

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Goleta Union Elementary School District
CDS Code:	42691950000000
LEA Contact Information:	Name: Mary Kahn Position: Assistant Superintendent, Instructional Services Email: mkahn@goleta.k12.ca.us Phone: (805) 681-1200 Ext. 2203
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$49,471,450
LCFF Supplemental & Concentration Grants	\$2,467,369
All Other State Funds	\$7,990,459
All Local Funds	\$4,520,532
All federal funds	\$1,338,203
Total Projected Revenue	\$63,320,644

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$63,185,467
Total Budgeted Expenditures in the LCAP	\$2,761,658
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,646,900
Expenditures not in the LCAP	\$60,423,809

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,181,896
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,214,688

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$179,531
2020-21 Difference in Budgeted and Actual Expenditures	\$32,792

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The focus of LCAP identified costs are those to provide additional supports to high needs students. The General Fund Budget includes all other operating costs and other educational programs and supports such as Special Education, preschools, gifted

LCFF Budget Overview for Parents

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Mary Kahn

Assistant Superintendent, Instructional Services

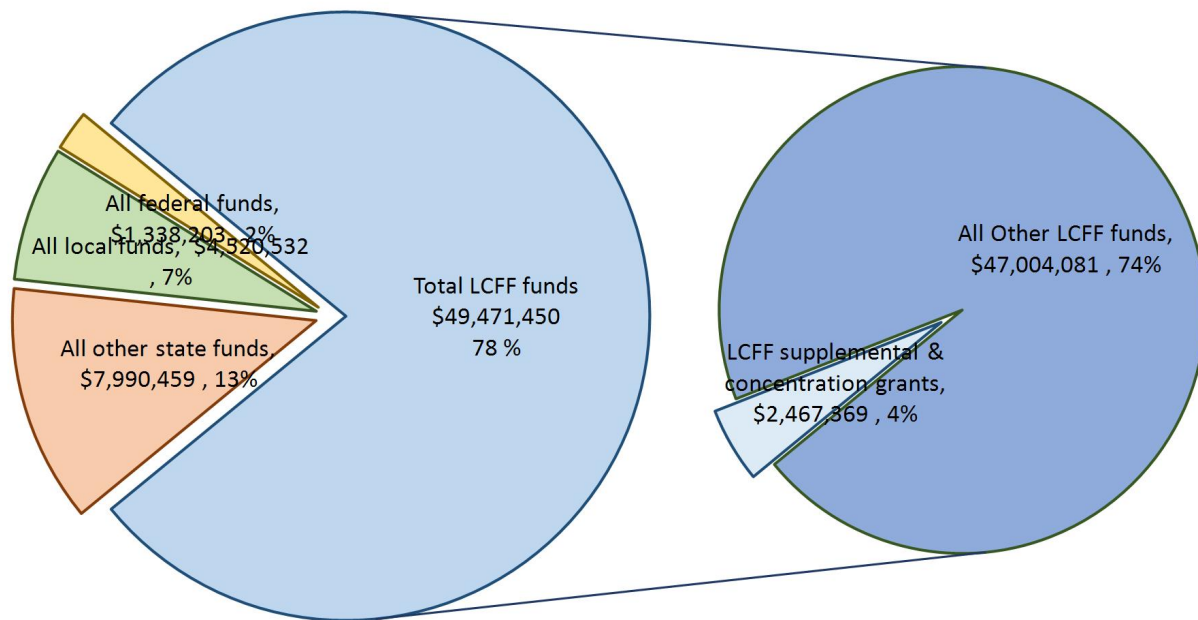
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



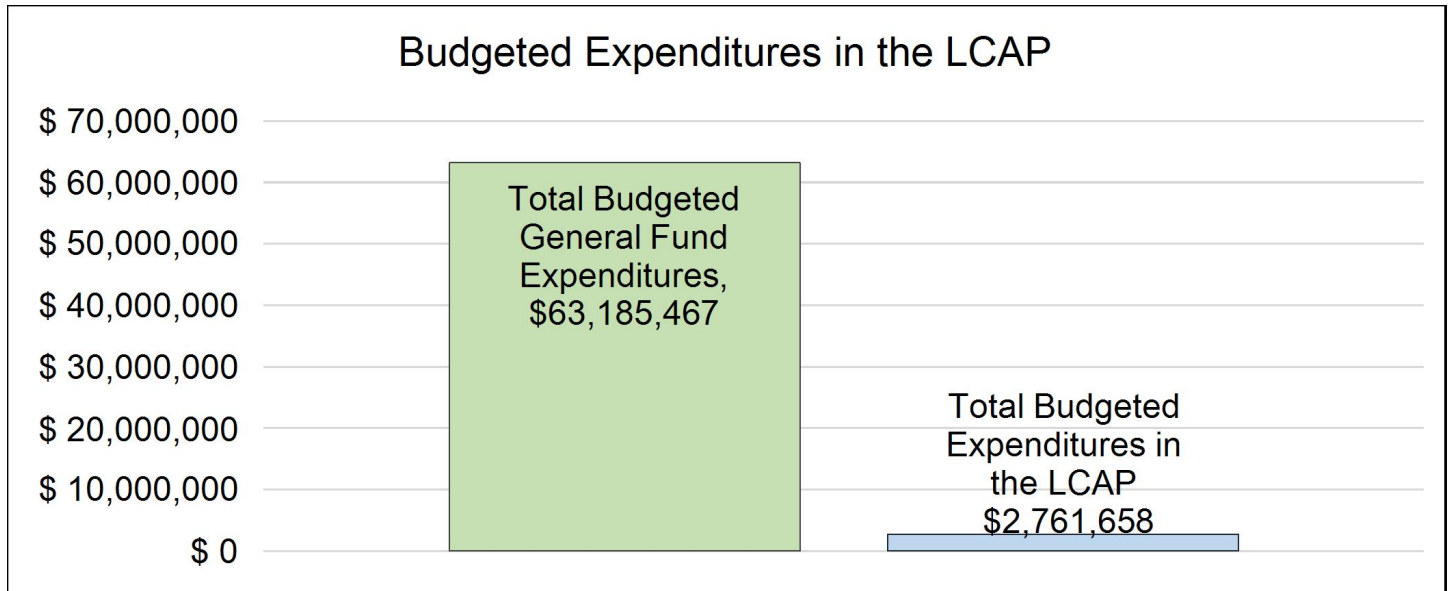
This chart shows the total general purpose revenue Goleta Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Goleta Union Elementary School District is \$63,320,644, of which \$49,471,450 is Local Control Funding Formula (LCFF), \$7,990,459 is other state funds, \$4,520,532 is local funds, and \$1,338,203 is federal funds. Of the \$49,471,450 in LCFF Funds, \$2,467,369 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Goleta Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Goleta Union Elementary School District plans to spend \$63,185,467 for the 2021-22 school year. Of that amount, \$2,761,658 is tied to actions/services in the LCAP and \$60,423,809 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

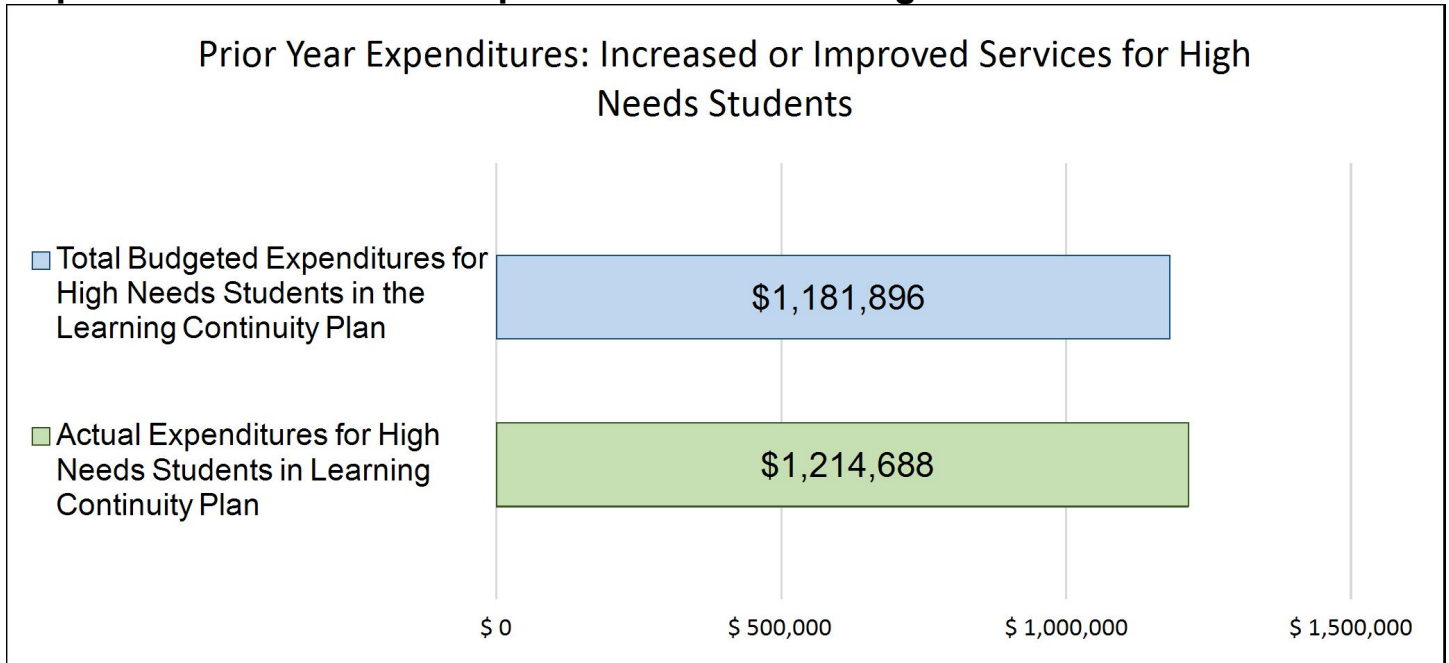
The focus of LCAP identified costs are those to provide additional supports to high needs students. The General Fund Budget includes all other operating costs and other educational programs and supports such as Special Education, preschools, gifted

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Goleta Union Elementary School District is projecting it will receive \$2,467,369 based on the enrollment of foster youth, English learner, and low-income students. Goleta Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Goleta Union Elementary School District plans to spend \$2,646,900 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Goleta Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Goleta Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Goleta Union Elementary School District's Learning Continuity Plan budgeted \$1,181,896 for planned actions to increase or improve services for high needs students. Goleta Union Elementary School District actually spent \$1,214,688 for actions to increase or improve services for high needs students in 2020-21.



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
Goleta Union Elementary School District	Mary Kahn Assistant Superintendent, Instructional Services	mkahn@goleta.k12.ca.us (805) 681-1200 Ext. 2203

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

Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan Reference: Substantial, measurable growth of each student is supported with valid and reliable formative and summative assessments.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Positively increase the Distance from 3 for all students while narrowing the gap between 'All' and subgroups as measured by the distance from 3 ELA Scaled Score.</p> <p>19-20 Positively increase the distance from 3 by 5 or more points that demonstrates a narrowed gap between 'All' and student subgroups.</p>	<p>Due to the COVID-19 pandemic, State assessments, including the Smarter Balanced Assessment Consortium (SBAC) assessments were not administered for the 2019-2020 school year. Instead, GUSD utilized local assessment data from our Renaissance STAR 360 benchmark assessments to monitor student progress. Overall, 64.9% of students achieved proficiency in reading in the spring of 2018-19 compared to 57.5% proficient in the spring 2020-2021 benchmark assessment.</p>

Expected	Actual
<p>Baseline BASELINE 2015-2016 scaled score distance from 3 All (+17), -81.5 (SWD), -35.9 (SED), -29.3 (EL), -23.9 (Hispanic)</p> <p>2017-2018 Positively increase the distance from 3 by 5 or more points that demonstrates a narrowed gap between All and Student subgroups. 2017-2018 results reflect a .3 increase for ELA for all students.</p> <p>2018-2019 Positively increase the distance from 3 by 5 or more points that demonstrates a narrowed gap between 'All' and student groups.</p>	
<p>Metric/Indicator Positively increase the Distance from 3 while narrowing the gap between 'All' and student groups as measured by the distance from 3 Mathematics Scaled Score.</p> <p>19-20 Positively increase the distance from 3 by 5 or more points that demonstrates a narrowed gap between All and student groups.</p> <p>Baseline 2015-2016 scaled score distance from 3 All (+3.9), -104.3 (SWD), -46.7 (SED), -37.3 (Hispanic), -36.3 (EL)</p> <p>2017-2018 Positively increase the distance from 3 by 5 or more points that demonstrates a narrowed gap between All and student subgroups.</p> <p>2018-2019 Positively increase the distance from 3 by 5 or more points that demonstrates a narrowed gap between All and student groups.</p>	<p>Due to the COVID-19 pandemic, State assessments, including the Smarter Balanced Assessment Consortium (SBAC) assessments were not administered for the 2019-2020 school year. Instead, GUSD utilized local assessment data from our Renaissance STAR 360 benchmark assessments to monitor student progress. In math, 76.7% of students achieved proficiency in the spring 2018-2019, compared to 71.2% in the spring of 2020-2021.</p>

Expected	Actual
<p>Metric/Indicator Positively increase student progress as measured by local reading and math benchmarks (STAR 360) for all students and narrow the gap for subgroups of students.</p> <p>19-20 Increase SGP for all subgroups by one percentile point or more as measured by the STAR 360 Benchmark.</p> <p>Baseline Current District Student Growth Percentile averages in Reading by grade level is as follows: SGP All H EL SED Gr. 2 58 55 55 52 Gr. 3 59 55 53 55 Gr. 4 55 48 55 48 Gr. 5 53 49 48 47 Gr. 6 53 49 48 47 Math SGP All H EL SED Gr. 2 58 55 54 51 Gr. 3 56 51 53 50 Gr. 4 54 49 50 47 Gr. 5 54 48 48 46 Gr. 6 58 53 55 52</p> <p>2017-2018 Increase SGP for all subgroups by one percentile point or more as measured by the STAR 360 Benchmark.</p> <p>2018-2019 Increase SGP for all subgroups by one percentile point or more as measured by the STAR 360 Benchmark.</p>	<p>Due to the COVID-19 pandemic, local STAR 360 assessments were not administered in the Spring trimester of 2020. GUSD utilized local assessment data from our Renaissance STAR 360 benchmark assessments to monitor student progress. When student groups were compared from 2018-2019 spring benchmarks to 2020-2021 spring benchmarks, student proficiency within student groups remained consistent, although gaps between student groups remained.</p> <p>Students identifying as Black in 18-19 (40.0% proficient in reading), 20-21 (56.3% proficient in reading) Students identifying as White in 18-19 (85.9% proficient in reading), 20-21 (83.3% proficient in reading) Students identifying as Latinx in 18-19 (53.8% proficient in reading), 20-21 (50.2% proficient in reading) Students identifying as Asian in 18-19 (82.1% proficient in reading), 20-21 (85.6% proficient in reading)</p>
<p>Metric/Indicator</p>	<p>Although the COVID-19 pandemic did significantly change the focus of Professional Learning Community (PLC) teamwork, the</p>

Expected	Actual
<p>Increase productive and effective research--based practices through the venue of PLCs to instill best practices, e.g. collaborative time, assessment literacy, and align literacy, and align Professional Practice Goals to LCAP and SPSA.</p> <p>19-20 Increased alignment between Professional Practice Goals and LCAP, SPSA. Supporting conditions, e.g. collaborative time, data analysis, assessment literacy, and root cause identification.</p> <p>Baseline 2016-2017 was the initial year for Professional Practice Goals with 45% of the goals specifically focused on improved practice and consequently improved student learning as well as alignment with LCAP and SPSA.</p> <p>2017-2018 Increased alignment between Professional Practice Goals and LCAP, SPSA. Supporting conditions, e.g. collaborative time, data analysis, assessment literacy, and root cause identification.</p> <p>2018-2019 Increased alignment between Professional Practice Goals and LCAP, SPSA. Supporting conditions, e.g. collaborative time, data analysis, assessment literacy, and root cause identification.</p>	<p>PLC teams were provided regular time to meet to discuss student progress. Spring 2020 conversations focused on supports to shift to digital learning, student engagement, staff supporting each other with the training needed to implement online learning, and the overall well-being of students.</p>
<p>Metric/Indicator Increase the average response of MTSS practices (implementation fidelity) by 10 points.</p> <p>19-20 Increase the average response districtwide by 10 points and decrease the variance among schools based on prior year responses.</p> <p>Baseline</p>	<p>Due to the COVID-19 pandemic, the annual review of MTSS practices was not completed for the 2019-2020 school year.</p>

Expected	Actual
<p>2016-2017 average score for MTSS implementation was 43.89 on a 70-point scale. Specific domains scores ranged from 1.5 to 6.0 on a 7-point scale.</p> <p>2017-2018 Increase the average response district-wide by 10 points and decrease the variance among schools (1.5-6.0).</p> <p>2018-2019 Increase the average response district-wide by 10 points and decrease the variance among schools based on prior year responses.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Administer quarterly STAR- 360 computer- based benchmark and formative assessments to all students in K-6. Support progress monitoring for intervention monthly. Funds support training and software licensing for STAR- 360 computer-based, formative, benchmark, and progress monitoring assessments.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Unrestricted General Fund \$65,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Unrestricted General Fund \$110,000</p>
<p>Support intervention and progress monitoring for all students through EADMS Data Management System licensing, training and support to administrators and appropriate staff. The use of a data warehouse, not only provides monitoring for student progress but also provides data for root cause analysis to intervene for students.</p>	<p>Resource 0000 Unit LCAP 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>	<p>Resource 0000 Unit LCAP 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$17,456</p>
<p>Improve system capacity for implementation of Professional Learning Communities to better serve student learning and achievement. Includes release time for site data teams or PLCs, PLC leads (sub costs or hourly compensation), and annual Solution Tree PLC Conference.</p>	<p>PLC Conference Object 5200 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$15,000</p>	<p>PLC Conference Object 5200 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$17,469</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000--1999 & 3000--3999 Unrestricted General Fund \$17,320	1000--1999 & 3000--3999 Unrestricted General Fund \$18,320
<p>2017-2018 Data analysis support at the District level is a necessary service in understanding implications of various demographic group performance differences across all sites for program modification and intervention prioritization. Study options for funding and need; develop a proposal for position or contract support in this area to be implemented in 2018-2019.</p> <p>2018-2019 Implement proposal called out through 2017-2018 action.</p>	Dependent on 2017--18 action	Action discontinued \$0
<p>Improve certificated employee capacity and implement District initiatives through ongoing professional development including training for effective implementation of standards- aligned curriculum and best instructional practices in ELA, ELD, NGSS; MTSS; PLCs, new teacher induction; and administrator training and coaching.</p>	Resource 0000 Unit PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$150,000	Resource 0000 Unit PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$80,184
<p>Support teacher capacity in ELD best practices and methodology through employment of a Director of Instructional Services with expertise in ELD who will coordinate District PD and progress monitoring for English Learners.</p>	Resource 0000 Unit: LCAP 1000--1999 & 3000--3999 Supplemental \$185,000	Resource 0000 Unit: LCAP 1000--1999 & 3000--3999 Supplemental \$211,040
<p>Improve access to intervention and MTSS services for English Learners, Low-Income students, and Foster Youth through maintenance of a 1 FTE general education Learning Center Teacher at each site.</p>	Resource 0000 Unit LCAP 1000--1999 & 3000--3999 Supplemental \$1,174,000	Resource 0000 Unit LCAP 1000--1999 & 3000--3999 Supplemental \$1,214,631
<p>Lower student to adult instructional ratio for intervention services at schools with greater than 50% enrollment of unduplicated pupils by funding the equivalent of .5 FTE additional Learning Center/MTSS Support.</p>	Resource 0000 Unit: LCAP 1000--1999 & 3000--3999 Supplemental \$190,000	Resource 0000 Unit: LCAP 1000--1999 & 3000--3999 Supplemental \$131,882

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain abundant and highly trained personnel for required ELPAC services for assessment of English Learners language proficiency.	Resource 0000 1000--3999 Unrestricted General Fund \$50,000	Resource 0000 1000--3999 Unrestricted General Fund \$48,842
Deliver instruction to all students through sufficient up to date instructional materials including library books and consumable core curricular materials.	Resource 6300 Object 4310 General Fund - Restricted Lottery \$150,000	Resource 6300 Object 4110 General Fund - Restricted Lottery \$405,199
Expand instructional opportunities for students in need of additional support by implementing academic intervention opportunities before and/or after school with priority for implementation at school with highest UPC. Coordinate funding with District Education Foundation for fundraising support.	Resource 0000 1000--3999 Unrestricted General Fund \$50,000	Resource 0000 1000--3999 Unrestricted General Fund \$50,000
Expand student access to high-quality general education counseling services at all sites by allocating .5 FTE of school psychologists at each site for services not related to Special Education.	1000--1999 & 3000--3999 Unrestricted General Fund \$700,000	1000--1999 & 3000--3999 Unrestricted General Fund \$744,386

Goal Analysis

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

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

During the 2019-2020 and 2020-2021 school years we have successfully implemented Renaissance STAR 360 benchmark and formative assessments. Professional Learning Community (PLC) teams utilized this data to progress monitor student progress and discuss strategies to optimize learning for all students. Sites have improved the capacity of their PLC teams through training, PLC meeting time, and data team meetings. Principals work with their PLC leads and Guiding Coalition PLC leadership teams to build capacity of the PLC teams and align the site PLC goals and practices. District committees have served to build capacity in teachers and administrators across the district, as well as be a mechanism to receive input from staff regarding progress and potential further needs. The ELLevation system for collecting and monitoring English learner data, specifically, was implemented to support teachers and administrators better understanding their students levels of English learner progress and to more readily facilitate the reclassification process. The reclassification process was also supported through the use of well-trained credentialed teachers to

administer the English Language Proficiency Assessments for California (ELPAC) assessment. Our intervention specialists collaborate twice each month for training and as a PLC to review and analyze student data. Intervention specialists continue to support direct service to students through intervention services based on identified needs, but also provide site support with the monitoring of longitudinal data and progress for students at the site. During the pandemic, it was challenging to service the same volume of students since it was found that our students with intervention needs were best served in small groups on Zoom. However, our intervention specialists supported their sites in determining the highest priority needs by reviewing STAR 360 data, report cards, and/or other identifying risk factors and barriers to success. Although we had previously considered coordinating with GUSD's foundation for possible fundraising for this purpose, that was not a viable option during the pandemic. High quality counseling services continue to be available at all sites through the assignment of a .5 FTE at each site for services not related to special education. Students at our three school sites, El Camino, Isla Vista, and La Patera benefitted from a lower than district average student to teacher ratio due to their greater than 50% population of unduplicated students. All students had access to sufficient instructional materials, including library books and consumable core curricular materials.

Goal 2

Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan : Student learning is supported by research-based best practices and teaching methods fully aligned with current, approved content standards for all subjects.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Implement aligned ELA/ELD materials districtwide.</p> <p>19-20 Monitor implementation of new series with observational data via Instructional Rounds and Wonders assessment data.</p> <p>Baseline In 2016-2017, we used outdated materials from 2002 adoption. Board approved a 2017 ELA/ELD series adoption. Quality, updated, systematic materials ensure access for all, including core instruction for EL students.</p> <p>2017-2018 Monitor implementation of new series with observational data via Instructional Rounds And Wonders assessment data.</p> <p>2018-2019 Monitor implementation of new series with observational data via Instructional Rounds and Wonders assessment data.</p>	<p>Wonders ELA and ELD materials were available and utilized with students across all settings. Principals reported an increase in district curriculum usage based on principal observations. A full instructional rounds cycle was not complete due the COVID-19 pandemic, however teachers and administrators observed increased usage of district materials through the rounds that did occur.</p>

Expected	Actual
<p>Metric/Indicator Prevent summer regression among disadvantaged students.</p> <p>19-20 Increased achievement and progress from year to year for summer school students as measured by local and state assessments.</p> <p>Baseline Baseline results from Spring 2016 to Fall of 2016 demonstrates a drop in Oral Reading Fluency for each cohort grade, 1st (-1); 2nd (-6); 3rd (-17); 4th (-5) and 5th (-14); 6th (-4).</p> <p>2017-2018 Demonstrate positive growth for Oral Reading Fluency from Spring 2017 to Fall 2017 among the Summer School cohort grades. Increased achievement and progress from year to year for summer school students as measured by local and state assessments. As noted in Goal 2 Annual Update, we are measuring with the Student Growth Percentile (SGP) rather than the Oral Reading Fluency measures.</p> <p>2018-2019 Increased Student Growth Percentile (SGP) achievement and progress from year-to-year for summer school students as measured by local and state assessments.</p>	<p>During the 2020 summer, Goleta Union School District did not implement a summer learning program due to the COVID-19 pandemic. Funds were redirected to support additional intervention specialists during the 2020-2021 school year.</p>
<p>Metric/Indicator Increase teachers who are trained to target instruction specific to students' needs.</p> <p>19-20 Extend differentiated training to first grade staff. Extended training for 2nd- 6th grade teachers.</p> <p>Baseline Train teachers in intensive to accelerated interventions. Currently all (98) 3rd-6th teachers were trained in differentiated strategies.</p>	<p>All teachers Kindergarten through sixth grade were trained in differentiation strategies. New to Goleta Union School District teachers participate in the training, also.</p>

Expected	Actual
<p>Train Learning Center Teachers (9) in Wonderworks (0), SIPPS (6), and assessment use.</p> <p>2017-2018 Extend differentiated training to second grade staff. Extended training for 3rd - 6th grade teachers.</p> <p>2018-2019 Extend differentiated training to first grade staff. Extended training for 2nd - 6th grade teachers.</p>	
<p>Metric/Indicator Use instructional rounds data to monitor best practices in classrooms.</p> <p>19-20 Increase the number of Instructional Rounds with specific Problem of Practice focus.</p> <p>Baseline Initial Instructional Rounds with administrators demonstrate gained 490 observational data points to analyze.</p> <p>2017-2018 Increase the number of Instructional Rounds with specific Problem of Practice focus.</p> <p>2018-2019 Increase the number of Instructional Rounds with specific Problem of Practice focus.</p>	<p>Due to the COVID-19 pandemic, instructional rounds were suspended. As substitute teacher availability increases, Goleta Union School District anticipates the return of instructional rounds with teachers, staff, and administration across schools.</p>
<p>Metric/Indicator Increase reclassification rates for English Learners.</p> <p>19-20 Increase the reclassification rate by one percent or more.</p>	<p>Goleta Union School District implemented a new student information system in the 2018-2019 school year that impacted the timeline of our reclassification data for that year. For 2018-2019, GUSD reclassified 3.8% of our English learners. For this reason,</p>

Expected	Actual
<p>Baseline Current GUSD reclassification rate is 8%, equal to the County rate but less than the state rate (11%)</p> <p>2017-2018 Increase the reclassification rate by one percent or more.</p> <p>2018-2019 Increase the reclassification rate by one percent or more.</p>	<p>there was an unusual increase in reclassification rates in the 2019-2020 school year of 20.1%.</p>
<p>Metric/Indicator Develop curriculum pacing and assessment guides for all content areas.</p> <p>19-20 Incorporate Social Studies into the pacing and assessment guide via Summer Institute week.</p> <p>Baseline Currently, we have no pacing or assessment guides that delineate agreed upon instructional or assessment timelines.</p> <p>2017-2018 Develop pacing and assessment guides (started summer 2017) for ELA/ELD, Math, NGSS, and revise accordingly.</p> <p>2018-2019 Continue to develop a curriculum and pacing guide that integrates NGSS with ELA or Mathematics content areas for improved instructional practice. Gain familiarity with Social Studies framework.</p>	<p>Pacing and assessment guides were developed for English Language Arts and Mathematics, and are under the standard, ongoing revisions that all curriculum pacing plans and assessments require to remain current. A pacing guide was developed for science, however it is in transition as we integrate input from teachers after the first years of implementation of a new adoption. Due to a focused dedication to anti bias training in our district, the social studies remains in transition as we prepare for a pilot in the 2022-2023 school year.</p>
<p>Metric/Indicator Continue to monitor Bridges/CPM implementation via pacing and assessment guides.</p> <p>19-20</p>	<p>Teachers and administration continue to monitor the implementation of our Bridges and CPM mathematics curriculum by reviewing pacing and assessment guides.</p>

Expected	Actual
<p>Revise assessment guide based on evidence of learned curriculum.</p> <p>Baseline We developed an assessment guide for mathematics that incorporates a benchmark system.</p> <p>2017-2018 Implement benchmark data points to ensure prescribed, enacted, and learned curriculum align.</p> <p>2018-2019 Establish expected formative measures between benchmark data points.</p>	
<p>Metric/Indicator Districtwide plan that delineates ways to address barriers to learning.</p> <p>19-20 Implement the developed plan and determine measures.</p> <p>Baseline As noted in Goal 3 Update, Action #4, we have no districtwide plan that delineates the non- academic indicators that present as barriers to learning. Promising practices may include cultural proficiency, mindfulness, restorative practices, social/emotional learning and safe environments including playground.</p> <p>2017-2018 Not an action in 2017-2018</p> <p>2018-2019 Develop a districtwide plan that delineates the non-academic indicators that present as barriers to learning. Promising practices may include cultural proficiency, mindfulness,</p>	<p>Goleta Union School District formed a Social Justice & Equity Task Force in the 2020-2021 school year with representation of all school nine sites and our preschool programs. Parents, teachers, classified staff, administrators and Board members all participated on this Task Force. The primary goal of this Task Force is to guide the development of a three-year plan to support social justice & equity in GUSD, including means to address barriers to learning.</p>

Expected	Actual
restorative practices, social/emotional learning and safe environments including playground.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>One-year action only.</p> <p>2017-2018</p> <p>Support improved student achievement through purchase of State Standards aligned K-6 instructional materials for English Language Arts as determined in 2016-2017 pilot. [ELD materials are listed as a separate item] Note: Board has approved adoption of McGraw-Hill Wonders program for K-6 ELA/ELD implementation.</p> <p>2018-2019</p> <p>One-year action only.</p>	\$0	No Cost \$0
Provide services in support of improved achievement of English Learners including training as needed for teachers of ELs on the implementation of new ELA/ELD curriculum, best practices in ELD instruction, and consistent standards for reclassification; Continue implementation of districtwide recognition of reclassified students.	Resource 0000 Unit PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$150,000	Resource 0000 Unit PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$80,015
Support effective instruction for unduplicated pupils through purchase of additional core and/or intervention materials for Learning Center and Learning Center Teachers.	Resource 0000 Unit: LCAP 4000-4999: Books And Supplies Supplemental \$100,000	Resource 0000 Unit: LCAP 4000-4999: Books And Supplies Supplemental \$12,766
Lower instructor/student ratio through personnel provided by funds to each school equivalent to former EIA fund revenue. Support limited to English Learners, Homeless, Low Income and Foster Youth; Support intervention instruction through additional instructional technology. Distribution to individual schools for specialists based on the number of enrolled unduplicated pupils.	1000--3999 Supplemental \$382,500	Resource 0000 School: 081-093 Unit LCAP 1000--3999 Supplemental \$500,331

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental \$42,500	4000-4999: Books And Supplies Supplemental 8,254
Support extended learning opportunities for ELs, Foster Youth, and Low-Income students through a results-based, full day, five days per week Summer Learning program.	Resource 0000 Goal 1328 Unit: LCAP 1000--3999 Supplemental \$194,804 Resource 0000 Goal 1328 Unit: LCAP 4000-4999: Books And Supplies Supplemental \$4,804 Resource 0000 Goal 1328 Unit: LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000	Resource 0000 Goal 1328 Unit: LCAP 1000--3999 Supplemental \$91,451 Resource 0000 Goal 1328 Unit: LCAP 4000-4999: Books And Supplies Supplemental \$2,649 Resource 0000 Goal 1328 Unit: LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$3,147
Improve opportunities to differentiate instruction for all students with emphasis the gifted. Extend differentiation training/support for teachers to cover K-6 grade span. Provide education nights for parents of gifted students. Explore increasing specialized opportunities for gifted students through target time coordination and after-school programming.	Resource 0000 Unit: OGES 1000--3999 Unrestricted General Fund \$59,000 Resource 0000 Unit: OGES 4000-4999: Books And Supplies Unrestricted General Fund \$20,500 Resource 0000 Unit: OGES 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$15,500	Resource 0000 Unit: OGES 1000--3999 Unrestricted General Fund \$34,772 Resource 0000 Unit: OGES 4000-4999: Books And Supplies Unrestricted General Fund \$9,752 Resource 0000 Unit: OGES 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$10,315
Support teacher and administrative capacity in MTSS and Differentiation through employment and funding of .67 FTE of a District	Resource 0000 Unit: LCAP	Resource 0000 Unit: LCAP

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Differentiation/MTSS Specialist who will coordinate District PD related to improving MTSS.	1000--1999 & 3000--3999 Supplemental \$80,000	1000--1999 & 3000--3999 Supplemental \$93,618
<p>2017-2018 Explore best practice related to English language acquisition and dual language immersion models. Continue Dual Immersion Feasibility study and visitations to determine costs, program viability, and community interest.</p> <p>2018-2019 Depending on Board and community determination – move forward with next steps or reject plan for implementation. We suspended exploration as noted in Goal 2 Annual Update.</p>	Based on 2017--2018 action	Based on 2017--2018 action
Support ECE initiatives focused on CSEFEL (social-emotional) teaching strategies in collaboration with Isla Vista Youth Projects and CALM. Training and support of all GUSD teachers and assistants serving in all state preschool classes, Learning Tree Preschool classes, and transitional kindergartens. (Pending JS Bower Foundation Donation)	Resource 0000 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$110,000	Resource 0000 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$30,000
Support improved standards--based instruction with support for Curriculum Council's school site instructional capacity development. 2017-18 focus will be on convergence of Next Generation Science Standard with math and ELA/ELD. Budget supports stipends and release time for Curriculum Council members (substitute cost or hourly compensation).	Resource 0000 Unit: PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$42,000	Resource 0000 Unit: PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$14,250
Continue to develop site administrator and teacher leaders' capacity as lead learners through the emerging practice of Instructional Rounds at all sites under the direction of Assistant Superintendent of Instructional Services; modify priorities based on previous year's findings. Stipend given in 2017-18 to an instructional leader will not be given in 2018-19 and forward.	\$0	No Cost \$0
<p>This action was moved from Goal 3, Action #4</p> <p>Provide an effective Social/Emotional Development program at all schools and all grades through the purchase of materials and training to implement Second Step at all schools and all grades.</p>	4000-4999: Books And Supplies Unrestricted General Fund \$10,000	4000-4999: Books And Supplies Unrestricted General Fund \$10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2018-2019</p> <p>Provide an effective Social/Emotional Development program at all schools and all grades through the purchase of materials and training to implement Second Step at all schools and all grades. Purchase additional materials as needed for greater access to Second Step at all schools and all grades.</p>		
<p>Develop a plan to increase students' opportunity to learn (noted in Goal 3 Update, Action #4). Promising practices may include cultural proficiency, mindfulness, restorative practices, social/emotional learning and safe environments including playground.</p>	No Cost \$0	No Cost \$0
<p>Expand the Power of Play. As noted in the annual update, Goal 3, we moved social/emotional practices to Goal 2 for a better fit. Playground social/emotional needs fit here as well.</p>	Resource 3010 5000-5999: Services And Other Operating Expenditures Title I \$10,000	Resource 0000 Unit: LCAP 5000-5999: Services And Other Operating Expenditures Supplemental \$15,025
<p>Continue development of NGSS Science plan through capacity development at all sites through appropriate PD. Research state approved aligned materials for pilot activities during 2018-2019 with recommended material selection by the end of the year.</p>	Embedded in Goal 1/Action 1.5 1000--3999 Unrestricted General Fund \$0	Embedded in Goal 1/Action 1.5 1000--3999 Unrestricted General Fund \$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.

Funds planned to support the Early Childhood Education (ECE) initiatives originally planned for \$110,000 only required the reduced amount of \$30,000 due to funding granted through collaborative partner grants.

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

All teachers received professional development on supporting their students learning English. Intervention teachers associated with the learning center continue to build their capacity in providing systematic reading instruction, which included the purchase of some

additional reading intervention materials. Additional support to students needing intervention was provided through the use of adaptive online learning platforms and reduced student to adult ratios for intervention. Although summer school was planned for the summer of 2020, GUSD elected to redirect the funds to the hiring of additional intervention specialists for the 2020-2021 school year due to uncertainty and safety precautions needed during the pandemic. Supports for students identified as gifted continued through differentiation strategies from teachers. GUSD continues to support our Multi-tiered System of Supports (MTSS) system with an MTSS Teacher on Special Assignment (TOSA) who provides professional development to teachers and staff, training, data analysis, and materials. The MTSS structure and our Professional Learning Community work are closely aligned. During the 2019-2020 school GUSD partnered with CALM to provide our early childhood teachers in preschool and transitional kindergarten (TK) reflective practice opportunities and training. Although it was intended to continue instructional rounds, they were suspended due to the COVID-19 pandemic. Our Next Generation Science Standards Steering Committee continued to meet virtually to support the implementation of the new science adoption, however they were unable to be released from their classroom to support other teachers with embedded support. A teacher on special assignment (TOSA) for science was assigned to support with the implementation of the new science curriculum. All teachers have Second Step materials to support their students with social-emotional lessons. The partnership with UCSB's Power of Play students supporting positive play and conflict resolution continues at multiple sites.

Goal 3

Provide embedded technology support within a comprehensive course of study that includes creativity, communication collaboration, and critical thinking for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Student learning environments are aligned with real world environments by integrating curriculum with 21st Century Learning Skills: Critical thinking and problem solving; communication; collaboration; creativity; innovation; life and career skills; and information, media and technology skills.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Access to Digital Technology</p> <p>19-20 Year 2 implementation of technology refresh plan</p> <p>Baseline 1:1 Classroom--based Chromebooks in 3-6; less than 1:2 K-2 iPads; some older iPads not capable of remote management</p> <p>2017-2018 Maintain 1:1 Chromebooks; meet goal of 1:2 K-2 iPads; replace older iPads not capable of remote management; Research and plan technology refresh plan and funding model.</p> <p>2018-2019 Year 1 implementation of technology refresh plan</p>	<p>During the 2019-2020 school year upgrades to 3rd-6th grade were in progress. During 2020-2021, all students preschool through 6th grade that needs a device or hotspot received one for learning. Students in 3rd-6th grade all have an updated Chromebook that would permit access to state testing. Device refresh is in progress for students in preschool-2nd grade. Plans are in progress to move to touch-screen Chromebooks district-wide (rather than Chromebooks and iPads).</p>
<p>Metric/Indicator Use and application of 4C's supported by appropriate technology</p> <p>19-20</p>	<p>Instructional Rounds were suspended due to the COVID-19 Pandemic.</p>

Expected	Actual
<p>Observational data calibrated and measured by Instructional Rounds</p> <p>Baseline Anecdotal and observable use is variable by teacher and uneven.</p> <p>2017-2018 Observational data calibrated and measured by Instructional Rounds</p> <p>2018-2019 Observational data calibrated and measured by Instructional Rounds</p>	
<p>Metric/Indicator Specialist schedules</p> <p>19-20 Maintain robust specialist programs for science, art, music, computer/STEM, and PE</p> <p>Baseline School sites all maintain robust specialist programs for science, art, music, computer/STEM, and PE</p> <p>2017-2018 Maintain robust specialist programs for science, art, music, computer/STEM, and PE</p> <p>2018-2019 Maintain robust specialist programs for science, art, music, computer/STEM, and PE</p>	<p>During the 2019-2020 school year, specialists' schedules were maintained.</p>
<p>Metric/Indicator Training in and observed use of Second Step. This outcome was moved to Goal 2, Action 12.</p>	<p>Teachers and staff have access to online resources for ongoing training with Second Step materials. Additionally, school psychologists may offer additional guidance. Teachers and staff</p>

Expected	Actual
<p>19-20 Moved to Goal 2, Action 12</p> <p>Baseline No District program for social emotional development – Second Step being piloted in select classrooms</p> <p>2017-2018 Acquisition of Second Step instructional materials; training and implementation at all grades and all schools</p> <p>2018-2019 Moved to Goal 2, Action 12</p>	<p>are currently interested in additional training to support Second Step practices both within the classroom, and on the playground.</p>
<p>Metric/Indicator Keyboarding proficiency</p> <p>19-20 Identify the percentage of students participating in a keyboarding program and percent meeting writing standards for keyboarding.</p> <p>Baseline Digital Scope and Sequence defines expectations for keyboarding. No valid data on implementation.</p> <p>2017-2018 Identify the percentage of students participating in a keyboarding program and percent meeting writing standards for keyboarding.</p> <p>2018-2019 Identify the percentage of students participating in a keyboarding program and percent meeting writing standards for keyboarding.</p>	<p>Teachers monitor keyboarding proficiency within classroom instruction. Teachers have anecdotally noted that there continues to be a need to improve keyboarding proficiency.</p>
<p>Metric/Indicator Level of staff training/proficiency</p> <p>19-20</p>	<p>During the Teacher technology lead (TTL) meetings of 2019-2020, TTLs noted an overall increase in the capacity of GUSD teachers with utilizing technology within their instruction.</p>

Expected	Actual
<p>Agendas of TTL meetings, reports from TTLs on teacher growth</p> <p>Baseline Completed year one implementation of Tech Teacher Leads as primary driver of Site PD</p> <p>2017-2018 Agendas of TTL meetings, reports from TTLs on teacher growth</p> <p>2018-2019 Agendas of TTL meetings, reports from TTLs on teacher growth. Gather additional feedback through survey</p>	
<p>Metric/Indicator CIRSI Documents; Curriculum Council Agenda/Minutes; NGSS Survey Moved to Goal 2, Action 15</p> <p>19-20 Moved to Goal 2, Action 15</p> <p>Baseline Approximately 50% of teachers consider themselves comfortable in teaching NGSS</p> <p>2017-2018 Annual NGSS Survey, agenda/minutes for Curriculum Council</p> <p>2018-2019 Moved to Goal 2, Action 15</p>	<p>GUSD implemented the first year of a new science adoption in the 2019-2020 school year where all teachers taught the equivalent of two science lessons each week. The Teacher on Special Assignment (TOSA) for Science observed a general increase in teacher's comfort with teaching science.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide access to all student for a robust, core program of specialist instruction including science/STEM, art, PE, music, and 21st-century learning/technology. Provide sufficient funds to each site for baseline implementation of each subject area.</p>	<p>1000--3999 Unrestricted General Fund \$1,000,000</p> <p>4000-4999: Books And Supplies Unrestricted General Fund \$11,500</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$8,500</p>	<p>Unit CORE 1000--3999 Unrestricted General Fund \$750,202</p> <p>4000-4999: Books And Supplies Unrestricted General Fund \$4,066</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$2,264</p>
<p>2017-2018 Maintain student and teacher access to appropriate digital technology in grades K-2 by replacement of aging digital devices with hardware capable of central software management. Develop plan and funding source options for comprehensive device refresh plan beginning in 2018-19 or 2019-20.</p> <p>2018-2019 The plan continues to develop and has not been thoroughly established yet. This action is delayed by a year.</p>	<p>Resource 0000 Unit: DISC 4000-4999: Books And Supplies Unrestricted General Fund \$20,000</p>	<p>Resource 0000 Unit: DISC 4000-4999: Books And Supplies Unrestricted General Fund \$23,219</p>
<p>Provide opportunities for students at all sites to participate in a garden education program through a contract with Explore Ecology.</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Unrestricted General Fund \$40,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Unrestricted General Fund \$71,250</p>
<p>2017-2018 Provide an effective Social-Emotional Development program at all schools and all grades through the purchase of materials and training to implement Second Step program at all schools and all grades.</p> <p>2018-2019 Moved to Goal 2, Action 12.</p>	<p>N/A</p>	<p>N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assure baseline keyboarding proficiency for all 3rd grades students through a review of District technology scope and sequence with site principals to assure effective keyboarding preparation strategies are in place at all sites.	No cost action \$0	No cost action \$0
As noted in the Annual Update, Outcome #7, we discontinued CIRSI membership due to prohibitive costs. This action will be modified and moved to Goal 2, Action 15. Best practices in teaching and learning are applicable to NGSS and the instructional shifts involved as well as STEM activities. In fact, the focus for our Curriculum Council was NGSS and training a steering committee of teachers to support eventual NGSS rollout. Continue 2017-2018 actions. Research state-approved materials for possible pilot activities during 2018-2019 with material selection by end of year.	Embedded in Goal 1/Action 5 Resource 0000 1000--3999 Unrestricted General Fund	Embedded in Goal 1/Action 5 Resource 0000 1000--3999 Unrestricted General Fund
Monitor and develop appropriate student integration of digital technology across the curriculum through funding for Technology Teacher Leads (including stipends and release time) to support school site instructional staff and student capacity development in technology integration and 21st Century learning skills.	Resource 0000 Unit: PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$30,000	Resource 0000 Unit: PDEV 1000--1999 & 3000--3999 Unrestricted General Fund \$33,813
Consider funding sources and value of repeating the 2017-2018 action. Provide opportunity scaled to interest and available funding to be determined in 2018-2019 and 2019-20.	\$0	\$0
Develop a core technology team to focus on infrastructure, hardware, technical support, software and asset management components to ensure access, integration, and professional development. An infrastructure plan includes a review of technology policies and procedures, internet safety, refresh schedules, acceptable use policies (AUP), and ADA compliance. Additionally, electronic learning sources dictate more technical support for data warehouse, student information systems, intervention, and integrated instructional support.	\$0	\$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.

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

All students had access to instruction in science/STEM, art, PE, music and technology and garden through the use of specialists during the 2019-2020 school year. Although teachers and parents all appreciate the specialists, it was noted that some specialists have particular expertise and passion for their subjects that make their instruction highly valuable, while others were not as effective. Some challenges to this model include the level of compensation, staff not trained in the area of specialization, the large number of students each specialist provides instruction for, and the limited capacity of site administrators to provide feedback and evaluation. All teachers were trained in providing instruction with the newly adopted science curriculum and successfully implemented the first phase of our three-year implementation plan. Although all teachers and students have access to technology, challenges in training and continuity continue to be expressed by teachers and observed by staff. The goals of technology to support innovative instruction within the classroom need further discussion.

Goal 4

Provide effective learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities: Strategic Plan Reference: Student learning occurs in safe, healthy, well--maintained and well--equipped facilities with instructional material aligned to rigorous standards. Teachers are highly qualified, inspired, well-trained, and capable of meeting the diverse needs of each student.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension rate for all students and student subgroups.</p> <p>19-20 Strive for very low rates for all students and address any disparity by student group to improve less than very low rates.</p> <p>Baseline School year 2014-2015 demonstrated 2.8% of African American children were suspended compared to 0.45% for all students</p> <p>2017-2018 Maintain overall very low suspension rate for all and decrease the percentage of African American children who were suspended.</p> <p>2018-2019 Strive for very low rates for all students and address any disparity by student group to improve less than very low rates.</p>	<p>The suspension rate on the 2019 CA Dashboard for GUSD was green (.9%), which demonstrates a decline of .3%.</p>
<p>Metric/Indicator Expulsion rate</p> <p>19-20</p>	<p>GUSD maintained a zero expulsion rate.</p>

Expected	Actual
<p>Maintain zero expulsion rate</p> <p>Baseline No expulsions 2016-17</p> <p>2017-2018 Maintain zero expulsion rate</p> <p>2018-2019 Maintain zero expulsion rate</p>	
<p>Metric/Indicator Teacher assignment rate</p> <p>19-20 Maintain 100% assignment rate</p> <p>Baseline Maintain 100% qualified teachers</p> <p>2018-2018 Maintain 100% assignment rate</p> <p>2018-2019 Maintain 100% assignment rate</p>	<p>GUSD maintained 100% qualified teachers.</p>
<p>Metric/Indicator Access to standards aligned instructional materials</p> <p>19-20 Maintain 100% student access to aligned instructional materials.</p> <p>Baseline All students have access to aligned instructional materials.</p> <p>2017-2018 Maintain 100% student access to aligned instructional materials.</p>	<p>GUSD maintained 100% student access to aligned instructional materials.</p>

Expected	Actual
<p>2018-2019 Maintain 100% student access to aligned instructional materials.</p>	
<p>Metric/Indicator Maintenance of facilities</p> <p>19-20 Begin implementation of long range plan activities</p> <p>Baseline Facilities generally in good repair. Problems addressed as they arise.</p> <p>2017-2018 Complete long range facilities plan with funding recommendation</p> <p>2018-2019 Complete long-range facilities plan with funding recommendation. Consider facilities bond and state facilities applications.</p>	<p>GUSD began the implementation of long-range facilities planning the work of the Educational Specifications Committee and the Facilities' Master Planning Committee.</p>
<p>Metric/Indicator Student survey perception data</p> <p>19-20 Increase positive response rates on items related to safety and school connectedness.</p> <p>Baseline Current year student survey baseline demonstrates 85% or more positive responses related to safety and school connectedness in grade 2. Sixth grade demonstrate 65% or more positive responses on similar items</p> <p>2017-2018 Current year student survey baseline demonstrates 85% or more positive responses related to safety and school connectedness in</p>	<p>Both students in second and sixth grade noted an an overall feeling of school connectedness and school safety. 85% of 2nd grade students like their school and 78% feel safe. Approximately 20% of 2nd grade students don't know how they feel. 77% of 6th grade students like their school and 83% feel safe. Approximately 13% of 6th grade students don't know how they feel.</p>

Expected	Actual
<p>grade 2. Sixth grade demonstrate 65% or more positive responses on similar items</p> <p>2018-2019 Increase positive response rates on items related to safety and school connectedness. Alternate years survey noted in Updates. No data for this year.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Develop a long-term facilities maintenance plan including analysis of state and local options for increased funding. fire alarm and phone replacement. Establish Board direction on funding and election options related to possible bond funding.</p>	<p>N/A</p>	<p>N/A</p>
<p>Improve access to instruction at intermediate grades through lower class size at schools with greater than 50% enrollment of English Learners, Foster Youth, and Low-Income students by maintaining currently allocated additional Teacher FTEs.</p>	<p>Fund 01 Resource 0000 Unit: LCAP 1000--1999 & 3000--3999 Supplemental \$475,000</p>	<p>Fund 01 Resource 0000 Unit: LCAP 1000--1999 & 3000--3999 Supplemental \$475,000</p>
<p>Support students with disabilities through robust allocation of general fund resources to special education programs (beyond federal and state contributions). Maintain exceptional caseloads, program resources, and PD targeted to specific areas of most significant performance gaps.</p>	<p>Fund 01 Unit: SPED 8980 Unrestricted General Fund \$6,700,000</p>	<p>Fund 01 Unit: SPED 8980 Unrestricted General Fund \$6,791,167</p>
<p>Actions to be determined based on results of 2017-18 review and mitigation. Review status annually and adjust actions as indicated.</p> <p>As noted in the Annual Update, suspension incidents were reviewed, verified, and deemed appropriate. The file review indicated the need to develop a plan for prevention of suspensions and/or alternatives to suspension.</p>	<p>No cost action</p>	<p>No cost action</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to support improved instruction and site-to-site consistency at all grades in core academics through a five-day Summer Institute using District teachers to develop supporting materials for all classrooms. Focus to be determined annually.	Fund 01 Resource 0000 1000--1999 & 3000--3999 Unrestricted General Fund \$30,000	Fund 01 Resource 0000 2000--2999 & 3000--3999 Unrestricted General Fund \$57,076
Assess need annually to maintain services in support of increasing enrollment of students with significant medical needs through .6 FTE certificated nurse added in 2017-2018.	Fund 01 Resource: 6500 1000--1999 & 3000--3999 General Fund \$58,000	Fund 01 Resource: 0000 2000--2999 & 3000--3999 General Fund \$57,879
One year action only.	\$0	\$0
Continue Installation of LED Lights and programmable smart thermostats at multiple sites.	Fund 01 Resource 6230 2000-2999: Classified Personnel Salaries Restricted General Fund - CA Clean Energy Jobs Act \$95,000 4000-4999: Books And Supplies Restricted General Fund - CA Clean Energy Jobs Act \$100,000 5800: Professional/Consulting Services And Operating Expenditures Restricted General Fund - CA Clean Energy Jobs Act \$60,000	Fund 01 Resource 6230 2000-2999: Classified Personnel Salaries Restricted General Fund - CA Clean Energy Jobs Act \$59,696 4000-4999: Books And Supplies Restricted General Fund - CA Clean Energy Jobs Act \$0 5800: Professional/Consulting Services And Operating Expenditures Restricted General Fund - CA Clean Energy Jobs Act \$11,130
Purchase and implement a contemporary Student Information System (SIS) Synergy replacing the venerable, locally-developed FileMaker SIS now in operation in 2018-2019.	Fund 01 Resource 0000 Unit DISC 5800: Professional/Consulting Services And Operating Expenditures Unrestricted General Fund \$30,000	Fund 01 Resource 0000 Unit 0000 5800: Professional/Consulting Services And Operating Expenditures Unrestricted General Fund \$37,197
Support student and staff wellness through ongoing District Wellness and safety/emergency policies and programs. Schedule appropriate training opportunities for staff awareness and training.	\$0	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain commitment to environmentally sustainable cleaning products and practices in District maintenance/grounds activities.	\$0	\$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.

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

Access to instruction at intermediate grades through lower class size at schools with greater than 50% enrollment of English Learners, Foster Youth, and students from low-income households was supported through a reduced teacher to student ratio. Students with disabilities were well-served by a robust allocation of resources, including exceptional caseloads, resources, and professional development. Suspension rate was greatly reduced through the increase of restorative practices and structures to support training of administrators in the use of alternatives to suspension. A Summer Institute was implemented to support teacher-leaders to review curriculum pacing guides and refine assessment practices. The need for nursing and trained medical staff is ongoing. The installation of LED lights and programmable smart thermostats was completed. The student information system, Synergy, was fully implemented and staff receive ongoing training as needed. GUSD maintains a wellness and a safety/emergency policies and committees with training for staff as necessary. GUSD maintains environmentally sustainable cleaning products and practices.

Goal 5

Value and encourage community involvement and local control.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Local Priorities: Student learning is supported to the greatest extent possible by parent/community partnerships and locally generated resources controlled by community governance through the elected Board of Trustees.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator P2 Attendance</p> <p>19-20 Maintain or improve</p> <p>Baseline Consistently 97% since 2013-2014</p> <p>2017-2018 Maintain or Improve</p> <p>2018-2019 Maintain or improve</p>	<p>P2 Attendance was 96.5% for the 2019-2020 school year.</p>
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Maintain or improve</p> <p>Baseline Range 3.0 – 3.5% since 2013-2014</p>	<p>Chronic absenteeism for the 2018-2019 school year, which was reported on the 2019 Dashboard, was 7.2%. This is an increase of 1.3% and earns a color "orange."</p>

Expected	Actual
<p>2017-2018 Maintain or Improve</p> <p>2018-2019 Maintain or improve</p>	
<p>Metric/Indicator Agendas, attendance records showing efforts to seek, and promote parent input and participation.</p> <p>19-20 Maintain or improve</p> <p>Baseline Agendas, attendance records showing efforts to seek, and promote parent input and participation.</p> <p>2017-2018 Robust participation of parents on DAC, ELAC, DELAC, Gifted AC, PTA, etc.</p> <p>2018-2019 Maintain or improve</p>	<p>Parent participation in site and district committees/Task Forces demonstrates strong participation.</p>
<p>Metric/Indicator Local parent, staff perception survey data</p> <p>19-20 Maintain or Improve</p> <p>Baseline 90% or more parents respond that they feel their child is safe and they are informed about their child’s progress in school; 90% or more teachers report that they enjoy their work and 100% believe that every student can learn.</p> <p>2017-2018</p>	<p>The majority of parents feel informed about their child's school progress (88.6%) and another (9.4%) are neutral in their response. 90% of parents feel their children are safe at school, with another 9% neutral. 97% of teachers report that they love teaching and 100% believe that every student can learn.</p>

Expected	Actual
Maintain or Improve 2018-2019 Maintain or improve	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support continued engagement of DAC, DELAC, GES DAC, PTAs, and School Site Councils. Continue parent education including DELAC/ELAC training, school engagement, parenting programs, and information sessions on instructional programs. Support DELAC request for one or more joint meetings of DELAC with all site ELACs.	Resource 3010 5000-5999: Services And Other Operating Expenditures Restricted General Fund - Title 1 \$6,000	Resource 3010 5000-5999: Services And Other Operating Expenditures Restricted General Fund - Title 1 \$91
Maintain commitment to work with key community partners to expand charitable donations in support of District programs. Key goals include: Support United Way of Santa Barbara County’s campaign to fund two more years of access to Lexia for all District K-3 students; continued support from the James S. Bower Foundation in support of preschool and other early childhood education support; and the Goleta Education Foundation’s support for grants related creating after school intervention programming in support of reading and literacy (Budget information in Goal 1). Continue annual summary and recognition of community partners. Continue to emphasize need for Goleta Education Foundation to focus on distribution of charitable donations in support of sites with most need. Support GEF in efforts to expand charitable donations in support of the District.	\$0	\$0
Maintain and address perception data by administering locally developed school climate and needs assessment surveys to all District employees, parents, and students annually. Address findings from the 2016-2017 survey findings.	\$0	\$0
Support Spanish- speaking families by Providing 3.0 FTEs of Community Liaison support to serve Spanish- speaking families at all schools with scheduled time based on priority given to schools with the highest unduplicated students.	Resource 0000 Unit: LCAP 2000--2999 & 3000--3999 Supplemental \$215,000	Resource 0000 Unit: LCAP 2000--2999 & 3000--3999 Supplemental \$229,915

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support more challenging family emotional health needs districtwide by reclassifying 1.0 of 4.0 FTEs of Community Liaisons to a Bilingual Community Liaison II /Licensed Clinical Social Worker (LCSW); support IVYP Family Advocate with office space and basis supplies at El Camino and La Patera (Additional cost to be covered by Mental Health Funding if available).	Resource 0000 Unit LCAP 2000--2999 & 3000--3999 Supplemental \$73,000	Resource 0000 Unit LCAP 1000--1999 & 3000--3999 Supplemental \$61,297
Provide translation services to District families through a .43 FTE District Translator for Spanish translation of District communication; IEP translation and periodic live interpretation responsibilities.	Resource 0000 Unit LCAP 2000--2999 & 3000--3999 Supplemental \$35,000	Resource 0000 Unit LCAP 2000--2999 & 3000--3999 Supplemental \$25,859
Continue partnership with Santa Barbara County District Attorney in support of the School Attendance Review Board (SARB) to maintain very low rates of truancy.	\$0	\$0
Support working families through the @Afterschool care program at all schools without on site ASES programs. Expand program to include centralized coordination of site enrichment programs at all schools in conjunction with revised of Facilities Use policies. Excess program revenue to be set aside for expansion of the program through capital projects in future years. Excess can also potentially offset costs of supporting extend day and year intervention programming.	Fund 01 Resource 0000 @Afterschool Local Revenue 1000--1999 & 3000--3999 Unrestricted General Fund \$150,000	Fund 01 Resource 0000 @Afterschool Local Revenue 1000--1999 & 3000--3999 Unrestricted General Fund \$1,109
As noted in Goal 5 Update, our Homeless youth have the highest rate of chronic absenteeism, 10.6%. Homelessness, in and of itself, is a childhood trauma that is best addressed through parent engagement. We will develop a chronic absentee plan to address specific student groups through parent outreach in addition to the SARB process.	\$0	\$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.

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

GUSD has supported increased participation and input from parents through site and district committees with personal invitations from existing committee members or site staff and interpretation available at meetings when needed. GUSD continues to be grateful for our community partners who provide comprehensive, wrap-around and truancy supports to our students and their families. Students, staff, and families continue to feel a sense of belonging, that school is safe, and that they enjoy being part of their school community. Support for Spanish interpretation and translation is maintained through community liaison and district translator support. Additional staff support has been allocated to support students and families with emotional health needs. Families continue to be supported with onsite, high-quality after-school care.

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
7.5 Learning Center Teachers to serve six Title I schools, including an additional .5 Learning Center Teacher for the three schools with greater than 50% of student population identified low-income.	\$1,026,484	\$1,057,278	Yes
21 General education teachers to support smaller class size for the in-person model to follow social-distancing and safety protocols.	\$1,575,000	\$1,622,250	No
.5 Teacher on Special Assignment for Differentiation	\$ 57,764	\$71,155	Yes

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

Analysis of In-Person Instructional Offerings

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

With the addition of 21 general education classroom teachers, Goleta Union School District was able to secure a student to teacher ratio of 19:1, which permitted all students in a class cohort to return together to in-person school with the safety guidelines in place of six feet physical distancing. Although reduced synchronous minutes were necessary to support other safety precautions such as screening, cleaning and disinfecting, and transportation, the full class cohort model allowed us to return to five-day/week in-person school. The modified five-day model was observed to be a success, with parents, teachers, and students who returned to in-person school very grateful to be back. Additionally, with the intervention specialists we were able to retain, GUSD was able to continue to serve all students identified as having intensive needs with virtual intervention. The differentiation specialist was critical in providing additional strategies and support to parents who were supporting asynchronous work and teachers who needed options for supporting students virtually. One of the significant challenges our GUSD community was faced with was the uncertainty of plans. Due to the

ups and downs of the COVID-19 incidence in the community, the plans to reopen evolved through many iterations. With each plan, teachers, staff, and families prepared to be ready. When plans changed, everyone pivoted. In March, when GUSD reopened for in-person school, GUSD made the final enrollment shift where we offered all families who needed to move back to in-person or over to a virtual setting a final option to select their learning program. Although this was immensely challenging to accommodate, we are proud to share that everyone was able to receive the learning program placement that best suited their needs and our staff made the transition as smooth as possible.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
.5 Teacher on Special Assignment for English Language Development Coaching and Support	\$ 57,764	\$59,497	Yes
Professional development for teachers and staff of the Dual Language Immersion Program	\$ 23,126	\$10,000	Yes
ELLevation software program to monitor English learner progress and support reclassification protocols	\$ 16,758	\$16,758	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.

The professional development for teachers and staff in the Dual Language Immersion (DLI) program did not require the full budgeted costs of \$23,126 because it included costs for the DLI master plan development that was already completed in the prior year.

Analysis of the Distance Learning Program

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

Continuity of Instruction:
 During remote instruction, all students continued to receive instruction in English language arts, mathematics, social studies, and science, and social-emotional education. Physical education, art, music, and technology lessons were pre-recorded and made accessible to students by their teachers as one option for continuing education in these areas. Students learning English as a second language received daily lessons in language development, although teachers did observe that the inability to group according to language level as easily posed additional challenges.

Access to Devices & Connectivity:
 All students in GUSD, preschool through 6th grade, that needed a device or support with connectivity received equipment to support them. After families realized the pandemic would be going longer than initially considered, many families requested devices for their children since the usual home device was a shared device. For this reason, GUSD purchased more chromebooks to accommodate the needs. Despite being issued hotspots, some families still experienced internet connectivity issues because of the rural or canyon locations. Also, our local cable company had regular rolling blackouts which affected connectivity in some areas. During the initial

distribution, many families and staff needed support with how to use the devices and the software programs, especially those that were specific to learning in a pandemic such as Zoom. Our technical services department established a hotline with English/Spanish support and made videos to support learning.

Pupil Participation & Progress:

Based on parent and staff feedback from the spring 2020 trimester during a pandemic, GUSD established a common schedule of synchronous and asynchronous learning for the 2020-2021 school year. Although it was very challenging for some to work within the restraints of a common schedule, overall the common schedule ensured adequate instructional minutes, ease of general education and special education services to provide services around core instruction, and clarity for parents to know when their child had to attend synchronous sessions. Students learning English as an additional language all had an additional 30-minute session of language development. Students with need of intensive intervention services also received an additional session of reading instruction. Students with special education and related services received their services as designed by their Individualized Educational Plan team. Attendance was taken daily. Participation in synchronous and asynchronous sessions were logged by teachers on the weekly engagement record within the student information system, Synergy.

Distance Learning Professional Development:

Staff participated in professional development to support professional learning community work with specific attention to essential learning in English language arts to support a definitive, common focus across the district. Professional learning to support English language development, assessment, and technology support were also provided. Additionally, staff engaged in professional learning to support social justice and equity work. Individualized support through posted videos, coaching, or co-taught lessons were also available. Although professional development was recognized as important, staff were challenged to attend and engage in professional development due to the significant increase in hours spent on planning, providing feedback to students, and communicating with parents. Additionally, the teachers of the Dual Language Immersion (DLI) program, which was in its first year, attended regular curriculum and implementation professional development to support the DLI program launch.

Staff Roles & Responsibilities:

All GUSD staff adjusted to support student, staff, and family needs as needed. Many staff learned how to clean and sanitize following the COVID-19 safety plan. During virtual instruction, many instructional assistants supported the Food Services department, helping with distribution. After school classified staff were reimagined to provide essential care for staff employee's children. Playground supervisors sanitized door knobs, made copies, and distributed textbooks. Upon our return to in-person school, many staff returned to their usual positions, but some added additional roles, such as screening and temperature taking. Others were needed to support physical distancing and the maintenance of cohorts.

Supports for Pupils with Unique Needs:

Students who are learning an additional language received 30 minutes of small group language development with a classroom teacher. All students are monitored for adequate learning progress, and students with intensive learning needs were provided additional small-group, virtual intervention support, daily. The universal common schedule supported students with additional services to have a schedule that didn't require them to miss their core instruction with their classroom teacher. Students with exceptional needs were provided their specialized academic instruction or other related services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Renaissance STAR 360 Assessment Program	\$ 105,000	\$105,000	No
California Principal's Support Network (CAPS), professional development for Professional Learning Communities' Implementation	\$ 13,500	\$ 13,500	No

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.

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.

Students were monitored with GUSD's usual benchmark and progress monitoring assessments, Renaissance STAR 360 Early Literacy, Reading, and Math. Teachers and families adjusted to administering these assessments remotely. This was especially challenging in the earliest years, since parents appropriated wished to support their children through the assessments, although that somewhat diminished teacher's confidence in that data. Teacher administered common formative assessments, report card data, and STAR 360 data was triangulated to identify which students had intensive intervention needs in reading. Intervention specialists were assigned to all students with intensive intervention needs to provide virtual intervention in systematic phonics instruction within small groups, virtually. Teachers and parents were appreciative of the intervention support, but for some students the addition of virtual language development and intervention sessions made for an exhausting day. Overall, assessment data reflects continued progress trends for GUSD students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

GUSD is grateful that our team of ten school psychologists and one licensed clinical social worker already had relationships with our students and families so they could offer much needed support during the pandemic. The psychologists created a website of resources for teachers and families and provided one-on-one counseling through in-person (with safety precautions) or videoconferencing. Most importantly, though, were the relationships that teachers had with their students. Daily synchronous interactions were vitally important to the well-being of students. Teachers observed that they were surprised at how connected they were able to become with their students through Zoom learning. Students reported a wish to have more opportunities for peer-to-peer playtime, which resulted in some "recess" opportunities via Zoom.

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.

A tiered re-engagement procedure was established to support all students in successfully accessing learning. Engagement was monitored with a weekly engagement log that teachers completed through the student information system. Synchronous Zoom sessions generally received strong attendance. Teachers worked hard to creatively engage students within the confines of Zoom. Additionally, teachers creatively used multiple devices to manage supervision of breakout rooms. Asynchronous work completion was generally challenging for all. Students struggled to spend more time on a device and complete work independently. Office staff and administration monitored student attendance. Teachers also reached out to families if a student struggled to attend Zoom sessions. All students struggling with learning progress were offered additional intervention by an intervention specialist to support academic learning. Students struggling with social-emotional challenges were supported by school psychologists, outside agency referrals, or our social workers. Students identified by teachers and staff as struggling with attendance were prioritized for participation in in-person childcare. GUSD partnered with local organizations to provide essential care to families with low-income or other hardships. Although space was limited, this childcare was extremely helpful. Additional virtual homework help and games were available through our partnerships with Isla Vista Youth Projects (IVYP).

Analysis of School Nutrition

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

Input from parents, leadership, and committees such as the District Advisory Committee, the District English Language Advisory Committee, and the English Language Development Committee all indicated that food insecurity was a significant concern for families during school closures. GUSD provided over 522,992 meals to students since school closures, including the summer and holidays. In order to support distribution, breakfast and lunch meals were served together and at multiple sites. Having enough staffing to support the distribution was challenging, but our Food Services department was creative in the use of staff from other departments and volunteers. GUSD trained volunteers on elements of our safety plan and provided personal protective equipment. Increased food,

labor, and operational costs were also a challenge, but the Food Services Director worked with the local food bank and other partners to provide fresh produce to families in need. When GUSD returned in-person, Food Services continued to serve meals for our virtual students, but added food service to all nine school sites for the in-person students. Serving meals that met the new safety standards ensuring minimal contact between people was a challenge, but individual coolers for each classroom were acquired in order to safely deliver meals to students. Updates on meals served and the food program during the pandemic were provided to the Board at regularly scheduled meetings.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	GUSD has purchased Personal Protective Equipment (PPE) such as masks, gloves, hand sanitizer, and face shields, 200 new single student desks, and other classroom supplies such as Plexiglas dividers and sneeze guards to enhance safety for staff and students for when they return to school for in person learning. Additional cleaning supplies have also been purchased to enhance sanitization efforts at all GUSD campuses	\$ 150,000	\$171,486	No
Distance Learning Program	GUSD has purchased an additional 1,600 new Chromebooks for students in lower grades and for preschool, to replace older models that did not support the technologies required for distance learning, and for Instructional Assistants to support distance learning for students with special needs. These grade levels were not part of the district 1:1 device program prior to school closures but were added after the school closures to ensure access to distance learning. 110 hotspots have also been purchased and activated to ensure all students have the connectivity required to participate in distance learning education. Full-featured Zoom licenses have been purchased for GUSD faculty and staff to deliver distance learning to GUSD students.	\$ 595,000	\$ 717,436	No

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

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 professional learning community instructional work GUSD has engaged in, such as analyzing student progress, adjusting instructional practices according to student needs, and a focus on essential standards served our students well during the pandemic. As we move forward with the LCAP, we will continue with this work in Goal #4: Growth in all subject areas, specifically unpacking the standards with learning intentions and success criteria, and refining our common assessments. Teachers now are also asking for essential standards in other curricular areas such as English language development, social-emotional curriculum, PE, art/music as a matter of effective practice, too, to guide their work with student learning. This work will be completed as part of Goal #1: English Language Development and Goal #4: Growth in all subject areas. Essential standards helped bring continuity to our practice across the district, too. Another area of positive outcomes, was the increased connection between school and family. Although circumstances will be different, we are looking to continue to engage families deeply in their children's learning experience. The increased access through online learning platforms and tools will be something that students, parents, and teachers will all have in their toolkit as they continue into the next year. Continued work to support family engagement is outlined in Goal #1: English language development and Goal #3: Regular attendance. A clear need to further support efforts to create a positive school climate that promotes learning engagement after learning in a pandemic are delineated in Goal 2: Social-emotional, behavioral learning.

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

Students will continue to be assessed through benchmark and progress monitoring using the Renaissance STAR 360 assessments in Early Literacy, Reading, and Math. Teachers also use assessments for phonics, fluency, and common formative assessments on essential standards to inform their instruction. Teachers also use ELPAC data to ascertain levels of instruction for students learning English as an additional language. As a system, individual school site learning center teachers and principals monitor student progress across the school site and longitudinally to ensure adequate progress toward goals. At the district level, the Instructional Services Department also monitors student progress each trimester to reallocate intervention services as needed. All students with intervention needs will receive differentiated instruction from their classroom teacher. Students with intensive intervention needs will also receive additional sessions with a specialist, either through general education or special education and related service provider supports, depending on the individual student. Ongoing professional development and job-embedded coaching will be provided for teachers to support differentiation and foundational literacy skills.

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.

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.

It was clear through this pandemic that the teacher makes the number one difference with student outcomes. Teachers have relationships with their students, teachers differentiate for students' needs, and teachers communicate directly with families. With the hiring of 21 teachers to bring class size down, we found that teachers were really able to support their students' academic and social-emotional needs. Although it required many extra hours and dedication from all involved, the teacher and staff relationships with their students and their expertise to provide differentiated support for their students supported student growth. For the 2020-2021 school year, GUSD plans to continue to maintain small class size to support teachers in their work with students. Additionally, GUSD will continue our robust, systematic general education intervention for students with intensive learning needs. Teachers will provide language development for their students and special education service providers will collaborate with general education teachers to provide necessary services. An additional community liaison will be hired to support the additional family engagement, translation, and interpretation found to be essential during the pandemic.

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	13,129,928.00	12,657,984.00
	0.00	0.00
General Fund	58,000.00	57,879.00
General Fund - Restricted Lottery	150,000.00	405,199.00
Restricted General Fund - Title 1	6,000.00	91.00
Restricted General Fund - CA Clean Energy Jobs Act	255,000.00	70,826.00
Supplemental	3,176,608.00	3,094,321.00
Title I	10,000.00	0.00
Unrestricted General Fund	9,474,320.00	9,029,668.00

* 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	13,129,928.00	12,657,984.00
	150,000.00	405,199.00
1000--1999 & 3000--3999	3,431,320.00	3,159,545.00
1000--3999	1,736,304.00	1,475,598.00
2000-2999: Classified Personnel Salaries	95,000.00	59,696.00
2000--2999 & 3000--3999	323,000.00	370,729.00
4000-4999: Books And Supplies	309,304.00	70,706.00
5000-5999: Services And Other Operating Expenditures	175,000.00	78,311.00
5800: Professional/Consulting Services And Operating Expenditures	210,000.00	247,033.00
8980	6,700,000.00	6,791,167.00

* 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	13,129,928.00	12,657,984.00
		0.00	0.00
	General Fund - Restricted Lottery	150,000.00	405,199.00
1000--1999 & 3000--3999	General Fund	58,000.00	0.00
1000--1999 & 3000--3999	Supplemental	2,104,000.00	2,187,468.00
1000--1999 & 3000--3999	Unrestricted General Fund	1,269,320.00	972,077.00
1000--3999	Supplemental	577,304.00	591,782.00
1000--3999	Unrestricted General Fund	1,159,000.00	883,816.00
2000-2999: Classified Personnel Salaries	Restricted General Fund - CA Clean Energy Jobs Act	95,000.00	59,696.00
2000--2999 & 3000--3999	General Fund	0.00	57,879.00
2000--2999 & 3000--3999	Supplemental	323,000.00	255,774.00
2000--2999 & 3000--3999	Unrestricted General Fund	0.00	57,076.00
4000-4999: Books And Supplies	Restricted General Fund - CA Clean Energy Jobs Act	100,000.00	0.00
4000-4999: Books And Supplies	Supplemental	147,304.00	23,669.00
4000-4999: Books And Supplies	Unrestricted General Fund	62,000.00	47,037.00
5000-5999: Services And Other Operating Expenditures	Restricted General Fund - Title 1	6,000.00	91.00
5000-5999: Services And Other Operating Expenditures	Supplemental	10,000.00	18,172.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Unrestricted General Fund	149,000.00	60,048.00
5800: Professional/Consulting Services And Operating Expenditures	Restricted General Fund - CA Clean Energy Jobs Act	60,000.00	11,130.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	15,000.00	17,456.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted General Fund	135,000.00	218,447.00
8980	Unrestricted General Fund	6,700,000.00	6,791,167.00

* 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	2,761,320.00	3,049,409.00
Goal 2	1,231,608.00	916,345.00
Goal 3	1,110,000.00	884,814.00
Goal 4	7,548,000.00	7,489,145.00
Goal 5	479,000.00	318,271.00

* 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	\$2,659,248.00	\$2,750,683.00
Distance Learning Program	\$97,648.00	\$86,255.00
Pupil Learning Loss	\$118,500.00	\$118,500.00
Additional Actions and Plan Requirements	\$745,000.00	\$888,922.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,620,396.00	\$3,844,360.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,575,000.00	\$1,622,250.00
Distance Learning Program		
Pupil Learning Loss	\$118,500.00	\$118,500.00
Additional Actions and Plan Requirements	\$745,000.00	\$888,922.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,438,500.00	\$2,629,672.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,084,248.00	\$1,128,433.00
Distance Learning Program	\$97,648.00	\$86,255.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,181,896.00	\$1,214,688.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Goleta Union Elementary School District	Mary Kahn Assistant Superintendent, Instructional Services	mkahn@goleta.k12.ca.us (805) 681-1200 Ext. 2203

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Goleta Union School District serves the Goleta Valley, a suburban community of approximately includes the City of Goleta and a large unincorporated area. The valley lies between the Santa Ynez Mountains and the Pacific Ocean and is adjacent to the City of Santa Barbara in California. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

The District serves 3,373 elementary students (TK-6) in nine schools. Six schools receive school-wide Title I support. Our district hosts four transitional kindergarten programs on our school sites and three State preschools. Additionally, the District runs the Learning Tree Preschool,

which enrolls students with special needs and general education preschool students. Our Expanded Learning after-school care programs are available at all nine sites through the state supported After School Education and Safety (ASES) program and the District run Expanded Learning program.

Grade level class size averages are under 20 in grades K, 1, 2, and 3; and under 24 in grades 4, 5, and 6. The District has a diverse student population and professional staff. Approximately 21% of students are English Language Learners. Students identified as socioeconomically disadvantaged account for 39% of enrollment. The foster youth population is less than 3 students district-wide while our number of students identified as homeless is approximately 28; less than 1% of our student body.

GUSD has a stimulating and challenging atmosphere with a capable, articulate and professional staff. Many teachers, classified employees, and administrators have enjoyed long careers with GUSD. The staff has developed a reputation for working with a diverse student population to develop individual student potential by providing high-quality, differentiated instruction aligned with state standards. Core instruction includes comprehensive traditional academic subjects extended to also include social-emotional development, digital literacy, art, music, hands-on science, and physical education. All schools offer embedded programs to address specific needs of students identified as gifted and students learning English as an additional language. All teachers are trained in differentiation to support the varying needs of their students and intervention specialists provide additional intervention for students with intensive needs. Each student in grades 3-6 has 1:1 access to Chromebooks. In grades TK-2 there is one mobile digital device for every two students. All instructional environments include access to high-speed wireless connectivity to the internet.

Parents are highly involved and continue to provide generous volunteer and financial support for schools. Parent education programs are offered on an annual basis with topics supporting parents of English learners to become engaged with their schools.

The District's financial condition is sound and fully supported by local property tax revenue. GUSD employs over 251 certificated employees, 329 classified employees, and 57 non-affiliated employees. In addition, we employ a loyal group of substitutes for teachers and classified employees.

GUSD maintains excellent special education and support services at each site. Special district-wide programs for students with disabilities are housed at District schools. Areas of specialty in these programs include autism, communicative disorders, severe emotional disturbance, and other severe disabilities. Students in the Goleta Union Elementary School District become a part of the Santa Barbara Unified School District following 6th grade promotion.

ESSENTIAL STRATEGIC PLAN COMPONENTS

District 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.

Vision

Powerful Instruction

Purposeful Individualization

Productive Partnerships

Solid Evidence of Student Success

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 teachers. 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 positive responses to challenging behavior.

Teamwork, partnership and respect: We believe in the power of teamwork. We value productive collaborative learning environments for students and teachers. 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 are committed to well-maintained and well-equipped facilities. We value effective instructional materials aligned to rigorous standards to amplify student success.

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 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 the District and to dismantle systemic obstacles to success for all.

Conclusion

Goleta Union School District has earned its reputation as a high-achieving District with an outstanding staff and an engaged community of learners, family members, and supportive partners. We invite you to visit our schools and to experience our outstanding programs that support our mission and vision, which is fully aligned with this Local Control Accountability Plan and included in the overview above.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Goleta Union School District demonstrated an overall increase in English language arts, as well as for most student groups. Overall, GUSD students increased 15.1 points from the 2017 CA Dashboard to the 2019 CA Dashboard. Students learning English as an additional language increased 18.3 points, students from low-income households increased 23.1 points, homeless youth increased 28.2 points, and students with disabilities increased 15.1 points in the same time period of 2017 to 2019 CA Dashboards. In math, GUSD students increased an overall of 6.5 points between the 2017 and 2019 CA Dashboards. Students learning English as an additional language increased 9.2 points, students from low-income households increased 13.5 points, homeless youth increased 3.1 points, and students with disabilities increased 5.3 points in the same time period of 2017 to 2019 CA Dashboards. Through the framework of professional learning communities (PLCs), teachers, administrators, and staff have dedicated time and resources to analyze student data, review student progress, and respond to student needs. We are proud to have implemented a system of local data with common benchmark and formative assessments that permit our district and site teams to review and analyze student progress together through professional learning communities in order to better understand student needs and respond with additional intervention, extension, adjustments to instructional strategies, and targeted professional development for staff. Additionally, with the implementation of data visualization systems integrated with our student information systems, teachers, administration, and staff can use real-time data disaggregated by student groups to more accurately and responsively monitor student progress. All teachers continue to be trained and supported with differentiation strategies, and a district-wide system of supports offers additional intervention for students with intensive intervention needs. Teachers and administrators have attended to the specific needs of their students learning English as an additional language by ensuring that all students identified as a language learner receive daily designated English language development (ELD) and integrated language development scaffolding throughout the day to ensure access to learning. Additionally, a dual language immersion program was launched in 2020-2021 to offer a program of choice that ensures rigorous instruction for students learning an additional language. GUSD will continue to support professional learning communities (PLCs) and further the development of our Multi-Tiered System of Supports (MTSS) for academic needs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although overall and specific student group trends demonstrate an increase in student achievement on the CA Dashboard and local indicators, disaggregated data highlight that some student groups demonstrate stronger proficiency and growth than other student groups. Students who identify as White perform 74.2 points above standard (blue) and students who identify as Asian perform 87 points above

standard (blue) in English language arts, as indicated on the 2019 CA Dashboard. These student groups are demonstrating proficiency that is significantly higher (two-color gap) than students who identify as Hispanic (7.3 points below standard, yellow), students who are learning English (6.3 points below standard, yellow), students from socioeconomically disadvantaged households (11.9 points below standard, yellow) and a three-color gap with students with disabilities (74.6 points below standard, orange). A one-color gap in achievement occurred in math with students identifying as White performing 58.8 points above standard (blue) and students identifying as Asian performing 90.1 points above standard (blue). On the other hand, students who identify as Hispanic (20.9 points below standard, green), students who are learning English (18.3 points below standard), students from socioeconomically disadvantaged households (24.3 points below standard, green), a two-color gap occurred with students with disabilities (94.9 points below standard, yellow) and a three-color gap with students who identify as homeless (73.1 points below standard, orange). Students who identify as Filipino (0% chronically absent, blue) and Asian (4.5% chronically absent, green) have strong attendance. Students who identify as white (5.7%), socioeconomically disadvantaged (10%), homeless (17.6%), Hispanic (8.8%), learning an additional language (8%), and/or are a student with a disability (13.5%) all have higher rates of chronic absenteeism (orange), which represents a two or three color gap. Stakeholder input, including teachers, leaders, parents, and community have identified potential barriers to learning to include access to systematic social-emotional and behavioral learning and supports, the need to support students and families more with issues of chronic absenteeism, the need for increased access to interpretation and translation for greater family engagement, the need for anti-bias training amongst GUSD staff and community, and the need for an equity audit to determine possible other areas in GUSD that could benefit from review and updates to ensure greater access to learning for all. GUSD will address these areas in this 2021-2024 Local Control and Accountability Plan (LCAP) through continued efforts in data collection and analysis with particular attention to the systematic monitoring of student progress disaggregated by student groups and professional learning for staff, including equity and inclusion training. Further refinement of our Multi-Tiered System of supports for academic intervention and extension will be addressed through ongoing Professional Learning Community (PLC) efforts to ensure a guaranteed and viable curriculum for all students by using the adopted curriculum, identifying essential standards, and criteria for success as well as supporting teachers with instructional strategies for access to rigorous learning through differentiation within the classroom. Additionally, specific attention to removing barriers due to chronic absenteeism and social-emotional or behavioral needs will be addressed with the development of social-emotional and behavioral data collection, systematic intervention, and professional development for staff.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This 2021-2024 Local Control and Accountability Plan (LCAP) highlights GUSD's district-wide efforts in collaborating as a Professional Learning Community (PLC). Teachers, administrators, and staff across the district are working together to provide ALL students with access to a guaranteed and viable curriculum through the use of adopted curriculum, a focus on essential standards and criteria for success, the regular review of common benchmark and formative assessments, and differentiated instructional strategies. This LCAP highlights the Multi-Tiered System of Supports that encompasses academic, social-emotional, and behavior data collection, analysis, intervention, and extension. Based on our increased understanding of specific student groups' needs, this LCAP focuses on actions to address barriers to learning in the areas of chronic absenteeism, English language development, and social-emotional/behavioral skills. Efforts to address English language development include support for progress monitoring, unpacking the standards and criteria for success, parent education, increased interpretation and translation, and teacher professional development, and support for our Dual Language Immersion (DLI) program. Issues of chronic absenteeism will be addressed through student progress monitoring, increased family communication, and

support for students at-risk for chronic absenteeism. Social-emotional and behavior skill development through the development and implementation of Positive Behavior and Intervention Systems (PBIS) at three schools with high enrollment of students from low-income households and learning English as an additional language. Additionally, increased data collection and analysis and professional learning in the areas of social-emotional and behavior will be further developed with our PLC and MTSS practices with district and site teams.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Goleta Union School District is proud of the stakeholder input process used to guide the development of the District's Local Control and Accountability Plan (LCAP). Parents, leadership, union leadership, teachers, staff, students, and the Board of Trustees all have opportunities to provide input to the LCAP development through committee meetings, consultation meetings, site meetings, Board meetings, and surveys. Consultation also occurred with the Santa Barbara County Special Education Local Plan Area (SELPA). GUSD's District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) each participated in two LCAP update and input meetings. Additionally, the Gifted Education Support (GES) Committees, the English language development (ELD) committee, the Intervention Specialists, the Pupil Services staff including school psychologists, community liaisons, and social worker all participated in LCAP update and input meetings. Principals sought input from their staff at staff meetings and from parents through site English Language Advisory Committee (ELAC) meetings. The Cabinet and Leadership discussed the LCAP for updates and input several times, and the Board of Trustees was provided several opportunities to hear updates on the LCAP development, ask questions, and provide input. Parents were invited to share additional input through an LCAP survey. Second and sixth grade students were also surveyed. The draft of this LCAP plan was shared at a meeting of the Board of Trustees on June 9, 2021, along with a public hearing for any additional public input.

A summary of the feedback provided by specific stakeholder groups.

Although all stakeholder groups expressed general satisfaction with the learning progress for students in Goleta Union School District, stakeholders recognize that support will continue to be needed for the actions GUSD currently has in place in order to maintain the ongoing upward trend of overall student success in English language arts and math. A common theme across all stakeholder groups was a general concern about the social-emotional needs and mental wellness of students, along with a need for parent education in this area. The District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) indicated concern for the general learning loss due to COVID and expressed interest in the district's Multi-Tiered System of Supports (MTSS) and Professional Learning Communities (PLCs) to provide additional intervention as needed. They also expressed concern about diversity/equity/inclusion work. There was a general concern about the rise of chronic absenteeism and an interest in supporting all students and families to feel comfortable engaging in school from our local SELPA, as well as the DAC, DELAC, and from other parent groups, such as the gifted education support committee (GES). This committee specifically was concerned with the social-emotional needs of students after being out of school so long, including areas of anxiety and need for learning explicit strategies around social-emotional and behavioral skills. The GES parent committee also was interested in the MTSS and PLC processes to support learning, as well as alternative options for discipline. Parents also requested additional support for after-school care and tutoring. Staff stakeholder groups expressed input through staff meetings, committee meetings, and surveys. They indicated appreciation in the Professional Learning Community (PLC) work already done and identified an interest in completing this work such as identifying common formative assessments to analyze student progress and identify essential standards in other areas such as social-emotional/behavior and English language development (ELD). There was an interest to support families in options to support school to home communication and input from families. Support staff, including school psychologists, community liaisons, a social-worker, and union leadership confirmed a need to refine the MTSS and PLC processes, specifically attending to social-emotional and behavioral needs. Suggestions included delineating a common referral process, building common formative assessments, and using the attitudes/approaches section of the report card to monitor teacher input regarding student progress. Additional ideas included resource mapping, educating staff

on the typical trajectory of an English learner in academic achievement and bullying prevention, as well as support for improved school to home communication.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input was significantly utilized to refine the metrics, actions, and prioritization of funds in this Local Control and Accountability Plan (LCAP). Additionally, due to stakeholder input, an additional goal focusing on the social-emotional/behavior development of students was added. Through the LCAP update process, it became evident that metrics with data commonly accessible to teachers and leadership will be essential to the successful implementation of LCAP actions. For this reason, all metrics identified in this LCAP utilize data easily accessible to teachers, leadership, and staff through our data management systems so teams can monitor progress on the goals in a timely manner. In general, our ability to now disaggregate data by student groups has permitted us to more specifically create goals and actions that will directly impact students from low-income households and students learning English as an additional language. The actions selected are a direct result of both a data review of identified successes and needs, as well as input from various stakeholder groups. English language development (ELD) is the focus of the first LCAP goal in order to highlight the overall need identified through this stakeholder process since students learning English as an additional language in GUSD are not yet making expected progress. Community liaisons and school psychologists specifically noted needs for staff to better understand the typical trajectory of an English learner, which will now be a focus of professional development through as an action on our ELD goal. Additionally, the diversity, equity, and inclusion professional learning action was the culmination of building on a previous LCAP goal combined with a variety of stakeholder input recommending anti-bias training for staff.

Goals and Actions

Goal

Goal #	Description
1	All students learning English as an additional language will increase their overall English proficiency and academic achievement.

An explanation of why the LEA has developed this goal.

Although 51.3% of students learning English demonstrated progress on the ELPAC assessment, which is a level "medium" on the most recent CA Dashboard (2019), another 48.7% of students learning English as an additional language are not yet demonstrating adequate progress towards proficiency. Additionally, some students learning English are noted to have achieved a level 4 of achievement on the ELPAC, but do not yet meet the minimum reading criteria to be considered for reclassification to fully English proficient (RFEP).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC (English Language Proficiency Assessments for California)	2019 Summative Overall ELPAC by Level 4 (well-developed) = 27.98% 3 (moderately developed) = 44.92% 2 (somewhat developed) = 19.95% 1 (minimally developed) = 7.15%				Summative Overall ELPAC by Level 4 (well-developed) = 35% 3 (moderately developed) = 45+% 2 (somewhat developed) = <15% 1 (minimally developed) = <5%
ELPI (English Learner Progress Indicator-based on ELPAC)	2019 CA Dashboard ELPI Progressed at least 1 level = 35.8%				CA Dashboard ELPI Progressed at least 1 level = 50+% Maintained level 4 = 15+%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Maintained level 4 = 15.5% Maintained level 1-3H = 24.2% Decreased level = 24.3%				Maintained level 1-3H = 25+% Decreased level = <10%
SBAC English Language Arts for English Learners (greater than 12 months in US)	2019 SBAC ELA English Learners (12+ months in US) Level 4 (Exceeded) = 10.45% Level 3 (Met) = 12.54% Level 2 (Nearly Met) = 33.43% Level 1 (Not Met) = 43.58%				SBAC ELA English Learners (12+ months in US) Level 4 (Exceeded) = >10% Level 3 (Met) = 20% Level 2 (Nearly Met) = 40% Level 1 (Not Met) = <30%
STAR 360 Spring Benchmark (Proficiency) by Language Learner	STAR 360 Reading Benchmark, Spring 2021 % Achieving Proficiency (District Benchmark) English Language Learners = 33.5% Non-English Language Learners = 75.7% Reclassified Fully English Proficient = 80.1%				STAR 360 Reading Benchmark, Spring % Achieving Proficiency English Language Learners = 45% Non-English Language Learners = 80% Reclassified Fully English Proficient = 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR 360 Spring Benchmark (Growth) by Language Learner	<p>STAR 360 Reading Benchmark, Fall 2020-Spring 2021 Growth (District Benchmark)</p> <p>English Language Learners High Growth = 32.3% Typical Growth = 28.2% Low Growth = 39.4%</p> <p>Non-English Language Learners High Growth = 39.6% Typical Growth = 26.5% Low Growth = 33.9%</p>				<p>STAR 360 Reading Benchmark, Fall 2023-Spring 2024 Growth</p> <p>English Language Learners High Growth = 40+% Typical Growth = 45+% Low Growth = <15%</p> <p>Non-English Language Learners High Growth = 40+% Typical Growth = 45+% Low Growth = <15%</p>
Attendance of parents/families at school and district events/committees, and conferences. Participation in site/district surveys.	<p>Regular attendance at conference by majority of families. Limited diversity of student group representation in family participation on committees and surveys.</p>				<p>All students and families participate in conferences and school/district events. Representation of families is robust and diverse for school site/district committees and parent input surveys.</p>
English Learner Reclassification Rate	<p>English Learner Reclassification Rate 2020-2021 = 8.8%</p>				<p>English Learner Reclassification Rate will increase to 16%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor Progress of Language Learners	District, site, and grade level professional learning teams will monitor the achievement and growth of English learners using ELPAC assessment data, SBAC data (when applicable), and STAR 360 benchmark data through the ELLevation system.	\$16,758.00	No
2	Language Instruction	Principals will ensure all students learning English as an additional language have access to 30 minutes of high-quality, daily designated English language development as well as integrated English language development throughout the school day. Instructional Services, Pupil Services, teachers on special assignment (TOSAs), principals, and teacher teams will collaborate through professional learning communities (PLCs), instructional rounds, professional development and/or staff meetings to support the development essential learning in ELD standards and support the professional learning of teachers and staff in understanding the trajectory of the typical English learner and high-yield strategies to serve English learners.	\$60,000.00	No
3	Family/Student Access to School	Increase school-to-home and home-to-school communication through student and family participation in conferences and school/district events, promote input and leadership opportunities through site/district committees, and provide support through family education workshops. Interpretation and translation will be consistently available.	\$350,000.00	Yes
4	Review and Update Master Plan for Students Learning an Additional Language	The Director of Instructional Services will work with principals, teachers on special assignment, the District's Curriculum Advisory Council (CAC), the District's English Language Advisory Committee (DELAC) and with site English Learner Advisory Committees (ELAC) to review and update the district's Master Plan for students learning English as an additional language.	\$107,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Dual Language Immersion (DLI) Program	Continue development and implementation of a Dual Language Immersion (DLI) program in Goleta Union School District. 2021-2022 will be the second year of this program, serving students in kindergarten and first grade. Each subsequent year will add an additional grade level. Students will utilize the Spanish version of the curriculum and assessments adopted by GUSD. Professional learning support for the DLI program will be contracted with the Santa Barbara County Office of Education (SBCEO).	\$45,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will increase their development of social, emotional, and behavioral skills to improve students' access to academic learning through a positive school climate.

An explanation of why the LEA has developed this goal.

Through stakeholder engagement and input meetings, teachers, parents, staff, and leadership indicated that the social-emotional and behavioral needs of students may inhibit the potential academic progress and mental wellness of our students. A review of the data related to social, emotional and behavioral progress indicates that the District would benefit from more data in order to more accurately understand students' specific needs. Given the uniform recommendation from a broad array of stakeholders to focus on the development of social, emotional, and behavioral skills, it is important that we address student needs in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Multi-Tiered System of Supports (MTSS) Implementation Survey	Positive Behavioral Strategies GUSD Composite (2019) = 3.88				Implementation objective is between 6 and 7 for all schools.
Office Referrals for Discipline	No common data collected currently				Year 1 Outcome: Establish system for collecting and reviewing referral data in student information system. Year 2,3 Outcomes: Reduce the number of office referrals that react to a situation; increase incidence of systematic support. Minimize disparity between subgroups of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					student population in office referrals.
Student Climate Surveys, 2nd & 6th grades	<p>Student Climate Surveys, Spring 2021</p> <p>I feel like I belong at this school:</p> <p>6th grade Strongly Agree = 35.5% Agree = 40.5% Neutral = 19.5% Disagree = 3.8% Strongly Disagree = 0.6%</p> <p>2nd grade Agree = 78.1% Don't Know = 19.1% Disagree = 2.8%</p> <p>Learning is fun at my school:</p> <p>6th grade Strongly Agree = 21.9% Agree = 40.2% Neutral = 24.6% Disagree = 10.9% Strongly Disagree = 2.4%</p> <p>2nd grade Agree = 79% Don't Know = 15.6%</p>				Student climate surveys should reflect that all students feel like they belong at school, that they think learning is fun, and that students at their school are friendly. Disaggregated data will reflect minimal disparity between subgroups of student population.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Disagree = 5.4%</p> <p>Students are friendly at this school:</p> <p>6th grade</p> <p>Strongly Agree = 36.4%</p> <p>Agree = 40.8%</p> <p>Neutral = 18.3%</p> <p>Disagree = 3.6%</p> <p>Strongly Disagree = 0.9%</p> <p>2nd grade</p> <p>Agree = 73.2%</p> <p>Don't Know = 22.4%</p> <p>Disagree = 4.4%</p>				
Dashboard Suspension Rates	<p>2019 Dashboard</p> <p>All students = 0.9%, green</p> <p>Asian = 0.4%, blue</p> <p>Filipino = 0%, blue</p> <p>English Learners = 0.9%, green</p> <p>Hispanic = 1.3%, green</p> <p>Homeless = 1.9%, green</p> <p>Socioeconomically Disadvantaged = 1.5%, green</p> <p>White = 0.8%, green</p>				All students overall and all student groups will be green or blue on the CA Dashboard for suspension rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities = 2%, orange				
Pupil Expulsion Rates	2020-2021 Expulsion Rate = 0%				Goal = 0% of students will be expelled.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Social-Emotional Curriculum	All students will receive direct instruction in social-emotional skills from their classroom teacher using the Second Step curriculum. Second Step curriculum may also be supplemented with the Inner Explorer mindfulness pilot program. Teachers and staff will collaborate to identify and communicate essential learning standards for social-emotional learning. Support staff, such as the school psychologists may co-teach or extend lessons. Site staff, such as principal, yard supervisors, and specialists will also contribute to students' social-emotional learning by integrating support through their interactions with students. Professional development will be provided to support teachers and staff with the implementation of social-emotional curriculum and strategies.	\$15,000.00	No
2	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Social, Emotional & Behavior	Instructional Services and Pupil Services departments will work with school psychologists, intervention specialists, Teachers on Special Assignment (TOSAs), teacher/staff committees, and principals to refine the District's Multi-Tiered System of Supports (MTSS) to increase continuity in practice across the district. Updates will include a review of the referral process for academic, social-emotional, and behavioral interventions and supports, as well as revisions to the forms for referral, monitoring of intervention, and parent/staff communication. Teams will also explore options for universally screening and data collection/storage options to support students' social-emotional and behavioral needs. District and site teams will		No

Action #	Title	Description	Total Funds	Contributing
		engage in professional learning community conversations based on social-emotional and behavioral data to improve practices.		
3	Support Positive Behavioral Skill Development	GUSD will engage in the continued development of Positive Behavior Intervention & Supports (PBIS) through a pilot partnership with Santa Barbara County Office of Education regarding PBIS system development, training, and coaching with El Camino, Isla Vista, and La Patera Schools. A Teacher on Special Assignment (TOSA) at La Patera will support staff, students, and families with the implementation of positive behavioral and academic systems of support. Additionally, we will continue our partnership with UCSB for Power of Play (POP) undergraduate students in the school of psychology who provide conflict resolution and organized play activities during recess for students at El Camino, Ellwood, and Isla Vista Schools.	\$170,000.00	Yes
4	Expand Restorative Justice & Alternative Forms of Discipline Practices	The Pupil Services Department will continue efforts to work with site principals, after-school leadership, school psychologists, and staff in general regarding an understanding of restorative justice practices and options for alternative forms of discipline.		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All students will attend school regularly with a minimal number of students chronically absent.

An explanation of why the LEA has developed this goal.

Even prior to the pandemic, the rate of chronic absenteeism (more than 10% of the school year absent) was increasing for most student groups and schools. Students who regularly miss school have reduced opportunities to learn, socialize, and have success in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: Chronic Absenteeism	<p>2019 CA Dashboard: Chronic Absenteeism = 7.2%, increased 1.3% (orange)</p> <p>Filipino = 0%, blue Asian = 4.5%, green White = 5.7%, orange Socioeconomically disadvantaged = 10%, orange Homeless = 17.6%, orange Hispanic = 8.8%, orange English Learners = 8%, orange Students with Disabilities = 13.5%, orange</p>				The chronic absenteeism CA Dashboard indicator will be in the blue with a significant decline or a very low (less than 2.5%) rate of chronic absenteeism.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolzilla Chronic Absence	<p>Schoolzilla, Chronic Absence (% of students absent 10% or more days enrolled) May 2020-2021</p> <p>GUSD = 3.5% (decreased 5.9 percentage points from this time last year)</p> <p>Brandon = 3.6% El Camino = 2.6% Ellwood = 6.4% Foothill/GFS = 2.4% Virtual Academy = 3.9% Hollister = 2.4% Isla Vista = 5% Kellogg = 1.7% La Patera = 3.5% Mountain View = 3.1%</p>				All students overall and all student groups will be green or blue on the CA Dashboard for suspension rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Monitoring	Pupil Services and site teams, including principals and office staff, will monitor student attendance using Synergy reports and Schoolzilla. Students with high rates of absenteeism and/or on track to have more than 10% of the school year absent (chronically absent) will be noted for further consideration. Principal, site team, and Pupil Services will	\$11,700.00	No

Action #	Title	Description	Total Funds	Contributing
		work together to support students with chronic absenteeism, including education of staff regarding the signs of students experiencing homelessness. Additional support will be provided for students experiencing homelessness or who are foster youth to support regular attendance.		
2	Communication Regarding Absenteeism	Pupil Services will work with principals and site teams to review and update procedures for notifying families of levels attendance and tardy concerns at-risk for affecting student success in school. Notifications and procedures will include communication regarding excessive unexcused and/or excused absences as well as supports available to families.		No
3	Implement Support Plans for Chronic Absenteeism	Pupil Services, principals, teachers, and site staff will collaborate to support the development of individualized support plans for students with chronic absenteeism. Supports may include consultation with the school psychologist, the school nurse, and County-wide networks and resources.		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

An explanation of why the LEA has developed this goal.

Students in Goleta Union School District have demonstrated an overall upward trend of growth in both English language arts and mathematics based on California SBAC assessments, prior to the pandemic. However, disaggregated data shows a significant discrepancy between student groups. Students from low-income households, students learning English as an additional language, and students with disabilities do not demonstrate the same level of proficiency, but also they do not demonstrate the same level of growth. Now that GUSD has implemented progress monitoring procedures and tools to support progress monitoring of students disaggregated by student groups, district and site teams will be able to monitor student progress more frequently and plan for instructional practice adjustments through professional learning community (PLC) efforts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC English Language Arts	2019 SBAC English Language Arts Dashboard Results Overall = 33.5 points above standard Increased 9.3 Points Green Student Group Details: RED: No student groups ORANGE: Students w/Disabilities = 74.1 points below				SBAC English Language Arts Dashboard results indicate an increase each year of at least 3 points Overall = 42.5 points above standard or more Student Group Details: All student groups increase at least 3 points each year, or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>standard, Increased 13.3 points YELLOW: English Learners = 5.3 points below standard, Increased 10.9 points Hispanic = 6.2 points below standard, Increased 7.3 points Homeless = 39.9 points below standard, Increased 13.2 points Socioeconomically Disadvantaged = 10.9 points below standard, Increased 10.1 points GREEN: No student groups BLUE: Two or More Races = 72 points above standard, Increased 3.7 points White = 75.6 points above standard, Increased 7.4 points Asian = 87.8 points above standard, Increased 16.7 points</p>				maintain at a high or very high status.
STAR 360 Early Literacy Spring Benchmark: Proficiency	STAR 360 Spring Benchmark (2021): Overall % Proficient = 57.5% Kindergarten = 69.6%				Spring STAR 360 Early Literacy Benchmarks demonstrate overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>1st Grade = 26.4%</p> <p>% Proficient by Student Groups: Kindergarten = 69.6% 1st Grade = 26.4%</p> <p>Latinx = 36% Black = 66.7% Asian = 72.4% Multiple Ethnicities = 78.4% White = 82.9%</p> <p>No Disability = 60.3% Has a Disability = 23.5%</p> <p>Non-English Language Learner = 66.6% Language Learner = 35.6%</p>				<p>increase of 2%, annually. Overall % Proficient = 63.5%</p> <p>Proficiency by student group demonstrate an overall 2% increase, annually, for each student group.</p> <p>Kindergarten = 75.6% First Grade = reduced need for early literacy in 1st grade, as more 1st grade students become proficient in the STAR 360 reading assessment</p> <p>Latinx = 42% Black = 72.7% Asian = 78.4% Multiple Ethnicities = 84.4% White = 88.9%</p> <p>No Disability = 66.3% Has a Disability = 29.5%</p> <p>Non-English Language Learner = 72.6% Language Learner = 41.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR 360 Early Literacy Spring Benchmark: Growth	<p>STAR 360 Early Literacy Benchmark, Fall 2020–Spring 2021 Overall Growth = 41.4% (District Benchmark)</p> <p>Growth by Student Groups: Kindergarten = 43.7% 1st Grade = 32.1%</p> <p>Latinx = 36.3% Black = 0% Asian = 53.6% Multiple Ethnicities = 57.9% White = 46.8%</p> <p>No Disability = 42.6% Has a Disability = 25%</p> <p>Non-English Language Learner = 43% Language Learner = 39.9%</p>				At least 80% of students, overall and from all student groups, will meet the district's growth target (SGP of 35%ile) or more.
STAR 360 Reading Spring Benchmark: Proficiency	<p>STAR 360 Reading Spring Benchmark (2021): Overall % Proficient = 68.1%</p>				Spring STAR 360 Reading Benchmarks demonstrate overall increase of 2%, annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>% Proficient by Student Groups: 1st Grade = 59.9% 2nd Grade = 69.7% 3rd Grade = 73.9% 4th Grade = 68.7% 5th Grade = 69.1% 6th Grade = 66.1%</p> <p>Latinx = 50.4% Black = 56.3% Asian = 85.6% Multiple Ethnicities = 87.1% White = 83.4%</p> <p>No Disability = 71.8% Has a Disability = 25.9%</p> <p>Non-English Language Learner = 75.7% Language Learner = 33.5% Reclassified = 80.1%</p>				<p>Overall % Proficient = 74.1%</p> <p>Proficiency by student group demonstrate an overall 2% increase, annually, for each student group.</p> <p>% Proficient by Student Groups: 1st Grade = 65.9% 2nd Grade = 75.7% 3rd Grade = 79.9% 4th Grade = 74.7% 5th Grade = 75.1% 6th Grade = 72.1%</p> <p>Latinx = 56.4% Black = 62.3% Asian = 91.6% Multiple Ethnicities = 93.1% White = 89.4%</p> <p>No Disability = 77.8% Has a Disability = 31.9%</p> <p>Non-English Language Learner = 81.7% Language Learner = 39.5% Reclassified = 86.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR 360 Reading Spring Benchmark: Growth	<p>STAR 360 Reading Benchmark, Fall 2020–Spring 2021 Overall Growth = 66% (District Benchmark)</p> <p>Growth by Student Groups:</p> <p>1st Grade = 49.8% 2nd Grade = 61.7% 3rd Grade = 73.2% 4th Grade = 69.8% 5th Grade = 69.6% 6th Grade = 71.9%</p> <p>Latinx = 61.9% Black = 92.9% Asian = 71.7% Multiple Ethnicities = 71.5% White = 68.4%</p> <p>No Disability = 42.6% Has a Disability = 25%</p> <p>Non-English Language Learner = 66.7% Language Learner = 59.8% Reclassified = 79.6%</p>				At least 80% of students, overall and from all student groups, will meet the district's growth target (SGP of 35%ile) or more.
SBAC Mathematics	2019 SBAC Mathematics Dashboard Results				SBAC Mathematics Dashboard results indicate an increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Overall = 19.1 points above standard Increased 6.4 Points Green</p> <p>Student Group Details: RED: No student groups ORANGE: Homeless = 73.1 points below standard, Declined 18.2 points YELLOW: Students w/Disabilities = 94.9 points below standard, Increased 13.2 points GREEN: English Learners = 18.3 points below standard, Increased 7.3 points Hispanic = 20.9 points below standard, Increased 5.2 points Two or More Races = 60.9 points above standard, Declined 4.8 points Socioeconomically Disadvantaged = 24.3 points below standard, Increased 9.3 points BLUE:</p>				<p>each year of at least 3 points Overall = 28.1 points above standard or more</p> <p>Student Group Details: All student groups increase at least 3 points each year, or maintain at a high or very high status</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White = 58.8 points above standard, Increased 4.8 points</p> <p>Asian = 90.1 points above standard, Increased 12.7 points</p>				
<p>STAR 360 Mathematics Spring Benchmark: Proficiency</p>	<p>STAR 360 Math Spring Benchmark (2021): Overall % Proficient = 62.1%</p> <p>% Proficient by Student Groups: 1st Grade = 71.4% 2nd Grade = 71.3% 3rd Grade = 73.3% 4th Grade = 70.3% 5th Grade = 65.7% 6th Grade = 70.1%</p> <p>Latinx = 54% Black = 53.3% Asian = 88.6% Multiple Ethnicities = 90.5% White = 84.6%</p> <p>No Disability = 73.7% Has a Disability = 31.7%</p> <p>Non-English Language Learner = 77.3%</p>				<p>Spring STAR 360 Mathematics Benchmarks demonstrate overall increase of 2%, annually. Overall % Proficient = 68.1%</p> <p>% Proficient by Student Groups: 1st Grade = 77.4% 2nd Grade = 77.3% 3rd Grade = 79.3% 4th Grade = 76.3% 5th Grade = 71.7% 6th Grade = 76.1%</p> <p>Latinx = 60% Black = 59.3% Asian = 94.6% Multiple Ethnicities = 96.5% White = 90.6%</p> <p>No Disability = 79.7% Has a Disability = 37.7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Language Learner = 40.3% Reclassified = 78%				Non-English Language Learner = 83.3% Language Learner = 46.3% Reclassified = 84%
STAR 360 Mathematics Spring Benchmark: Growth	STAR 360 Math Spring Benchmark (2021): Overall Growth = 62.1% % Growth by Student Groups: 1st Grade = 57.1% 2nd Grade = 57.2% 3rd Grade = 61% 4th Grade = 57.9% 5th Grade = 61.8% 6th Grade = 73% Latinx = 53.3% Black = 64.3% Asian = 71% Multiple Ethnicities = 70.6% White = 70.5% No Disability = 62.9% Has a Disability = 53.5% Non-English Language Learner = 64.9%				At least 80% of students, overall and from all student groups, will meet the district's growth target (SGP of 35%ile) or more.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Language Learner = 48.3% Reclassified = 66.7%				
SBAC Science	2019 SBAC Science Caaspp Report (No Dashboard data available) Overall = 29.93% Met or Exceeded Exceeded: 9.39% Met: 20.54% Nearly Met: 51.85% Not Met: 18.22% Met or Exceeded by Student Group: English Learners = 2.9% Socioeconomically Disadvantaged = 18.76% Students w/Disabilities = 8.1% Ethnicity: Hispanic = 18.8% Black = 13.6% White = 44.42% Asian = 58.68% Homeless = 14.84%				SBAC Science More than 50% of all students will meet or exceed science standard as indicated by the SBAC science assessment. Student Group Details: All student groups will increase the percent meeting or exceeding standard by at least 15%.
Access to Curriculum-Aligned Instructional Materials	All students have access to curriculum-aligned instructional materials				All students have access to curriculum-aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Board-adopted, curriculum-aligned instructional materials, State standards, and a broad course of study through school site/classroom schedules and classroom observations	Schedules indicate use of adopted curriculum for core subjects general standard, but not fully consistent across sites. All schools incorporate instruction of broad course of study. Standard Met.				Schedules indicate use of adopted curriculum for core subjects consistently across sites. All schools incorporate instruction of broad course of study. Continue to meet standard.
Teacher Assignment Rate	All teachers qualified and assigned correctly				All teachers qualified and assigned correctly
Facilities Inspection Tool (FIT) Report Summary as Reported in the School Accountability Report Card (SARC)	All schools received a "good" overall rating. Categories of systems, interior, cleanliness, electrical, restrooms/fountains, safety were all indicated as good for all schools. 1 school indicated "fair" in structural category. 8 schools indicated "fair" for external category.				All schools rated "good" or "exemplary" overall and in all categories.
Implementation of programs and services developed and provided to unduplicated pupils	Standard met.				Continue to meet standard.
Implementation of programs and	Standard met.				Continue to meet standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services developed and provided to individuals with exceptional needs					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Collaborate as a District-wide Professional Learning Community (PLC) to implement State standards	District and site teams will continue to develop and refine essential standards for English Language Arts, Mathematics, Science, and Social Studies based on the State standards. Teachers will utilize the adopted curriculum as the foundation of core and intervention instruction and reference district resources developed by teacher committees to support alignment across the district and within schools regarding pacing and assessment timelines. District and site teams will analyze trends in student progress by reviewing progress and benchmark assessment data, report card data and common formative assessments. Training to use Schoolzilla, a data visualization tool, to access data trends and student group data readily will be provided. Professional learning will be provided to principals, teachers, and support staff in the professional learning community (PLC) process with the California Principal's Support Network and other PLC training. Additional professional learning for staff to target areas they identify as needed to support their own learning will be provided through the support of Instructional Services, site principals, the District's teachers on special assignment (TOSAs), and specific professional development/training for programs as needed, such as Schoolzilla, Renaissance STAR 360 assessments, or the adopted curriculum.	\$75,200.00	No
2	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics	Refine the District's Multi-Tiered System of Supports (MTSS) supporting academics to integrate with the work of sites' professional learning communities (PLCs). Provide a 1.0 FTE Intervention Specialist at each of the six Title I schools. For schools with a greater than 50% unduplicated count, an additional .5 FTE Intervention	\$1,740,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Specialist will be provided, as well as reduced class sizes. Additionally, consulting employees trained in systematic phonics and reading intervention may also be assigned to students with intensive learning needs who need additional intervention in reading. A differentiation specialist teacher on special assignment (TOSA) will support the intervention programming district wide with additional emphasis on Title I schools for data support, professional development, and coaching. Teachers in all schools will provide strong tier one instruction and embedded tier two intervention. Intervention and differentiation professional development is provided to all teachers, along with supplemental materials. Students needing additional intervention will be able to participate in an intensive summer learning program and after summer learning enrichment program. COVID learning opportunity funds will provide additional COVID Learning Opportunity teacher on special assignment positions to support students with intervention needs, regardless of the school site.</p>		
3	Reduce Barriers to Learning	<p>Goleta Union School District will reduce barriers to student learning by increasing our commitment to expanding diversity, equity and inclusion training. Included in this work is the expansion of a pilot to provide anti-bias training for staff and the completion of an equity audit of the GUSD organization to be utilized in the development of the district's next step in removing barriers for student learning. School to home communication will be supported through increased access to interpretation and translation with the use of interpreters and community liaisons. Technology services will review the needs of the community as they update their technology plan by including inquiry about technology and internet access in the home for students to have school success and families to have access to school communication.</p>	\$170,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.19%	\$2,467,369

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal #1: English Language Development (ELD)

ELD will be supported through increased family/student access to school. Funds will be used to support community liaisons and interpretation. The primary function of community liaisons and the interpreter is to support families who need additional support in communicating with the school organization due to language barriers or otherwise needing support to navigate the system. Most commonly, families that need this level of support include students who are foster youth, English learners, or are from low-income households. However, it is possible that some other families of students with identified needs may need the support of a community liaison. Robust communication between the school and home supports students' ability to access all available resources.

Goal #2: Social-Emotional, Behavior Wellness

Social-Emotional and behavioral wellness will be supported by supporting the development of Positive Behavioral Intervention Supports (PBIS) frameworks at three schools with a high level of unduplicated students (greater than 50%) were identified due to a significant level of need identified by each of these sites. Incidents involving behavioral challenges occur with a level of frequency that is considered to interfere with the general learning climate for all students within the school(s). Building a positive behavioral intervention support system will not only support students with specific behavioral needs, but the greater school overall. Positive play will also be supported with our continued partnership with UCSB for Power of Play undergraduate psychology students to facilitate positive recess play and conflict resolution during recess time.

Goal #4: Proficiency and Growth in All Subject Areas

Sites with a larger number of students learning English as an additional language and students from low-income households have been identified to receive additional intervention specialists to support students with intensive learning needs. Within the site, students who are learning English, from a low-income household, a foster youth, or experiencing homelessness will be prioritized for intervention. Additional consulting employees trained to support intervention needs will also target intervention needs for students who are learning English as an additional language or are from low-income households from schools across the district. Additionally, a pilot for anti bias training will be made available to credentialed and classified staff across the district in our effort to remove barriers to learning. Increased awareness in diversity, equity, and inclusion for all staff will benefit students across the district, regardless of the specific student population on the site.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The progress of all students, including students who are learning English as an additional language or come from a low-income household, will be monitored to ensure substantial growth and adequate proficiency. Teachers and staff are trained in differentiation strategies and professional learning community framework to monitor student progress and respond with updated instructional strategies when necessary. Reduced class sizes in schools with high enrollment of unduplicated students support classroom teachers with their targeted interventions within the classroom. Additionally, students learning English as an additional language or who come from a low-income household will receive additional intervention if the student is not making adequate progress as identified by data from district benchmarks, common formative assessments, and report cards. Barriers to learning will be reduced through an increase in school to home communication with community liaisons and interpretation/translation services. Moreover, staff will have the opportunity to participate in diversity, equity, and inclusion training to better understand the needs of their students. Actions and services will be monitored through the metrics described in the LCAP to determine the effectiveness and to continuously improve services for students who are learning English, come from a low-income household or are Foster Youth.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,646,900.00		\$15,000.00	\$99,758.00	\$2,761,658.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,492,500.00	\$269,158.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners	Monitor Progress of Language Learners				\$16,758.00	\$16,758.00
1	2	All English Learners	Language Instruction				\$60,000.00	\$60,000.00
1	3	English Learners Foster Youth Low Income	Family/Student Access to School	\$350,000.00				\$350,000.00
1	4	English Learners	Review and Update Master Plan for Students Learning an Additional Language	\$107,500.00				\$107,500.00
1	5	All English Learners	Dual Language Immersion (DLI) Program	\$22,500.00			\$23,000.00	\$45,500.00
2	1	All	Implement Social-Emotional Curriculum			\$15,000.00		\$15,000.00
2	2	All	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Social, Emotional & Behavior					
2	3	English Learners Foster Youth Low Income	Support Positive Behavioral Skill Development	\$170,000.00				\$170,000.00
2	4	All	Expand Restorative Justice & Alternative Forms of Discipline Practices					
3	1	All Students chronically absent	Attendance Monitoring	\$11,700.00				\$11,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All Students chronically absent	Communication Regarding Absenteeism					
3	3	All Students chronically absent	Implement Support Plans for Chronic Absenteeism					
4	1	All	Collaborate as a District-wide Professional Learning Community (PLC) to implement State standards	\$75,200.00				\$75,200.00
4	2	English Learners Foster Youth Low Income	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics	\$1,740,000.00				\$1,740,000.00
4	3	English Learners Foster Youth Low Income	Reduce Barriers to Learning	\$170,000.00				\$170,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,537,500.00	\$2,537,500.00
LEA-wide Total:	\$1,910,000.00	\$1,910,000.00
Limited Total:	\$107,500.00	\$107,500.00
Schoolwide Total:	\$520,000.00	\$520,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Family/Student Access to School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	\$350,000.00
1	4	Review and Update Master Plan for Students Learning an Additional Language	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$107,500.00	\$107,500.00
2	3	Support Positive Behavioral Skill Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Camino, Ellwood, Isla Vista, La Patera	\$170,000.00	\$170,000.00
4	2	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Intervention Specialists at Title I Schools: Brandon, El Camino, Ellwood, Hollister, Isla Vista, La Patera. Additional Consulting Employee intervention support across LEA as needed.	\$1,740,000.00	\$1,740,000.00
4	3	Reduce Barriers to Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	\$170,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.