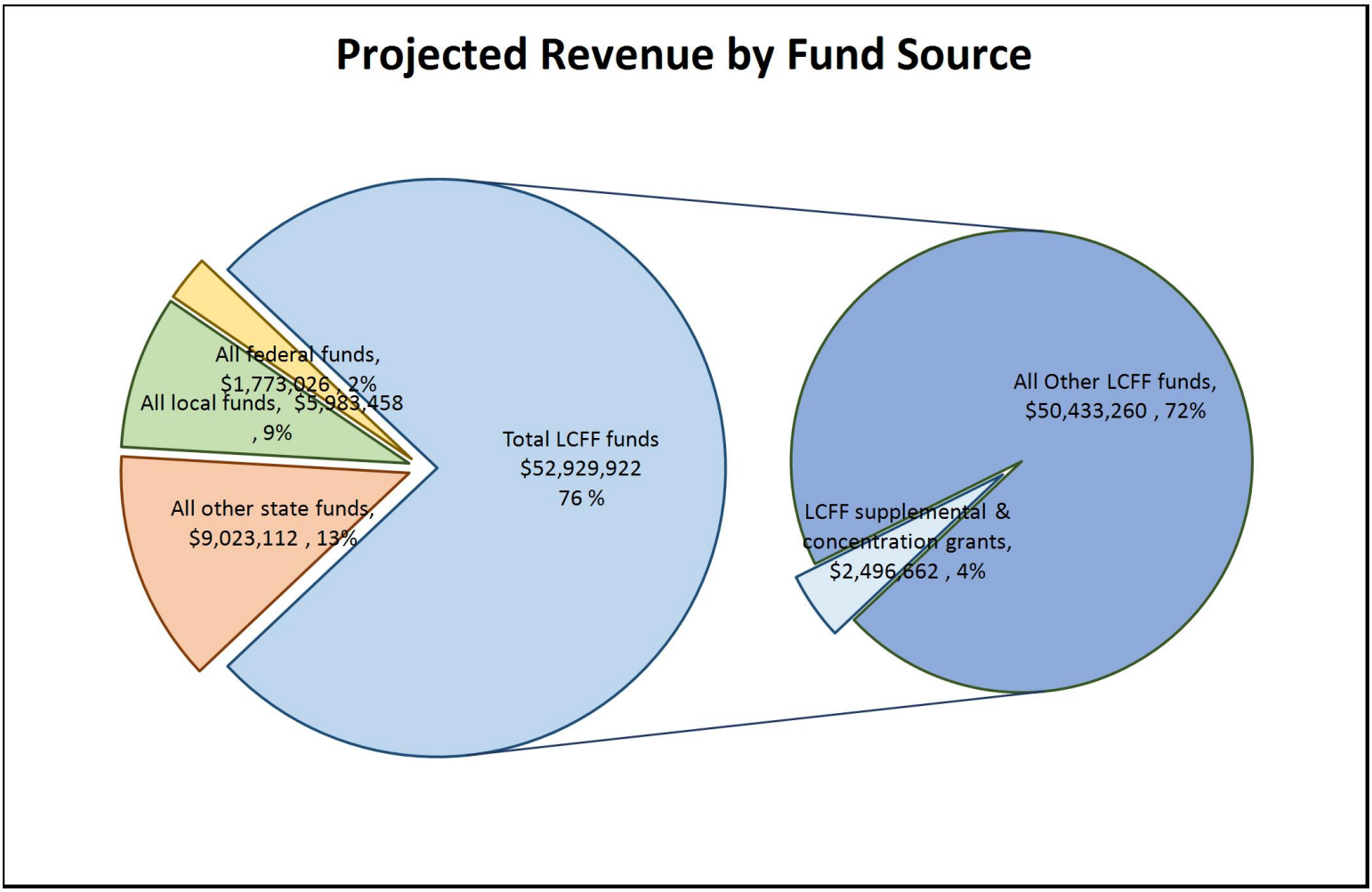
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Goleta Union School District
CDS Code: 42691950000000
School Year: 2022-23
LEA contact information:
Mary Kahn
Assistant Superintendent, Instructional Services
ctedeschi@goleta.k12.ca.us
(805) 681-1200 Ext. 2203

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 2022-23 School Year

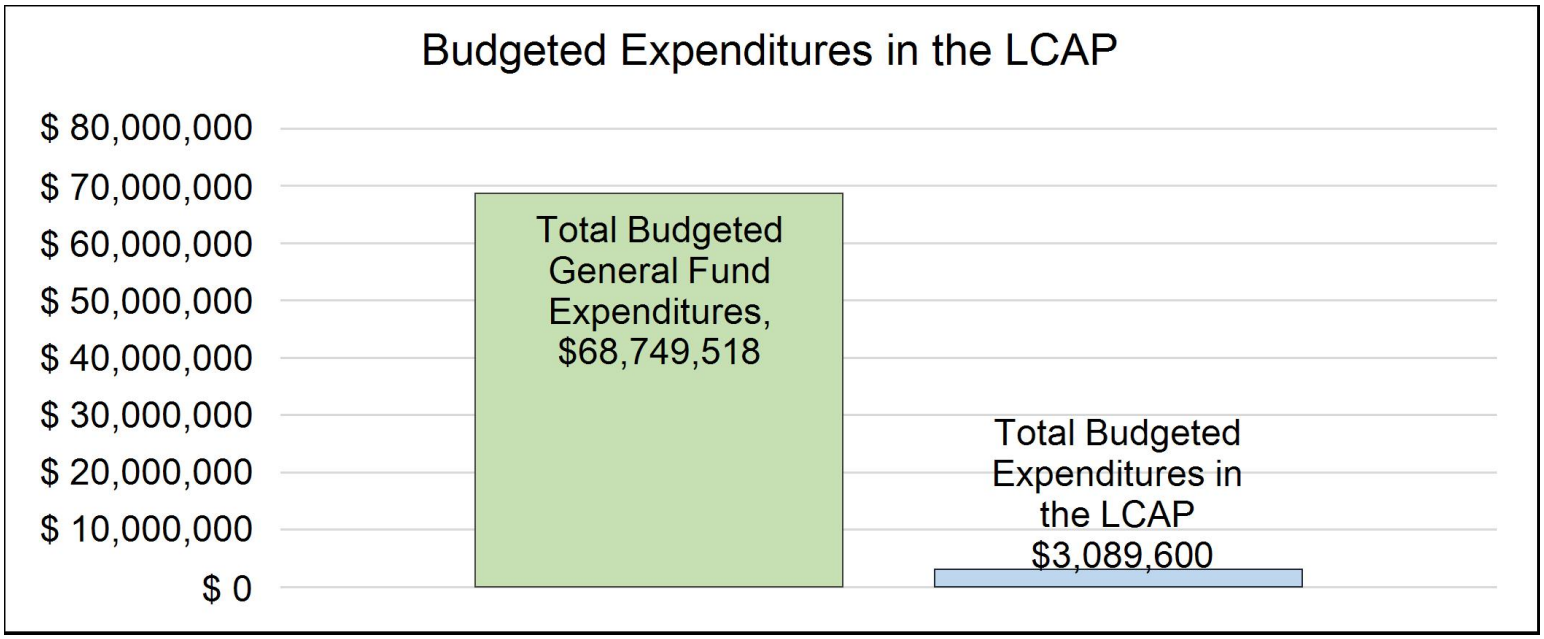


This chart shows the total general purpose revenue Goleta Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Goleta Union School District is $69,709,518, of which $52,929,922 is Local Control Funding Formula (LCFF), $9,023,112 is other state funds, $5,983,458 is local funds, and $1,773,026 is federal funds. Of the $52,929,922 in LCFF Funds, $2,496,662 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 School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Goleta Union School District plans to spend $68,749,518 for the 2022-23 school year. Of that amount, $3,089,600 is tied to actions/services in the LCAP and $65,659,918 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

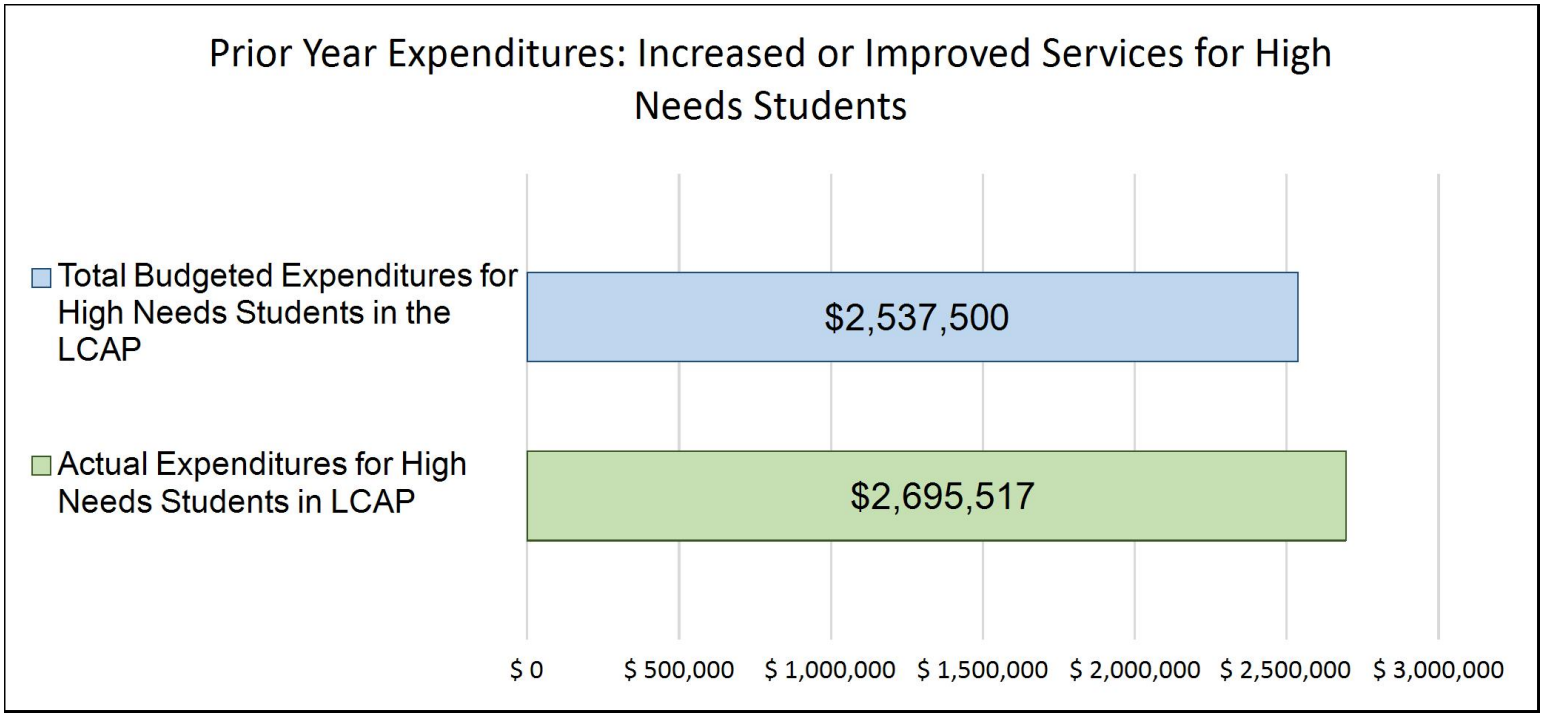
The majority of existing costs to run the District were not explicitly detailed in the Plan. Costs of classroom teachers, other than those specifically mentioned in the plan, classified support staff, maintenance operations and transportation, administration, food services, and other ongoing costs, while essential, were not included in the LCAP for 2022-23.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Goleta Union School District is projecting it will receive $2,496,662 based on the enrollment of foster youth, English learner, and low-income students. Goleta Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Goleta Union School District plans to spend $2,621,400 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 2021-22



This chart compares what Goleta Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Goleta Union 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.

The text description of the above chart is as follows: In 2021-22, Goleta Union School District's LCAP budgeted $2,537,500 for planned actions to increase or improve services for high needs students. Goleta Union School District actually spent $2,695,517 for actions to increase or improve services for high needs students in 2021-22.

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

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

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

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

Since the approval of the Goleta Union School District (GUSD) 2021-2024 Local Control and Accountability Plan (LCAP) in June 2021, GUSD has received additional funds provided by the Budget Act of 2021.
GUSD received an Educator Effectiveness Block Grant in the amount of $1,160,187 for 2021-2026. This plan was developed in collaboration with district/site leadership and brought to the Board of Trustees for input on November 10, 2021 and approved by the Board December 15, 2021. These funds will support the development of new teachers, the development of principals and site leadership in our District's

professional learning community work, the development of positive behavior intervention and support (PBIS) training, and curriculum development by teacher-leaders in a summer institute. These funds will serve GUSD staff development between 2021-2026.
GUSD is also receiving an Expanded Learning Opportunities Program Grant in the amount of $1,033,357. Our ELOP Grant Program Plan is currently in development with input from Expanded Learning Staff during ongoing site visits, GUSD leadership (2/9/2022), District Advisory Committee (1/20/2022), and the Board (2/23/2022). Funding will be utilized to expand the number of free and reduced cost spaces available for students coming from low-income households, are learning English as an additional language, are foster youth, or experiencing homelessness. Additionally, funding will include professional development for staff to support social-emotional and behavioral needs in students, increase access to enrichment activities, support families with access to community partner comprehensive supports, as well as implement a full-day summer learning and enrichment program.

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

Goleta Union School District does not receive this additional funding.

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

As our Goleta Union School District (GUSD) developed our plans to use one-time federal funds to hire additional teaching and support staff, a draft proposal was developed with Board input and leadership, who worked with their site and school communities to gather additional feedback. As input was given, revisions to the draft proposal were shared with the Board of Trustees and public through regularly scheduled Board meetings. The Expanded Learning Opportunities Grant Plan, which was approved by the Board of Trustees on May 26, 2021, included a description on p. 4 of the plan regarding additional funding. "Allocations from the In-Person Instruction grant, as well as the Elementary and Secondary School Emergency Relief Funds, will contribute to the hiring of the additional teachers needed to bring the student to staff ratio down to 18:1 for the 2021-2022 school year. Additional Elementary and Secondary Emergency Relief Funds will be allocated to an expanded summer school program in the summers of 2022, 2023, and 2024. Remaining Elementary and Secondary Emergency Relief Funds will be utilized to reduced class size and provide added intervention specialists in the 2022-2023 school year." By hiring additional teachers, we were able to reduce class size significantly. Reduced class size has permitted teachers to build relationships with their students and families to better identify the specific supports needed to help with social-emotional, behavioral, and academic differentiation. We also hired additional COVID Learning Opportunity Teachers on Special Assignment and consulting employees to support our intervention services teams at each site. After the long period of distance learning, our teachers have found the small class size and reduced student:staff ratio has provided a

boost to address the significant academic, social-emotional, and behavioral gaps in learning that some of our children are exhibiting.

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

The Goleta Union School District Board of Trustees approved the ESSER III (Elementary and Secondary School Emergency Relief) plan on October 27, 2021 at a regularly scheduled board meeting. This plan can be found on the GUSD district website www.gusd.us under the About/Local Control Accountability Plan tab. Included in this plan are funds to support a significantly reduced class size during the 2021-2022 school year and some additional reduced class size during the 2022-2023 school year for schools with higher rates of students from low-income households, are learning English as an additional language, are foster youth, or experiencing homelessness. Additionally, funds are allocated to support a summer learning program for students needing extended intervention support during the summers of 2022, 2023, and 2024. The reduced class size has been achieved through the hiring of additional classroom teachers. Progress monitoring data indicates that students are making progress on the STAR 360 benchmarks in both proficiency (maintaining or improving their percentile ranking) and growth (obtaining a student growth percentile of typical or strong). Despite overall continued achievement, there are students at each site that perform in the lowest quartile or are proficient and demonstrating low growth, as measured by the STAR 360 benchmark assessments. Teachers report an increase in social-emotional and behavioral challenges upon return to in-person school after the extended time of distance learning, which further supports the need for smaller classes so teachers can better support the relational and differentiation needs of their students.

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

GUSD's ESSER III Plan and the Local Control and Accountability Plan can both be found at the GUSD website www.gusd.us under the About tab/Local Control and Accountability Plan. On pp. 4-5 of the ESSER III plan, specific alignment between the two plans can be found. The funds from the ESSER III plan and the Expanded Learning Opportunities Grant permit us to reduce staff to student ratios to support teachers. The lower staff to student ratio supports staff in their implementation of identified strategies to supplement learning for students experiencing learning loss due to the COVID-19 pandemic or other barriers such as coming from a low-income household, learning English as an additional language, foster youth, or experiencing homelessness. Additionally, funds from these resources, along with funds from the Expanded Learning Opportunities Program grant, will support extending the learning through summer programming in the summers of 2022, 2023, and 2024.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021



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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Goleta Union School District serves the Goleta Valley, a suburban community of Santa Barbara, 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 3,464 elementary students (TK-6) in nine schools. Six schools receive school-wide Title I support. Our district currently hosts four transitional kindergarten programs on our school sites and three State preschools. However, in the 2022-2023 school year, GUSD will host eight TK classrooms. 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, the Expanded Learning Opportunity Grant Program and the District run (fee-based) Expanded Learning program.

Grade level class size averages are approximately 20 in grades K, 1, 2, and 3; and 24 in grades 4, 5, and 6. The District has a diverse student population and professional staff. Approximately 20% of students are English Language Learners. Students identified as socioeconomically disadvantaged account for 35.3% 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 TK-6 has 1:1 access to devices. 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 emerging multilingual 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 286 certificated employees, 412 classified employees, and 73 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.

GUSD utilizes Renaissance STAR 360 assessments to assess benchmark and progress monitoring and in Reading and Math. Overall, in spring 2022 67.5% of our students are proficient in reading and 74.7% in math. In 2021, we added Schoolzilla, a data visualization tool, that now allows us to easily disaggregate data by student groups. It should be noted that our two most significant student groups each only declined 3% in reading despite a pandemic, although a significant gap remains in proficiency (spring 2019 Latinx = 51.9% to 48.9% proficient, spring 2022 White = 86.2%, to 83.2% proficient). Overall, 67.7% of GUSD students made typical or strong growth from fall 2021 to spring 2022 in reading. The gap in growth rate was not as significant between students who identify as Latinx (64.2%) as for students who identify as White (71%). In math, a decline of 1.3% in overall proficiency is noted between spring 2019 (76% proficient) to spring 2022 (74.7% proficient). When comparing student groups, the proficiency gap is not as wide as with Language Arts, however students who identify as White (88%) still significantly outperform our Latinx student group (58.4%) in math. Overall, 74% of GUSD students made typical or strong growth from fall 2021 to spring 2022 in math. The gap in growth rate for math was similar, with students who identify as Latinx (70.1%) as for students who identify as White (76.7%).
The CA Dashboard has remained paused since 2019. 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, social-emotional, and behavioral needs. Moreover, Goleta Union School District is honored to have strong collaborations with educational partnerships who support students and families with wrap-around services such as referrals to low-income housing, health and dental care, mental wellness, and other vital community resources.

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 2019 Dashboard and local indicators, disaggregated data highlight that some student groups demonstrate stronger proficiency and growth than other student groups. On the 2019 Dashboard, 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. Educational partner 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 to respond to the 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 2022-2023 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 2022-2023 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Goleta Union School District is proud of the educational partner 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 during the winter and spring of 2022 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 8, 2022, along with a public hearing for any additional public input.

A summary of the feedback provided by specific educational partners.

Although all educational partner groups expressed general satisfaction with the learning progress for students in Goleta Union School District, educational partners 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 educational partner 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 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 input from educational partners.

Educational partner input was significantly utilized to refine the metrics, actions, and prioritization of funds in this Local Control and Accountability Plan (LCAP). Additionally, due to educational partner 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 educational partner input 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 (Multilingual Learners) 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%	2020-2021 Summative Overall ELPAC by Level 4 (well-developed) = 26.37% 3 (moderately developed) = 39.05% 2 (somewhat developed) = 26.8% 1 (minimally developed) = 7.78%			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%	No new Dashboard since 2019			CA Dashboard ELPI Progressed at least 1 level = 50+%

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 4 = 15+% 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%	No SBAC scores from 2021			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%	STAR 360 Reading Benchmark, Spring 2022 % Achieving Proficiency (District Benchmark) English Language Learners = 30.1% Non-English Language Learners = 75.3%			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
	Reclassified Fully English Proficient = 80.1%	Reclassified Fully English Proficient = 78.3%			
STAR 360 Spring Benchmark (Growth) by Language Learner	STAR 360 Reading Benchmark, Fall 2020-Spring 2021 Growth (District Benchmark) English Language Learners High Growth = 32.3% Typical Growth = 28.2% Low Growth = 39.4% Non-English Language Learners High Growth = 39.6% Typical Growth = 26.5% Low Growth = 33.9%	STAR 360 Reading Benchmark, Fall 2021-Spring 2022 Growth (District Benchmark) English Language Learners High Growth = 34.7% Typical Growth = 30.3% Low Growth = 35.1% Non-English Language Learners High Growth = 41.2% Typical Growth = 26.7% Low Growth = 32.1%			STAR 360 Reading Benchmark, Fall 2023-Spring 2024 Growth English Language Learners High Growth = 40+% Typical Growth = 45+% Low Growth = <15% Non-English Language Learners High Growth = 40+% Typical Growth = 45+% Low Growth = <15%
Attendance of parents/families at school and district events/committees, and conferences. Participation in site/district surveys.	Regular attendance at conference by majority of families. Limited diversity of student group representation in family participation on committees and surveys.	Regular attendance at conference by majority of families. Efforts made to invite diversity student group representation in family participation on committees and surveys.			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	English Learner Reclassification Rate 2020-2021 = 8.8%	English Learner Reclassification Rate 2021-2022 = approximately 9% (no official reclassification rate published yet)			English Learner Reclassification Rate will increase to 16%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. All Emerging Multilingual Learners (EMLs) will be monitored regularly, including at baseline and each benchmark by the Director of Instructional Services. Additionally, teachers, principals, the ELD TOSA, and the Director of Instructional Services will work together to develop written plans of action to support students at-risk or who are long-term EMLs to achieve adequate progress toward reclassification.		No
1.2	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 refinement and utilization of essential learning in ELD standards, the unpacking of ELD standards and creation of student-friendly "I can" statements for ELD objectives,	$68,000.00	No

Action #	Title	Description	Total Funds	Contributing
		vocabulary development, as well as formative assessments to better identify student progress and continued needs in English language development. Additionally, district and site leadership will 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. As progress monitoring is reviewed in the 2022-2023 school year, additional supplemental materials to target ELD instruction and ELPAC preparation may be explored. In order to best serve some school sites with high numbers of emerging multilingual learners (EMLs), additional staff may support a language instruction block of time so that the classroom teachers may serve EMLs in smaller, targeted language groups. Dr. Carlos Pagán with the Santa Barbara County Office of Education will support our six Title I schools (Brandon, El Camino, Ellwood, Hollister, Isla Vista, and La Patera) with professional development focused on language devlopment.		
1.3	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 both for on-site events and for school-to-home communication. The usage of automated phone calls, text messaging, and videos will be explored in the 2022-2023 school year to consider greater access to all families. Additionally, training and access to technology to support school activities and student learning will be reviewed.	$400,000.00	Yes
1.4	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. Included in the Master Plan is a	$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		clear plan to seek educational partner input and feedback on our GUSD Master Plan.		
1.5	Dual Language Immersion (DLI) Program	Continue development and implementation of a Dual Language Immersion (DLI) program in Goleta Union School District. 2022-2023 will be the third year of this program, serving students in transitional kindergarten through second grade. Each subsequent year will add an additional grade level. Students will utilize the Spanish version of the curriculum and assessments adopted by GUSD, along with the SOLOM formative language assessment. Professional learning support for the DLI program will be contracted with the Santa Barbara County Office of Education (SBCEO). Efforts are in progress to increase the classroom and site libraries with Spanish language reading materials.	$123,000.00	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.

All students learning English as an additional language have been monitored for language development and English language arts proficiency and growth using the Schoolzilla and ELLevation tools for streamlined data monitoring. All students learning English as an additional language receive 30 minutes of designated English language development. This has been an area of focus for development in 2021-2022 as the ELD committee have identified essential standards for ELD with input from their colleagues. All teachers received materials to support ELD, including vocabulary cards and the English Learner Toolkit. The Director of Instructional Services and MTSS/ELD Teacher on Special Assignment (TOSA) walked through classrooms during ELD time with principals to discuss successes and areas support may be needed. Although school psychologists had hoped to present to their staff on the typical trajectory of English learners, due to continued challenges with the COVID-19 pandemic, staff meeting time was redirected to manage safety protocols regarding COVID. This task will be revisited in the 2022-2023 school year.

Community liaisons and the district interpreter have been invaluable in maintaining school- home communication for our families with a primary language of Spanish. Due to personnel challenges, we have not been able to remain fully staffed, although we are striving to fill the open positions. For this reason, we did not have the capacity to host the family education workshops to the same degree as desired. Easily accessible interpretation and translation continues to be a barrier to school-home and home-school communication.

The Master Plan for students learning English as an additional language remains a work in progress. Although a full draft has been completed, minimal in-person meeting opportunities due to COVID safe protocols limited participation in some parent meetings. Before

finalizing the plan, our Director of Instructional Services will seek additional input from a variety of educational partners. We anticipate taking the plan for approval to the Board of Trustees in the fall.
The Dual Language Immersion Program at El Camino School continues to grow. We successfully implemented kindergarten and first grade with Spanish language instruction. Teachers and administration participated in monthly professional development meetings with the Santa Barbara County Office of Education partnership.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

Initial performance indicators (see above) demonstrate a similar level of proficiency and growth as last year. Although we are striving to increase the number of students learning English as an additional language achieving on or above grade level and eligible for reclassification, it should be noted that ELPAC data is a year behind. We are currently completing the ELPAC for the 2021-2022 school year. We hope to see more students ready for reclassification. At the same time, local assessment data (STAR 360) does not show substantial gains as desired.

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.

As part of the PLC process, staff will continue to dive into essential standards for ELD by unpacking the standards and generating student friendly "I can" statements. Staff will monitor students learning English as an additional language at minimum 4x/year with benchmark assessments. Written improvement plans will be developed and monitored for students at-risk or identified as long-term language learners. The partnership with SBCEO to provide professional learning on ELD will be expanded to include three additional schools. The Master Plan for ELD will include a written plan for soliciting input and feedback from educational partners. Our Dual Language Immersion program will expand to include transitional kindergarten and second grade.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 educational partner 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. School sites have minimal common data to define the specific issues, yet. However, qualitative input from staff, leadership, parents, and students strongly indicates a strong sense of social-emotional and behavioral challenges across grades and school sites. Given the uniform recommendation from a broad array of educational partners 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	MTSS Implementation Survey not administered this year.			Implementation objective is between 6 and 7 for all schools.
Office Referrals for Discipline	No common data collected currently	Each site collecting office referrals, but not commonly entered into student information system.			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					systematic support. Minimize disparity between subgroups of student population in office referrals.
Student Climate Surveys, 2nd & 6th grades	Student Climate Surveys, Spring 2021 I feel like I belong at this school: 6th grade Strongly Agree = 35.5% Agree = 40.5% Neutral = 19.5% Disagree = 3.8% Strongly Disagree = 0.6% 2nd grade Agree = 78.1% Don't Know = 19.1% Disagree = 2.8% Learning is fun at my school: 6th grade Strongly Agree = 21.9% Agree = 40.2% Neutral = 24.6% Disagree = 10.9% Strongly Disagree = 2.4%	Student Climate Surveys, Spring 2021 I feel like I belong at this school: 6th grade Strongly Agree = 29.6% Agree = 43.3% Neutral = 21.2% Disagree = 5.2% Strongly Disagree = 0.7% 2nd grade Agree = 78% Don't Know = 17.4% Disagree = 4.5% Learning is fun at my school: 6th grade Strongly Agree = 21.2% Agree = 41.4% Neutral = 23.4% Disagree = 9.1% Strongly Disagree = 4.9%			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
	2nd grade Agree = 79% Don't Know = 15.6% Disagree = 5.4% Students are friendly at this school: 6th grade Strongly Agree = 36.4% Agree = 40.8% Neutral = 18.3% Disagree = 3.6% Strongly Disagree = 0.9% 2nd grade Agree = 73.2% Don't Know = 22.4% Disagree = 4.4%	2nd grade Agree = 75.9% Don't Know = 19.8% Disagree = 4.3% Students are friendly at this school: 6th grade Strongly Agree = 22.9% Agree = 37.2% Neutral = 27.6% Disagree = 8.1% Strongly Disagree = 4.2% 2nd grade Agree = 71.1% Don't Know = 24.1% Disagree = 4.8%			
Dashboard Suspension Rates	2019 Dashboard All students = 0.9%, green Asian = 0.4%, blue Filipino = 0%, blue English Learners = 0.9%, green Hispanic = 1.3%, green	No new Dashboard released			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
	Homeless = 1.9%, green Socioeconomically Disadvantaged = 1.5%, green White = 0.8%, green Students with Disabilities = 2%, orange				
Pupil Expulsion Rates	2020-2021 Expulsion Rate = 0%	2021-2022 Expulsion Rate = 0%			Goal = 0% of students will be expelled.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 and the anti-bullying unit. 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. Specifically, building an awareness of trauma-informed practices has been an area regularly requested from staff.	$15,000.00	No
2.2	Refine Multi-Tiered System of Supports	Instructional Services and Pupil Services departments will work with school psychologists, intervention specialists, Teachers on Special		No

Action #	Title	Description	Total Funds	Contributing
	(MTSS) for GUSD: Social, Emotional & Behavior	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 implement the Mini-Dessa four times/year (baseline & benchmarks) for universal screening, as well as follow up measures as applicable. School psychologists will collaboratively develop with each other and their site colleagues a draft structure of Tier 1, 2, and 3 strategies for responding to identified needs. MTSS site teams will meet regularly to review disaggregated benchmark and progress monitoring data and guide grade level teams with their understanding of each site's social, emotional, and behavioral data analysis. District and site teams will engage in professional learning community conversations based on social-emotional and behavioral data to improve practices.		
2.3	Support Positive Behavioral Skill Development	GUSD will engage in the continued development of Positive Behavior Intervention & Supports (PBIS) through a partnership with Santa Barbara County Office of Education regarding PBIS system development, training, and coaching with El Camino, Isla Vista, and La Patera Schools (Cohort #1, year 2) and Brandon, Hollister, and Kellogg (Cohort #2, year 1). A 1.0 Teacher on Special Assignment (MTSS TOSA) at La Patera, 1.0 at Isla Vista, and .5 at El Camino will support staff, students, and families with the implementation of positive behavioral and academic systems of support. Playground "Captains" will be hired to supervise positive recess experiences at our schools with the highest number of unduplicated students (El Camino, Isla Vista, and La Patera). Playground Captains will provide job-embedded coaching and mentorship to yard supervisors, ensure adequate and well-maintained playground equipment, and foster various games and activities during recess time. Additionally, we will continue our partnership with UCSB for Power of Play (POP) undergraduate students in the school of psychology who provide	$501,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conflict resolution and organized play activities during recess for students at El Camino, Ellwood, and Isla Vista Schools.		
2.4	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
2.5	Cyber & Internet Safety	Maintain adequate internet security and filtering to support students' safety when using the internet. Provide professional development and resources for staff to facilitate safe internet practices at school and home. Increase parent/guardian awareness regarding Cybersafety and safe use of internet. Engage students in age-appropriate lessons regarding safe internet practices.		No
2.6	Safe & Welcoming School Climate for All	Prioritize a safe and welcoming environment and school climate for all students and families. Provide access to anti-bias and inclusive practices professional development. Review front entry access points and office check-in practices for each campus to assess and update protocols to maintain safety yet promote family participation.		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.

Staff were able to substantially implement the Second Step curriculum to support social-emotional skill development, along with many classrooms utilizing the Inner Explorer mindfulness activities. Additionally, anti-bullying curriculum was purchased to also be utilized as needed. School psychologists collaborated together and with school site teams to begin the process of outlining tier 1, tier 2, and tier 3 social-emotional and behavior skills. Four of nine schools piloted the Mini-Dessa as a universal screener this spring, reviewed the data and reflected on the process to support a full, district-wide implementation in the fall. Additional yard supervisor staff and an MTSS teacher on special assignment at La Patera supported positive playground experiences.

Minimal progress was made on the exploration of trauma-informed practices and alternative forms of discipline/restorative justice. Although data was collected regarding office referrals, due to a laborious process of entering data into the student information system, the data is not yet district-wide accessible nor available in Schoolzilla for easy disaggregation by student group.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

Teachers and staff reported that the Second Step and Mindfulness curriculum has been useful and effective. Anecdotal reports indicate greater fidelity to these programs. Challenging behavior has overall been more commonly reported across grades and school sites. However, due to the efforts of creating systems and the implementation of supports, incidents have been reduced over the year. The use of the MTSS TOSA at La Patera proved to be a resounding success, greatly increasing the ability of the principal to support instruction in addition to social-emotional and behavioral needs. School psychologists have made great progress in generating a framework for Tier 1, Tier 2, and Tier 3 activities, but are still in progress to have conversation with site staff to tailor these frameworks for each site. The use of the universal screener, the Mini-Dessa, has confirmed that staff understand well the needs of our students.

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.

Due to the significant success of the MTSS TOSA at La Patera, a 1.0 MTSS TOSA will now also be added to Isla Vista School and a .5 MTSS TOSA will be added to El Camino School for the remainder of this LCAP cycle. Additionally, playground "captains" will be added to these same three sites with high numbers of unduplicated students. Due to input from staff and parents, an action item to support cybersafety was added. Another action item was added to support a safe, welcome environment for all students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	2019 CA Dashboard: Chronic Absenteeism = 7.2%, increased 1.3% (orange) 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	CA Dashboard not available since 2019			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	Schoolzilla, Chronic Absence (% of students absent 10% or more days enrolled) May 2020-2021 GUSD = 3.5% (decreased 5.9 percentage points from this time last year) 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%	Schoolzilla, Chronic Absence (% of students absent 10% or more days enrolled) April 2021-2022 GUSD = 23.1% Brandon = 25.3% El Camino = 34.6% Ellwood = 33.8% Foothill/GFS = 16.1% Hollister = 24% Isla Vista = 28.4% Kellogg = 11.4% La Patera = 24.2% Mountain View = 11.1%			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
3.1	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	$11,700.00	No

Action #	Title	Description	Total Funds	Contributing
		than 10% of the school year absent (chronically absent) will be noted for further consideration. Principal, site team, and Pupil Services will 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.		
3.2	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
3.3	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.

Due to the continued impact of COVID-19 on the return to in-person school, absenteeism has been a significant issue in the 2021-2022 school year. Specifically, chronic absenteeism rates have greatly increased across the district, with the highest rates proportionate to the schools with the highest rates of unduplicated counts. Principals, office staff, teachers, and community liaisons have collaborated to support safe protocols with COVID, but at the same time reducing chronic absenteeism.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

Although strong efforts were made to connect with families regarding absenteeism, chronic absenteeism rates were substantial during the 2021-2022 school year.

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.

Staff plans to continue all actions in this goal as written.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	Not applicable for 2020-2021			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
	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				maintain at a high or very high status.
STAR 360 Early Literacy Spring Benchmark: Proficiency	STAR 360 Spring Benchmark (2021): Overall % Proficient = 57.5%	STAR 360 Spring Benchmark (2022):			Spring STAR 360 Early Literacy Benchmarks demonstrate overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Kindergarten = 69.6% 1st Grade = 26.4% % Proficient by Student Groups: Kindergarten = 69.6% 1st Grade = 26.4% Latinx = 36% Black = 66.7% Asian = 72.4% Multiple Ethnicities = 78.4% White = 82.9% No Disability = 60.3% Has a Disability = 23.5% Non-English Language Learner = 66.6% Language Learner = 35.6%	% Proficient by Student Groups: Kindergarten = 77.7% Latinx = 64.8% Asian = 88.9% Multiple Ethnicities = 80.6% White = 89% No Disability = 80.6% Has a Disability = 40.7% Non-English Language Learner = 80.8% Language Learner = 65.8%			increase of 2%, annually. Overall % Proficient = 63.5% Proficiency by student group demonstrate an overall 2% increase, annually, for each student group. 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 Latinx = 42% Black = 72.7% Asian = 78.4% Multiple Ethnicities = 84.4% White = 88.9% No Disability = 66.3% Has a Disability = 29.5% Non-English Language Learner = 72.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Language Learner = 41.6%
STAR 360 Early Literacy Spring Benchmark: Growth	STAR 360 Early Literacy Benchmark, Fall 2020-Spring 2021 Overall Growth = 41.4% (District Benchmark) Growth by Student Groups: Kindergarten = 43.7% 1st Grade = 32.1% Latinx = 36.3% Black = 0% Asian = 53.6% Multiple Ethnicities = 57.9% White = 46.8% No Disability = 42.6% Has a Disability = 25% Non-English Language Learner = 43% Language Learner = 39.9%	STAR 360 Early Literacy Benchmark, Fall 2021-Spring 2022 Overall Growth = 41.4% (District Benchmark) Growth by Student Group: Kindergarten = 78.3% Latinx = 75.5% Asian = 88.5% Multiple Ethnicities = 68.6% White = 84.4% No Disability = 82% Has a Disability = 48.3% Non-English Language Learner = 80.9% Language Learner = 74%			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
STAR 360 Reading Spring Benchmark: Proficiency	STAR 360 Reading Spring Benchmark (2021): Overall % Proficient = 68.1% % 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% Latinx = 50.4% Black = 56.3% Asian = 85.6% Multiple Ethnicities = 87.1% White = 83.4% No Disability = 71.8% Has a Disability = 25.9% Non-English Language Learner = 75.7% Language Learner = 33.5% Reclassified = 80.1%	STAR 360 Reading Spring Benchmark (2022): Overall % Proficient = 67.5% % Proficient by Student Groups: 1st Grade = 65.3% 2nd Grade = 70% 3rd Grade = 69.3% 4th Grade = 70.7% 5th Grade = 66.6% 6th Grade = 62.6% Latinx = 48.5% Black = 63.2% Asian = 84.1% Multiple Ethnicities = 87.1% White = 83.1% No Disability = 72.1% Has a Disability = 24% Non-English Language Learner = 75.3% Language Learner = 30.1% Reclassified = 78.3%			Spring STAR 360 Reading Benchmarks demonstrate overall increase of 2%, annually. Overall % Proficient = 74.1% Proficiency by student group demonstrate an overall 2% increase, annually, for each student group. % 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% Latinx = 56.4% Black = 62.3% Asian = 91.6% Multiple Ethnicities = 93.1% White = 89.4% No Disability = 77.8% Has a Disability = 31.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Non-English Language Learner = 81.7% Language Learner = 39.5% Reclassified = 86.1%
STAR 360 Reading Spring Benchmark: Growth	STAR 360 Reading Benchmark, Fall 2020-Spring 2021 Overall Growth = 66% (District Benchmark) Growth by Student Groups: 1st Grade = 49.8% 2nd Grade = 61.7% 3rd Grade = 73.2% 4th Grade = 69.8% 5th Grade = 69.6% 6th Grade = 71.9% Latinx = 61.9% Black = 92.9% Asian = 71.7% Multiple Ethnicities = 71.5% White = 68.4% No Disability = 42.6% Has a Disability = 25%	STAR 360 Reading Benchmark, Fall 2020-Spring 2022 Overall Growth = 67.3% (District Benchmark) Growth by Student Groups: 1st Grade = 55.7% 2nd Grade = 75.5% 3rd Grade = 70.2% 4th Grade = 69.7% 5th Grade = 64.4% 6th Grade = 68.9% Latinx = 64.2% Black = 61.1% Asian = 67.5% Multiple Ethnicities = 73.1% White = 71% No Disability = 68.4% Has a Disability = 60.2%			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
	Non-English Language Learner = 66.7% Language Learner = 59.8% Reclassified = 79.6%	Non-English Language Learner = 67.9% Language Learner = 64.9% Reclassified = 65.1%			
SBAC Mathematics	2019 SBAC Mathematics Dashboard Results Overall = 19.1 points above standard Increased 6.4 Points Green 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	Not applicable for 2021-2022			SBAC Mathematics Dashboard results indicate an increase each year of at least 3 points Overall = 28.1 points above standard or more Student Group Details: All student groups increase at least 3 points each year, or maintain at a high or very high status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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: White = 58.8 points above standard, Increased 4.8 points Asian = 90.1 points above standard, Increased 12.7 points				
STAR 360 Mathematics Spring Benchmark: Proficiency	STAR 360 Math Spring Benchmark (2021): Overall % Proficient = 62.1% % 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% Latinx = 54%	STAR 360 Math Spring Benchmark (2022): Overall % Proficient = 74.7% % Proficient by Student Groups: 1st Grade = 79.9% 2nd Grade = 72% 3rd Grade = 79% 4th Grade = 77.9% 5th Grade = 69.6% 6th Grade = 73.3% Latinx = 58.4%			Spring STAR 360 Mathematics Benchmarks demonstrate overall increase of 2%, annually. Overall % Proficient = 68.1% % Proficient by Student Groups: 1st Grade = 77.4% 2nd Grade = 77.3% 3rd Grade = 79.3% 4th Grade = 76.3% 5th Grade = 71.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black = 53.3% Asian = 88.6% Multiple Ethnicities = 90.5% White = 84.6% No Disability = 73.7% Has a Disability = 31.7% Non-English Language Learner = 77.3% Language Learner = 40.3% Reclassified = 78%	Black = 63.2% Asian = 90.3% Multiple Ethnicities = 92.9% White = 88% No Disability = 79.3% Has a Disability = 32.7% Non-English Language Learner = 81.5% Language Learner = 43.3% Reclassified = 81.6%			6th Grade = 76.1% Latinx = 60% Black = 59.3% Asian = 94.6% Multiple Ethnicities = 96.5% White = 90.6% No Disability = 79.7% Has a Disability = 37.7% 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%	STAR 360 Math Spring Benchmark (2022): Overall Growth = 73.8% % Growth by Student Groups: 1st Grade = 62.4% 2nd Grade = 72.1% 3rd Grade = 67.8% 4th Grade = 76.1% 5th Grade = 72.5% 6th Grade = 85.1%			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
	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% Language Learner = 48.3% Reclassified = 66.7%	Latinx = 70.1% Black = 68.8% Asian = 83.6% Multiple Ethnicities = 76.5% White = 76.7% No Disability = 75.2% Has a Disability = 65.4% Non-English Language Learner = 74.7% Language Learner = 69% Reclassified = 80.5%			
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%	Not applicable for 2021-2022			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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%				
Access to Curriculum-Aligned Instructional Materials	All students have access to curriculum-aligned instructional materials	All students have access to curriculum-aligned instructional materials			All students have access to curriculum-aligned instructional materials
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 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			All teachers qualified and assigned correctly
Facilities Inspection Tool (FIT) Report Summary as Reported in the School	All schools received a "good" overall rating. Categories of systems, interior,	All schools received a "good" overall rating. Categories of systems, interior,			All schools rated "good" or "exemplary" overall and in all categories.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accountability Report Card (SARC)	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.	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.			
Implementation of programs and services developed and provided to unduplicated pupils	Standard met.	Standard met.			Continue to meet standard.
Implementation of programs and services developed and provided to individuals with exceptional needs	Standard met.	Standard met.			Continue to meet standard.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Collaborate as a District-wide Professional Learning Community (PLC) to implement State standards	District and site teams will continue to refine essential standards for English Language Arts, Mathematics, Science, and Social Studies based on the State standards through the unpacking of standards and creation of student friendly "I can statements" for ELA, Math, and Science. 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	$63,500.00	No

Action #	Title	Description	Total Funds	Contributing
		student progress by reviewing progress and benchmark assessment data, report card data and common formative assessments using clear data analysis protocols. 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), Instructional Rounds, and specific professional development/training for programs as needed, such as Schoolzilla, Renaissance STAR 360 assessments, or the adopted curriculum.		
4.2	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 Specialist will be provided, as well as reduced class sizes. Teachers in all schools will provide strong tier one instruction and embedded tier two intervention. Additionally, consulting employees trained in differentiation will also be assigned to support the tier two structure of supports on sites so classroom teachers can provide intervention as needed. 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. 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.	$1,672,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Reduce Barriers to Learning	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 continuation of a pilot to provide anti-bias training for staff. District and site leadership will continue to examine the results of the equity audit, in conjunction with the Social Justice & Equity Task Force, DAC, DELAC, and site teams to develop an equity plan for GUSD. 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.	$120,000.00	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.

District and site teams worked together to identify and unpack essential standards for ELA and Math, as well as develop "I can" statements in student friendly language. Site teams participated in the California Principals Network (CAPS) professional development to support the understanding and implementation of becoming a professional learning community. Sites regularly administered common formative assessments and district-wide benchmarks (STAR 360) four times/year. District adopted curriculum was the primary material utilized by most teacher teams. Site intervention teachers worked collaboratively with their site administration and teacher teams to progress monitor all students throughout the year. Consulting employees supported the implementation of additional tier three intervention. Additional materials were purchased to supplement the need for phonics and phonemic awareness targeted instruction in primary grades. Training was provided where applicable to teachers and consulting employees in systematic phonics instruction (SIPPS). Cohorts of Goleta Union School District staff, including all members of leadership, participated in anti-biased training to increase awareness on how to increase equity and access to learning for all students. Leadership, with input from various educational partners and the Social Justice and Equity Task Force reviewed the Equity Audit and begun the process of developing an Equity plan for the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no substantial differences between budgeted expenditures and estimated actual expenditures.

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

Student performance data, observations, anecdotal evidence suggest our district's efforts in becoming a professional learning community and refining our systematic intervention practices have been very successful in maintaining student progress throughout the pandemic. Additionally, upon return to in-person school, teachers and support staff have been able to target specific areas of need, resulting in significant growth for many students. Due to the scale of the success, the numbers of students in general education with intensive needs have reduced significantly. Staff previously serving tier three needs will be reallocated to tier two needs in the coming school year. As most sites have completed the identification and unpacking of essential standards, our district PLC efforts will focus on the use of common formative assessments, clear data analysis protocols, and progress monitoring through the use of Schoolzilla. Participation in professional learning around equity has increased overall awareness of the needs of our school community and how to more specifically target our efforts and resources.

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.

Although the actions will remain the same, within each action there are next steps. For PLC work, teams will focus on ensuring all standards are unpacked with student friendly "I can" statements. Additionally, staff increase their own skills in data analysis protocols and the use of Schoolzilla to disaggregate data by student group while monitoring student outcomes. District and site staff will work together to complete the draft of the equity plan for the district.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,496,662	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.99%	0.00%	$0.00	7.99%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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)

1.1 Monitor Progress of Language Learners-This action specifically supports students learning English as an additional language. By monitoring progress of our multi-lingual learners, teachers and staff will better know how to target curriculum and instruction.

1.2 Language Instruction- This action specifically supports students learning English as an additional language. By ensuring all students learning English receive their designated English language development, as well as high-yield instructional strategies integrated through the day, students will access learning to meet their language goals.

1.3. Family/Student Access to School- This action specifically supports students learning English as an additional language. By involving families of students learning English in their child's school success, students will more likely participate fully in all school experiences.

1.4 Review and Update Master Plan for Students Learning an Additional Language- This action specifically supports students learning English as an additional language. The Master Plan guides strong instructional practices and collaboration to support our students learning English.

1.5 Dual Language Immersion (DLI) Program- This action specifically supports students learning English as an additional language. By providing instruction in the heritage language, students learning English as a second language will have a robust foundation to build their language skills. Progress monitoring already demonstrates strong student achievement with this program.

Goal #2: Social-Emotional, Behavior Wellness

2.1 Implement Social Emotional Curriculum- Staff feedback and student referrals indicated that schools with high populations of students who are learning English as an additional language and from low-income households were having a high level of needs regarding social emotional lessons to support self-regulation, interacting with others, as well as getting their needs met in health ways. Providing instruction on specific social emotional skills will develop capacity in our students better manage their social emotional needs.

2.2 Refine Multi-Tiered System of Supports (MTSS) for GUSD: Social, Emotional & Behavior- Staff feedback and student referrals indicated that schools with high populations of students who are learning English as an additional language and from low-income households were having a high level of needs regarding social emotional lessons to support self-regulation, interacting with others, as well as getting their needs met in health ways. Developing systems for intervention support staff in providing support to students in a prompt and effective manner that is consistent over time.

2.3 Support Positive Behavioral Skill Development- Staff feedback and student referrals indicated that schools with high populations of students who are learning English as an additional language and from low-income households were having a high level of needs regarding behavior to support self-regulation, interacting with others, as well as getting their needs met in health ways. Learning about PBIS and implementing systems of positive support will support students with their behavioral needs.

2.4 Expand Restorative Justice & Alternative Forms of Discipline Practices- Staff feedback and student referrals indicated that schools with high populations of students who are learning English as an additional language and from low-income households were having a high level of needs regarding behavior to support self-regulation, interacting with others, as well as getting their needs met in health ways. Utilizing alternative forms of discipline will support students with the process of positive behavior learning with the goal being that students maintain access to learning and relationships.

2.5 Cyber & Internet Safety- Staff feedback and student referrals indicated that schools with high populations of students who are learning English as an additional language and from low-income households were having a high level of needs regarding internet safety, which impacts learning. By providing additional support and lessons specifically around internet safety to students and families, we aim to reduce the impact internet safety issues have on student learning and relationships.

2.6 Safe & Welcoming School Climate for All- Staff feedback and student referrals indicated that schools with high populations of students who are learning English as an additional language and from low-income households were having a high level incidents that impacted an overall sense of belonging and welcomeness on site. By attending to the development of a positive and welcoming school climate for all students, students will increase their sense of belonging, attendance, and positive interactions with others, to support learning.

Goal #3: Chronic Absenteeism

3.1 Attendance Monitoring- Our student data shows that our students who are from low-income households, learning English as an additional language, or are Foster Youth have a higher rate of absenteeism. By having systems in place to monitor student attendance and provide early consultation to families regarding student absence, supports for attendance challenges may be employed.

3.2 Communication Regarding Absenteeism- Our student data shows that our students who are from low-income households, learning English as an additional language, or are Foster Youth have a higher rate of absenteeism. By notifying families about attendance concerns, school staff can provide consultation and support to families with attendance challenges.

3.3 Implement Support Plans for Chronic Absenteeism- Our student data shows that our students who are from low-income households, learning English as an additional language, or are Foster Youth have a higher rate of absenteeism. By providing students at risk for chronic absenteeism a comprehensive support plan to mitigate attendance challenges, students and families will be supported to attend school more regularly.

Goal #4: Proficiency and Growth in All Subject Areas

4.1 Collaborate as a District-wide Professional Learning Community (PLC) to implement State standards- Our student data reveals that our students learning English as an additional language or coming from low-income households struggle to meet grade level standards at a higher rate than their peers. By processing student needs and determining best practices through professional learning communities, teachers and staff will be able to target specific student needs.

4.2 Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics- Our student data reveals that our students learning English as an additional language or coming from low-income households struggle to meet grade level standards at a higher rate than their peers. By systematically monitoring progress of our students and assigning appropriate interventions, teachers and staff will be able to target specific student needs.

4.3 Reduce Barriers to Learning- Our student data reveals that our students learning English as an additional language or coming from low-income households struggle to meet grade level standards at a higher rate than their peers. By developing competencies in our staff around culturally responsive instructional strategies, teachers and staff will be able to better meet the needs of all their students.

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 to 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,621,400.00	$13,500.00	$76,700.00	$378,000.00	$3,089,600.00	$2,820,000.00	$269,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitor Progress of Language Learners	English Learners All					
1	1.2	Language Instruction	English Learners All				$68,000.00	$68,000.00
1	1.3	Family/Student Access to School	English Learners Foster Youth Low Income	$400,000.00				$400,000.00
1	1.4	Review and Update Master Plan for Students Learning an Additional Language	English Learners	$115,000.00				$115,000.00
1	1.5	Dual Language Immersion (DLI) Program	English Learners	$123,000.00				$123,000.00
2	2.1	Implement Social-Emotional Curriculum	All			$15,000.00		$15,000.00
2	2.2	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Social, Emotional & Behavior	All					
2	2.3	Support Positive Behavioral Skill Development	English Learners Foster Youth Low Income	$191,400.00			$310,000.00	$501,400.00
2	2.4	Expand Restorative Justice & Alternative Forms of Discipline Practices	All					
2	2.5	Cyber & Internet Safety	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Safe & Welcoming School Climate for All	All					
3	3.1	Attendance Monitoring	Students chronically absent All			$11,700.00		$11,700.00
3	3.2	Communication Regarding Absenteeism	Students chronically absent All					
3	3.3	Implement Support Plans for Chronic Absenteeism	Students chronically absent All					
4	4.1	Collaborate as a District-wide Professional Learning Community (PLC) to implement State standards	All		$13,500.00	$50,000.00		$63,500.00
4	4.2	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics	English Learners Foster Youth Low Income	$1,672,000.00				$1,672,000.00
4	4.3	Reduce Barriers to Learning	English Learners Foster Youth Low Income	$120,000.00				$120,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$31,253,722	$2,496,662	7.99%	0.00%	7.99%	$2,621,400.00	0.00%	8.39 %	**Total:**	$2,621,400.00
								LEA-wide Total:	$1,792,000.00
								Limited Total:	$115,000.00
								Schoolwide Total:	$714,400.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Family/Student Access to School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
1	**1.4**	Review and Update Master Plan for Students Learning an Additional Language	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,000.00	
1	**1.5**	Dual Language Immersion (DLI) Program	Yes	Schoolwide	English Learners	Specific Schools: El Camino School K-1 (21-22), TK-2 (22-23), TK-3 (23-24)	$123,000.00	
2	**2.3**	Support Positive Behavioral Skill Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brandon, El Camino, Hollister, Isla Vista, Kellogg, La Patera	$191,400.00	
4	**4.2**	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Intervention Specialists at Title	$1,672,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						I Schools: Brandon, El Camino, Ellwood, Hollister, Isla Vista, La Patera. Additional Consulting Employee intervention support across LEA as needed.		
4	**4.3**	Reduce Barriers to Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,761,658.00	$2,965,720.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Monitor Progress of Language Learners	No	$16,758.00	$31,272
1	**1.2**	Language Instruction	No	$60,000.00	$71,830
1	**1.3**	Family/Student Access to School	Yes	$350,000.00	$417,375
1	**1.4**	Review and Update Master Plan for Students Learning an Additional Language	Yes	$107,500.00	$111,610
1	**1.5**	Dual Language Immersion (DLI) Program	No	$45,500.00	$41,176
2	**2.1**	Implement Social-Emotional Curriculum	No	$15,000.00	$15,907
2	**2.2**	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Social, Emotional & Behavior	No		
2	**2.3**	Support Positive Behavioral Skill Development	Yes	$170,000.00	$189,934
2	**2.4**	Expand Restorative Justice & Alternative Forms of Discipline Practices	No		
3	**3.1**	Attendance Monitoring	No	$11,700.00	$18,750

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Communication Regarding Absenteeism	No		
3	3.3	Implement Support Plans for Chronic Absenteeism	No		
4	4.1	Collaborate as a District-wide Professional Learning Community (PLC) to implement State standards	No	$75,200.00	$91,267
4	4.2	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics	Yes	$1,740,000.00	$1,780,410
4	4.3	Reduce Barriers to Learning	Yes	$170,000.00	$196,189

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,533,967	$2,537,500.00	$2,695,518.00	($158,018.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Family/Student Access to School	Yes	$350,000.00	$417,375	0.00	0.00
1	1.4	Review and Update Master Plan for Students Learning an Additional Language	Yes	$107,500.00	$111,610	0.00	0.00
2	2.3	Support Positive Behavioral Skill Development	Yes	$170,000.00	$189,934	0.00	0.00
4	4.2	Refine Multi-Tiered System of Supports (MTSS) for GUSD: Academics	Yes	$1,740,000.00	$1,780,410	0.00	0.00
4	4.3	Reduce Barriers to Learning	Yes	$170,000.00	$196,189	0.00	0.00

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$30,137,568	$2,533,967	0.00	8.41%	$2,695,518.00	0.00%	8.94%	$0.00	0.00%

Instructions

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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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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