent engagement this year we unfortunately saw a decrease in student engagement with our survey. To gather authentic stakeholder input we worked closely with our DAC and DELAC committees. The DELAC committee met on February 10th, March 24th and May 19th and the DAC committee on February 8th, March 2nd, March 25th, and May 20th. We will be sharing a draft of our LCAP publicly by May 7th to ensure full transparency and feedback. We will hold a Public Hearing regarding for the LCAP on June 8th and will going for Board approval on June 15th.

Overall analysis shows clear needs for academic intervention across our core subject area while also an increased need and focus on behavior and social emotional learning. We are utilizing the iReady system to help provide baseline data analysis while also including our staff and their daily informal assessments to ensure a holistic view of student by student needs. We will working closely to align and support staff and students with addressing the needs of each school, classroom, grade level, and student. Based on stakeholder input we are looking to add additional resources to support learning loss and a transition back to full-day and full-time school. While some of these actions will be funded with one-time federal and state funding, we are transparently looking at how to best support the immediate needs while examining long-term growth and structure improvements.

This work has directly informed the development of our goals and actions for 2021-2024 while considering the ongoing needs related to COVID-19 including health and safety and social-emotional well being and engagement of our students and families. We continue to keep a clear focus on the needs of our unduplicated pupils (Foster Youth, Homeless, and English language learners) to ensure district funding is utilized in a targeted and equitable way.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

| Total Expenditures by Funding Source | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Funding Sources | 11,226,790.00 | 10,989,191.00 |
| | 0.00 | 0.00 |
| Base | 6,329,967.00 | 6,514,519.00 |
| Capital Facilities | 5,000.00 | 0.00 |
| Lottery - 1100 | 50,000.00 | 29,213.00 |
| Lottery - 6300 | 69,000.00 | 81,824.00 |
| One-Time Funds | 27,000.00 | 48,137.00 |
| Special Education | 1,794,636.00 | 1,410,605.00 |
| Supplemental/Concentration | 2,322,796.00 | 2,298,438.00 |
| Title I | 615,391.00 | 606,455.00 |
| Title II | 13,000.00 | 0.00 |

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

| Total Expenditures by Object Type | | |
|---|---|---|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 11,226,790.00 | 10,989,191.00 |
| | 5,000.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries & Benefits | 7,853,256.82 | 7,720,093.00 |
| 2000-2999 Classified Personnel Salaries | 0.00 | 281,051.00 |
| 2000-2999: Classified Personnel Salaries | 64,309.29 | 0.00 |
| 2000-2999: Classified Personnel Salaries & Benefits | 2,543,668.89 | 2,194,817.00 |
| 4000-4999: Books And Supplies | 86,500.00 | 91,670.00 |
| 5000-5999: Services And Other Operating Expenditures | 14,000.00 | 235.00 |
| 5700-5799: Transfers Of Direct Costs | 406,510.00 | 404,870.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 232,545.00 | 244,162.00 |
| 5900: Communications | 21,000.00 | 52,293.00 |

* 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 | 11,226,790.00 | 10,989,191.00 |
| | | 0.00 | 0.00 |
| | Title II | 5,000.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries & Benefits | Base | 5,302,238.00 | 5,544,217.00 |
| 1000-1999: Certificated Personnel Salaries & Benefits | Lottery - 1100 | 40,000.00 | 20,367.00 |
| 1000-1999: Certificated Personnel Salaries & Benefits | One-Time Funds | 5,000.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries & Benefits | Special Education | 1,372,108.00 | 1,075,382.00 |
| 1000-1999: Certificated Personnel Salaries & Benefits | Supplemental/Concentration | 647,096.82 | 555,189.00 |
| 1000-1999: Certificated Personnel Salaries & Benefits | Title I | 486,814.00 | 524,938.00 |
| 2000-2999 Classified Personnel Salaries | Supplemental/Concentration | 0.00 | 281,051.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental/Concentration | 64,309.29 | 0.00 |
| 2000-2999: Classified Personnel Salaries & Benefits | Base | 998,229.00 | 918,009.00 |
| 2000-2999: Classified Personnel Salaries & Benefits | One-Time Funds | 11,000.00 | 11,647.00 |
| 2000-2999: Classified Personnel Salaries & Benefits | Special Education | 422,528.00 | 335,223.00 |
| 2000-2999: Classified Personnel Salaries & Benefits | Supplemental/Concentration | 988,334.89 | 848,656.00 |
| 2000-2999: Classified Personnel Salaries & Benefits | Title I | 123,577.00 | 81,282.00 |
| 4000-4999: Books And Supplies | Base | 500.00 | 0.00 |
| 4000-4999: Books And Supplies | Lottery - 1100 | 2,000.00 | 2,719.00 |
| 4000-4999: Books And Supplies | Lottery - 6300 | 69,000.00 | 81,824.00 |
| 4000-4999: Books And Supplies | Supplemental/Concentration | 15,000.00 | 7,127.00 |
| 5000-5999: Services And Other Operating Expenditures | Capital Facilities | 5,000.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | One-Time Funds | 1,000.00 | 0.00 |

| Total Expenditures by Object Type and Funding Source | | | |
|---|----------------------------|---|---|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| 5000-5999: Services And Other Operating Expenditures | Title I | 0.00 | 235.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II | 8,000.00 | 0.00 |
| 5700-5799: Transfers Of Direct Costs | Supplemental/Concentration | 406,510.00 | 404,870.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 8,000.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Lottery - 1100 | 8,000.00 | 6,127.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | One-Time Funds | 10,000.00 | 36,490.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental/Concentration | 201,545.00 | 201,545.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 5,000.00 | 0.00 |
| 5900: Communications | Base | 21,000.00 | 52,293.00 |

* 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 | 2,543,163.79 | 2,178,682.00 |
| Goal 2 | 7,655,897.21 | 7,875,138.00 |
| Goal 3 | 1,027,729.00 | 935,371.00 |

* 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 | \$1,080,000.00 | \$1,377,365.00 |
| Distance Learning Program | \$20,030.00 | \$65,636.00 |
| Pupil Learning Loss | \$375,000.00 | \$250,000.00 |
| Additional Actions and Plan Requirements | \$50,000.00 | \$36,458.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$1,525,030.00 | \$1,729,459.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|--|-------------------------|-----------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$700,000.00 | \$626,289.00 |
| Distance Learning Program | | |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$700,000.00 | \$626,289.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|--|-------------------------|-----------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$380,000.00 | \$751,076.00 |
| Distance Learning Program | \$20,030.00 | \$65,636.00 |
| Pupil Learning Loss | \$375,000.00 | \$250,000.00 |
| Additional Actions and Plan Requirements | \$50,000.00 | \$36,458.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$825,030.00 | \$1,103,170.00 |