



**GOLETA UNION
SCHOOL DISTRICT**

Board of Trustees

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GUSD Strategic Plan

October 26, 2022 through June 30, 2025

Introduction and Plan Components

The Goleta Union School District Strategic Plan was modified during the 2022-23 school year to serve as a summary of the District's guiding aspirations for the academic, intellectual, and personal growth of each child we serve.

It remains fully aligned to the District's Local Control and Accountability Plan (LCAP), and serves as the foundational link to the *goals, actions* and *services* detailed in the 2022-2023 LCAP. The LCAP is a three- year plan established to support positive student outcomes that address state and local priorities.

The District's **Vision, Mission, Values and Beliefs**, are overarching statements that were developed and adopted by the GUSD Board of Trustees in the spring of 2014 after extensive dialogue and outreach to a broad spectrum of community members and employees. Opportunity for annual dialogue and input from community members and employees on all major district plans to include: Bond Priorities, Educator Effectiveness Plan, English Learner Master Plan, Equity Audit, Expanded Learning Opportunity Plan, Facilities Master Plan, LCAP, Safety Plan, School Accountability Reports Cards, School Plans for Student Achievement, Technology Plan, and Transitional Kindergarten Plan. Additionally, there are several district committees that also provide an opportunity for community and staff members to share input on a variety of topics throughout the school year. District leadership and School Board Trustees consider this feedback when updating the GUSD Strategic Plan.

The **Ongoing Strategic Priorities** represent commitments to maintain a focus on components of the District's goals that are seen by the GUSD community to be the ongoing core of our continuous improvement efforts.

Vision

Powerful Instruction
Purposeful Individualization
Productive Partnerships

Positive Evidence of Student Growth

Mission

The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.

Values and Beliefs

Success for every student

We value the importance of each child and seek to maximize the learning and development of each child. We believe that powerful differentiated instruction, tailored to meet individual needs, leads to expanded achievement and increased mastery of rigorous learning objectives.

Effort, perseverance, and responsibility

We believe powerful learning flows from the desire, effort, and personal responsibility of curious learners and committed educators. We value strong connections between instructional content and student experience as sources of motivation, perseverance, and engagement. We regard self-direction, self-confidence, and self-esteem as positive outcomes of appropriate challenge, hard work, and achievement.

Learning beyond the basics

We value the whole child. We believe a comprehensive elementary course of study includes a variety of cultural, artistic, physical, and social experiences. We embrace, as essential outcomes of a well-rounded education, a deep understanding of the responsibilities of our democratic heritage, and the important attributes of personal character, including honesty, respect, integrity, and compassion.

Safe, healthy, and secure environments

We believe that providing a safe, healthy, and secure environment in our schools is a prerequisite to effective teaching and learning. We value the opportunity to shape student conduct through high expectations and social-emotional development, as well as positive and restorative responses to challenging behavior. We are committed to well-maintained and well-equipped facilities. We support safe school environments by ensuring schools have the facilities, plans, and resources necessary to maintain safe operations and are prepared for emergency situations. We will seek opportunities to promote sustainable practices throughout the district.

Teamwork, partnership and respect

We believe in the power of teamwork. We value productive collaborative learning environments for students, educators, families and the Board of Trustees. We respect the diverse skills and perspectives of parents, staff, and community through meaningful partnerships that support and shape our programs and priorities.

High-quality services

We believe a highly qualified and inspired workforce with committed instructional and fiscal leadership is the foundation of effective student learning and innovative practice. We value effective instructional materials aligned to rigorous standards to amplify student success. We are committed to providing comprehensive services to support the whole child.

Best instructional practices

We value instructional strategies informed by multiple forms of ongoing assessment that stimulate each child's critical thinking, problem solving, depth of understanding, creativity, and love of learning. We believe the firm foundations of career and college readiness are formed in elementary grades and prepare our students for future success.

Equity of experience

We value the strength of diversity in our schools and community and strive to provide equitable resources and inclusive experiences for each child and family we serve. We work to eliminate prejudice and bias among our students and staff. We strive to reach consistently high levels of achievement for each demographic group in our District and to dismantle systemic obstacles to success for all.

Goals

1. **Demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups:** *Student learning is supported by differentiated instruction of consistent, integrated, and enriched curriculum. Substantial and measurable growth of each student is supported by consistent, valid, and reliable formative and summative assessments. All student groups, including those learning English as an additional language, students from low-income households, students experiencing homelessness, foster youth, students with disabilities, students with giftedness, and students of color will demonstrate proficiency and growth.*
2. **Apply best practices in teaching and learning:** *Student learning is supported by research-based best practices and teaching methods fully aligned with the current, approved content standards for all subjects. Multi-tiered systems of support (MTSS) for academic, social-emotional, and behavioral achievement are implemented. Teachers and staff collaborate in professional learning communities (PLCs) for continuous improvement.*
3. **Provide a comprehensive course of study that includes creativity, communication collaboration, and critical thinking for all students:** *Student learning environments align with real-world environments by integrating a broad course of study with learning skills that include: critical thinking and problem-solving; communication; collaboration; creativity; innovation; life and career skills; media and technology skills.*
4. **Provide effective learning environments:** *Student learning occurs in safe, healthy, well maintained and well-equipped facilities with instructional material aligned to rigorous standards. Teachers and staff are highly qualified, inspired, well trained, and capable of meeting the diverse academic, social-emotional, and behavioral needs of each student. Schools promote positive, welcoming school culture and climate that fosters a sense of belonging by visibly representing the unique contributions of each member's cultural and linguistic heritage, and by recognizing the assets that exist in each individual.*
5. **Value family engagement and community involvement:** *Student learning is supported to the greatest extent possible by locally generated resources and managed by community governance through the elected Board of Trustees. GUSD will partner with families and community support agencies to promote access to vital and enriching resources.*

Ongoing Strategic Priorities

Supporting Goal 1 (Demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups)

1. Maintain rigorous growth targets for all student demographic groups with emphasis on all students making progress and achieving proficiency.
2. Build and maintain teacher and administrator capacity to monitor student progress including the systematic analysis of multiple data points to guide instruction and evaluate program effectiveness for all students.
3. Assure regular use of district-wide multiple measures of achievement, in addition to state achievement testing, such as common formative assessments (CFAs) and district benchmark assessments to evaluate student growth.
4. Provide effective instruction aligned to rigorous learning objectives implemented with differentiated instruction, and strategic interventions to ensure one year or more of academic and personal growth for each child each year.
5. Ensure students learning English as an additional language are making at least a year's growth toward proficiency in English reading, writing, listening, and speaking through daily designated and integrated English Language Development instruction to increase reclassification rates in all grade levels. Maintain a district Dual Language Immersion Program (DLI) as a parental choice alternative for their child's language acquisition programming.
6. Provide research-based targeted cycles of tiered intervention curriculum and instruction by highly qualified teachers for general education students, in addition to high-quality individualized education plans for students with disabilities.
7. Create and maintain robust, integrated opportunities for high-achieving and gifted learners within the context of depth, complexity, rigorous learning objectives, and choice-based project-learning activities.
8. Promote positive attendance by fostering a sense of belonging, instruction of social-emotional and behavioral learning. Offer support to families with students challenged by chronic absenteeism.

Supporting Goal 2 (Apply best practices in teaching and learning)

1. Develop and maintain teacher capacity to understand and effectively instruct our diverse student population in all California State Standards through effective student engagement practices, culturally relevant practices, and research-based high-yield instructional and assessment practices.
2. Maintain sufficient high-quality instructional materials aligned to the California State Standards and support the development of critical thinking and depth of understanding in every child.
3. Deliver support and training for staff and students in the area of digital citizenship and safe internet usage. Provide broad access to a variety of supplemental materials digitally.
4. Provide sufficiently low student-teacher and student-adult ratios to support high levels of student engagement and highly-effective social/emotional, behavioral and instructional services.

Supporting Goal 3 (Provide comprehensive course of study that includes creativity, communication collaboration, and critical thinking for all students)

1. Maintain the District's commitment to a standardized course of study across the district including art, music, library, STEAM, and physical education (PE) for every student.
2. Effectively integrate appropriate technologies to support learning objectives across a broad course of study.
3. Assure regular use of instructional strategies and classroom environments that promote active pupil engagement in learning and development of self-regulated learners with clearly defined learning goals.
4. Integrate skill development emphasizing communication, collaboration, critical thinking, creativity, and choice into instructional environments throughout the day.

Supporting Goal 4 (Provide effective learning environments)

1. Implement Positive Behavioral Interventions and Supports (PBIS) to support students' social-emotional-behavior development through school-wide systems for direct instruction, practice opportunities, feedback and positive reinforcement.
2. Expand resources and training of staff and students to address needs for conflict resolution, self-regulation, skills to reduce issues of bullying and racism, and other inappropriate student behaviors.
3. Maintain and refine our safe, healthy, and secure school environments through review, revision and implementation of school safety plans and district wellness policies.
4. Identify systemic obstacles to equity and develop appropriate responses to mitigate them.
5. Establish and maintain a robust, scalable technology infrastructure to provide sufficient and safe access for evolving instructional and assessment purposes.
6. Maintain high-quality school facilities that are clean and in good repair including attention to the maintenance of grounds.
7. Implement sustainable practices, including renewable energy sources where possible.
8. Recruit, develop, and retain high-quality teachers, nurses, psychologists and other employees at all levels that are prepared to support the academic, social/emotional and behavioral learning of a diverse population of students.
9. Support the mental health and physical well-being of our students and staff.
10. Support the implementation of the Expanded Learning Afterschool Program to provide safe, enriching experiences that extend learning beyond the school day.

Supporting Goal 5 (Value family engagement and community involvement)

1. Support active parent engagement through district and site committees. Provide opportunity for input via surveys. Encourage family support for student learning at school and at home.
2. Offer and encourage opportunities for parent training and education in areas of literacy, technology, advocacy, health, and other high interest topics.
3. Expand opportunities that increase family participation, engagement, and leadership by making interpretation, translation and childcare resources

consistently available.

4. Encourage existing partnership efforts that positively support high attendance rates.
5. Explore opportunities to mitigate inequitable capacity of school-connected organizations (i.e. PTA) in raising additional support funds through the expanded partnership role of our education foundation.
6. Encourage and publicly recognize partnerships with local education institutions, businesses, and organizations.

STRATEGIC PLAN PARAMETERS AND REVISION HISTORY

Parameters

The Goleta Union School District Strategic Plan is aligned with California's required Local Control Accountability Plan (LCAP). The Strategic Plan also reflects the priorities and goals established in a variety of other plans: Bond Priorities, Educator Effectiveness Plan, English Learner Master Plan, Equity Audit, Expanded Learning Opportunity Plan, Facilities Master Plan, Safety Plan, School Accountability Report Cards, School Plans for Student Achievement, Technology Plan, and Transitional Kindergarten Plan. These plans are created with input from various educational partners, including families, community members, staff, and students. The GUSD Strategic Plan includes the District's Mission, Vision, and Values and serves as a guide when making decisions. Annual District budgets are reflective of our strategic priorities. Any newly proposed initiative or modification of existing programs must align with the GUSD Strategic Plan.

Plan Development and Revision History

2018-2022 School Years

In the spring of 2020, the United States faced a global pandemic. Schools in California were closed, including schools in the Goleta Union School District. Due to COVID, schools had to pivot to a remote learning format that lasted only a couple of hours each day. Students received most of their instruction virtually during the 2020-21 school year. In late spring 2021, students were permitted back on campus on a modified schedule with strict safety protocols. In the 21-22 school year, GUSD opened and followed a regular, full, in-person learning format. Strict COVID protocols remained, and some additional precautions were in place that included very small class sizes and no mixing of student cohorts. As a result of COVID, school districts were exempt from state testing until spring 2022. During the 22-23 school year, schools in GUSD returned to pre-COVID school operations, including the return of content specialists, field trips, and mixing grade-level student cohorts.

Dr. Donna Lewis was the Superintendent from July 2017-June to 2021. During that time, the Strategic Plan was not updated as the global pandemic caused significant disruption to school operations that required a focus on providing a very different delivery of instruction. The Strategic Plan expired in June 2020. Dr. Diana Galindo-Roybal took over as the superintendent of GUSD in July 2021. In the fall of 2022, the GUSD Cabinet members and the GUSD School Board Trustees completed a comprehensive review of the Strategic Plan. A comprehensive study during a special board meeting on October 7, 2022, resulted in an updated version of the Strategic Plan that now aligns with the current LCAP and multiple other essential district plans. The current version of the Strategic Plan was approved during the October 26 general board meeting and will not expire until June 30, 2025.

2016-2017 School Year

The actions and services outlined in the three-year Strategic Plan and the 2016-2017 LCAP were put in place and implemented with a high degree of fidelity. The state modified the 2017-2020 LCAP template from a rolling 3-year plan (which annually move a planned *Year 2* into *Year 1* status and added a new *Year 3*) to a more traditional static 3-year plan with options to modify on an annual basis.

At the March 15, 2017 meeting of the Board of Trustees, an annotated version of this strategic plan was presented and members of the Board discussed the revision of the Strategic Plan.

Minor non-substantive changes to the Strategic Plan were made prior to a second presentation to the Board on June 14, 2017. At that time the Board agreed to change the Strategic Plan from a stand-alone document to an Appendix in the LCAP. Development of the new LCAP is complete and was presented for public hearing on June 14.

On June 28, the final version of the LCAP and this modified Strategic Plan will be fully merged and is expected to be approved by the Board as the sole comprehensive strategic plan for the Goleta Union School District.

2015-2016 School Year

The actions and services outlined in the three-year Strategic Plan and the 2015-2016 LCAP were put in place and implemented with fidelity. Development of the 2016-2017 LCAP proceeded based on a positive annual review of both documents and continued input of all required stakeholder groups and other interested community partners. Details of implementation are available in the Annual Review portion of the 2016-2017 LCAP and rationale for goal modifications for the upcoming school year.

During plan development for the 2016-2017 school year the Board considered the impact of having some components of the Strategic Plan not included in the LCAP. There was discussion about transferring the local Strategic Plan goals to the LCAP and modifying the Strategic Plan to be limited to more aspirational aspects of the District's Strategic priorities. The Board recommended that no changes be made to the Strategic Plan, however embraced the idea of duplicating the local goals in the LCAP.

2014-2015 School Year

The actions and services outlined in the three-year Strategic Plan and the LCAP were put in place and implemented with fidelity. The District's LCAP and Strategic Plan process was identified by the Santa Barbara County Education Office as an exemplar for other districts in the county. Development of the 2015-2016 LCAP proceeded based on a positive annual review of both documents and continued input of all required stakeholder groups and other interested community partners. Details of the first year implementation are available in the Annual Review portion of the 2015-2016 LCAP and rationale for goal modifications for the upcoming school year.

Actions and services included only in the Strategic Plan for the year were reviewed separately

and modified for moving forward into the 2015-2016 school year. One area of optional actions and services (*Provide Parent Training and Education Opportunities*) was removed because it's focus was on provide educational opportunities beyond the scope of the school district. Parent education related specifically to interface with schools and support for their children were included (and remain) a core component of the LCAP.

2013-2014 School Year

The 2014-2017 Strategic Plan was developed in the 2013-2014 school year as part of a review and renewal process for the District's original Strategic Plan. The updated plan was created under the leadership of Superintendent William Banning and the Board of Trustees, then comprised of Yvonne DeGraw, Susan Epstein, Pam Kinsley (replaced after resignation by Luz Reyes-Martin), Valerie Kushnerov, and Dr. Richard Mayer.

During the first months of development, the Strategic Plan was affected by the introduction of a new state requirement related to the Local Control Funding Formula (LCFF). Each district in the state was required to develop a Local Control Accountability Plan (LCAP), a document with strong parallels the to concept of a District Strategic Plan

The introduction of LCAP created a challenge for the District to create two parallel documents without creating redundant strategic goals. In response, the GUSD Board of Trustees and District leadership worked to fully align the two plans. The LCAP was created to meet the State requirements, while the Strategic Plan continued to evolve as a broader aspirational document. The Board of Trustees was required to adopt the District's LCAP and the 2014-2015 District Budget prior to July 1, 2014. There is no required timeline for formal adoption of the Strategic Plan, however, a complete draft of the plan was submitted to the Board for consideration in conjunction with the LCAP approval sequence. The Board of Trustees adopted the 2014-2017 Strategic Plan and the 2014-2015 LCAP at their regular meeting on June 25, 2014.

This renewal of the previous Strategic Plan and parallel development of the District's initial LCAP was created through a series of outreach and engagement activities with community and district stakeholders. A complete description of the process is included in the LCAP document that was submitted to the Santa Barbara County Education Office on June 26, 2014.

Original Strategic Plan (2006-2007)

During the 2006-2007 school year, the GUSD Superintendent, Kathy Boomer, led the Board and Community through a process to develop and adopt the District's first Strategic Plan. The plan included a Mission Statement, Core Values, Vision, and Strategic Goals.

The original Mission Statement reads, "The mission of the Goleta Union School District is to help all students reach their highest potential." This goal rested on the belief that all children are important and have the capacity to learn. When drafting its new mission statement, the Board also created a larger vision for the district and a set of strategic goals. To implement these goals, a Strategic Task Force, composed of teachers, support staff, parents, the management team, and the superintendent was formed in August to research five specific areas. The study teams explored:

- Promoting Student Academic Growth: Core Curriculum
- Meeting the Needs of All Students: Differentiated Instruction
- Extended Student Learning (i.e. second language, art and technology)
- Creating Global Citizens
- Building a Lifelong Community of Learners.

After conducting research, the teams presented findings and recommendations to the Board of Trustees with specific recommendations for an action plan.

In October of 2008, recommendations and action focused on each of the study team areas (see bullets above) were reviewed by the Board and members of the Strategic Plan Task Force. The 2008-2009 school year saw the onset of the “Great Recession” and a five-year period of significantly reduced state funding to public education. During the same time state and federal accountability requirements caused the district to enter Program Improvement status. As a result, attention to the goals of the strategic plan was diverted to monitoring compliance and improvement efforts not specifically called out in the plan. The foundational benefits of the strategic plan, which included an ongoing commitment to funding lower class sizes and specialist instruction in music, science, art, computers, and PE, remained in place, as did the core component of the plan (Mission, Core Values, Vision). The District continued to provide excellent instruction and recorded significant increases in achievement and a narrowing of the achievement gap during this time. There is record of the complete plan, including all written components and results of review and recommendations on file in the District Office.