LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Guadalupe Union School District

CDS Code: 42692030000000

School Year: 2022-23

LEA contact information:

Emilio Handall

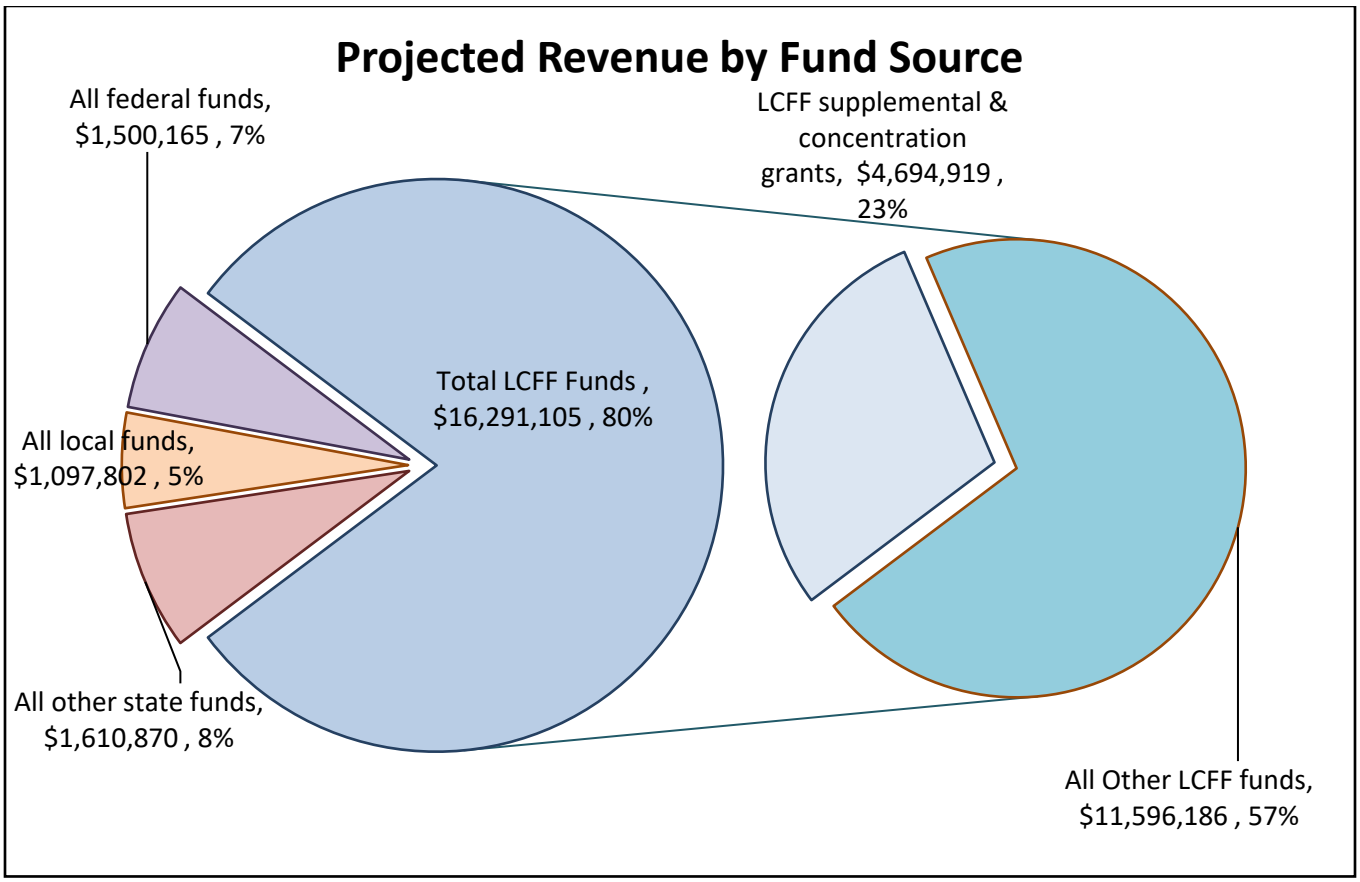
Superintendent

ehandall@gusdbobcats.com

805-343-2114

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

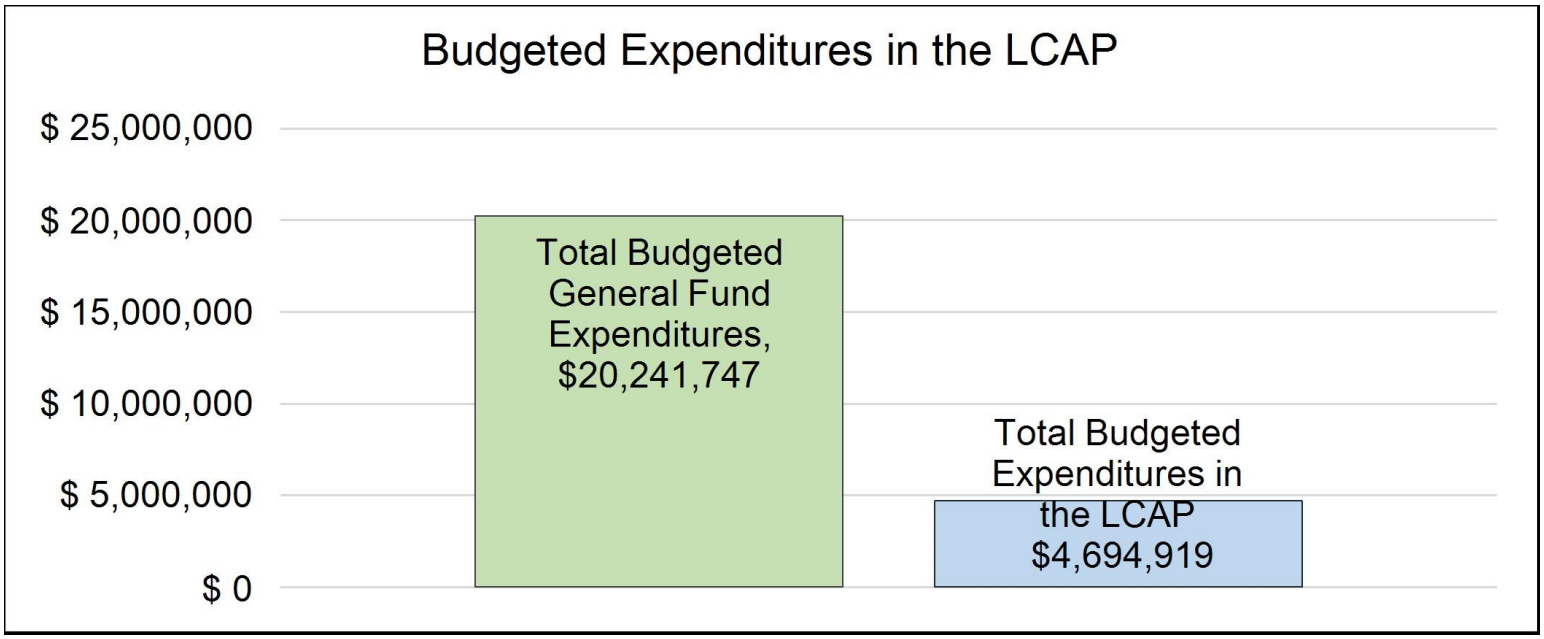


This chart shows the total general purpose revenue Guadalupe Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Guadalupe Union School District is $20,499,942, of which $16,291,105 is Local Control Funding Formula (LCFF), $1,610,870 is other state funds, $1,097,802 is local funds, and $1,500,165 is federal funds. Of the $16,291,105 in LCFF Funds, $4,694,919 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 Guadalupe 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: Guadalupe Union School District plans to spend $20,241,747 for the 2022-23 school year. Of that amount, $4,694,919 is tied to actions/services in the LCAP and $15,546,828 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

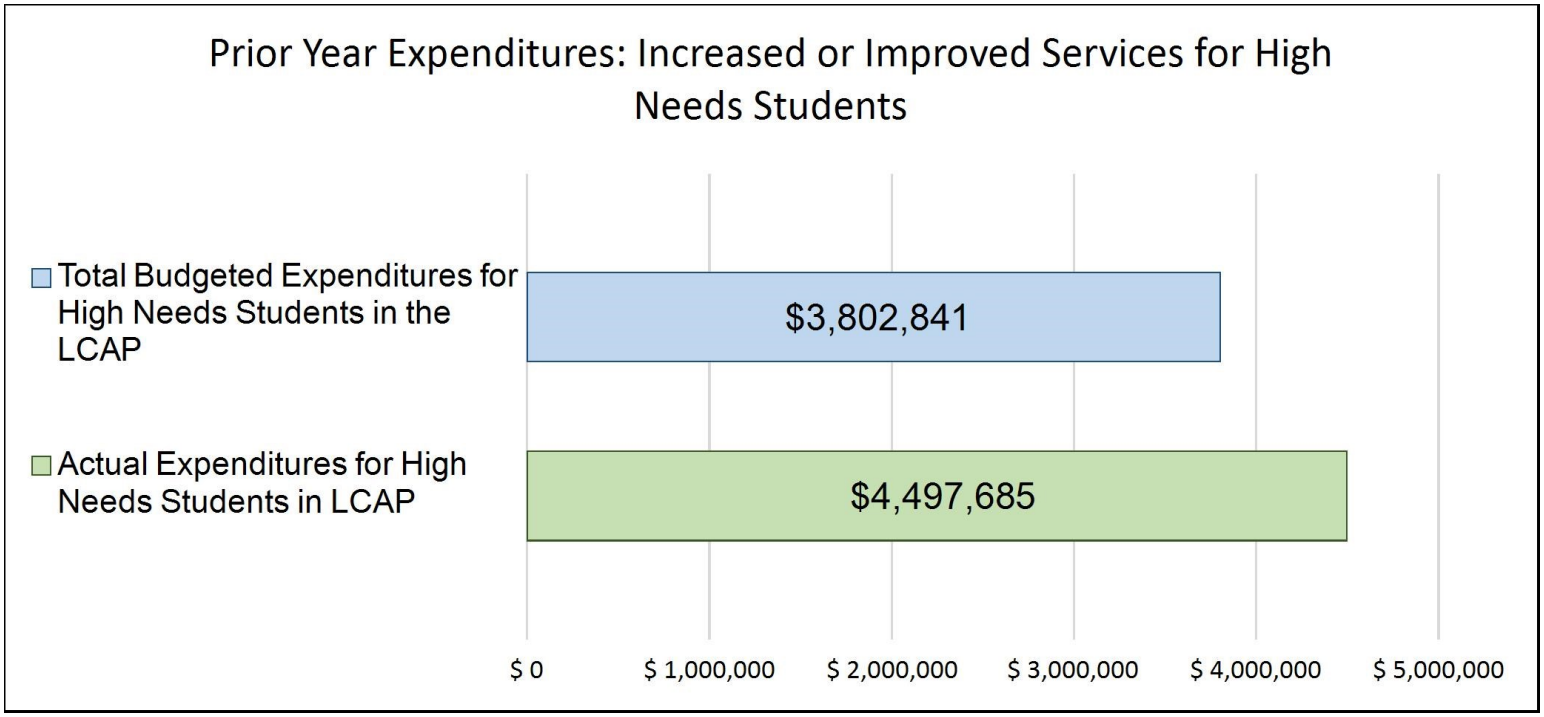
The 2021-22 increase of 15% in Concentration funding was not included in the 2021-22 LCAP. The additional Concentration grant funds were used to hire certificated teacher to reduce student to teacher ratios.

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

In 2022-23, Guadalupe Union School District is projecting it will receive $4,694,919 based on the enrollment of foster youth, English learner, and low-income students. Guadalupe Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Guadalupe Union School District plans to spend $4,694,919 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 Guadalupe 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 Guadalupe 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, Guadalupe Union School District's LCAP budgeted $3,802,841 for planned actions to increase or improve services for high needs students. Guadalupe Union School District actually spent $4,497,685 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
Guadalupe Union School District	Dr. Emilio Handall, Ed. D Superintendent	ehandall@gusdbobcats.com 805-343-2114

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).

This one time Supplement to Annual Update to the 2021-22 Guadalupe Union School District Local Control and Accountability Plan (LCAP) provides a report to the local governing board and all educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the LCAP as approved in September 2021.

The GUSD received two grants through the Budget Act of 2021 that were not included in the 2021-2022 LCAP:
1. The Educator Effectiveness Block Grant ($531,125)
https://drive.google.com/file/d/1cijHr7BiZoKFbPyA6xJRurk0cbv3YGMJ/view?usp=sharing
2. The Expanded Learning Opportunities Block Grant ($1,076,636)
https://www.guadusd.org/files/user/2/file/2021_Expanded_Learning_Opportunities_Grant_Plan_Guadalupe_Union_Elementary_School_District_20210907%20(1).pdf

Engagement of our educational partners in decision making regarding the allowable flexibility in use of funds came from input collected from recent wide-scale LCAP surveys and information session initially taken for the identification of LCAP Goals, Actions, and Services. School Site

Councils, Curriculum Council, English Learners Advisory Committees, and LCAP Committee meetings previously and continue to serve as forums for engagement, information, and decision-making. The ongoing review of needs, and progress in all areas contribute to the development of plans and programs ultimately considered for expenditures of additional and typical funding sources. Presentations of plans, posting for public review and comment on district and school websites, parent and community notification via Parent Square communication app, and scheduled items at regular meetings are strategies to engage partners, which include parents/family members, certifcated and classified staff and their respective bargaining units, principals and district administration, Santa Barbara County Special Education Local Plan Area (SBCSELPA), students, our local governing board, and other community agencies. Across all partner groups, representation from special education, English learners, homeless & foster youth, and socioeconomically disadvantaged students, families, and staff are included in meetings, forums, committee, and surveys.

-LCAP meetings were held in February, March, April, and May of 2021 to identify needs and related goals, actions, and services for the 2021-22 LCAP.
-Board meeting updates were presented in February, March, April, May, and June of 2021.
-ESSER III Plan presented and approved on October 13, 2021, referencing LCAP engagement strategies.
-Initial Local Benchmark Assessments were presented to the governing board on October 13. Site and district leadership discussions followed and parents were informed at fall parent conferences.
-The Educator Effectiveness Block Grant draft plan was shared via Parent Square and District/Site websites, and was adopted on November 10, 2021.
-Local Indicators for the Fall California Schools Dashboard were presented on November 10, 2021.
-Expanded Learning Opportunities Program Plan was shared and approved on January 12, 2022.
-MIdYear 1 Local Benchmark Assessments were presented to the governing board on January 12, 2022. Site and district leadership discussions followed.
-LCAP Committee Interest Form was posted January 27, 2022.
-Supplement to the Annual Update presented to education partners in a community LCAP Zoom meeting on January 31, 2022, and presented to the governing board on February 9, 2022.
-LCAP Survey planned for February/March of 2022.
-Monthly/Bimonthly LCAP Committee meetings to be held Feb - June 2022.

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.

Concentration Grant add-on funding is being used to increase certificated teachers (original LCAP Goal 1.3), thereby reducing the teacher to student ratio to 1:20 in grades TK-2, and 1:24 in grades 3-8. This increase in staffing, especially during times immediately following a year of distance and interrupted learning, serves to improve the quality of direct services to students in GUSD schools with greater than 55 percent unduplicated pupils who are low-income, English learners, and/or foster youth.

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.

Federal, one-time funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils include:
1. ESSER III ($1,878,895)
2. Extended Learning Opportunity Grant Funds ($600,546)

Mandated plan development for one-time funds were adhered to under extremely short time lines. Reference to former engagement of educational partners - as documented in the 2021-22 LCAP, ESSER III Expenditure, and 2021 School Reopening Plan/Injury and Illness Prevention Program Addendum (IIPP) COVID-19 Prevention plans - and public sharing of drafts on district and school websites, distribution to families and staff via Parent Square communications app, governing board review, and adoptions took place for both the ESSER III and ELO(G) plans.

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.

GUSD is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan through ongoing evaluation and maintenance of health and safety protocols, PPE, custodial staffing, contracted health aide and nursing personnel, testing services, and by hosting multiple community vaccine clinics. Monitoring of COVID positivity and infection rates, and adherence to state and local public health guidelines to reduce exposure and illness occur daily while maintaining safe and effective in-person learning.

Successes are that we are "open" and providing services on campus. We've experienced minimal disruption by following protocols, providing PPE, monitoring, staff testing, contact tracing. Resources and collaboration among educational partners enabled the ability to host site-based distance learning centers with reliable internet connectivity, student devices, and adult supervision for those needing support while engaging in distance learning. We were able to utilize and support GUSD's internal capacity to administer CAASPP ELA, Math, CAST, and CST assessments even while in distance learning (2020-21 school year). This provides continuity in academic measures and metrics and will continue to provide historical data to which we will continue to make plans according to identified needs. Within distance learning, targeted professional development needs were identified and addressed based on teacher input and ongoing feedback.

Challenges include staffing shortages, lack of applicants for open positions such as Instructional Support Assistants, Health Aides, substitute teachers (administrative coverage and/or extra pay for certificated staff), and custodial positions continue to pose daily problems and difficult circumstances related to regular operations and typical educational programming. This, to an extent that the district has had to contract for such services - which is significantly more expensive than having staff in place. Continual updates to community partners, staff, and families on ever changing guidelines and protocol has also proven difficult and pose challenges for district and site personnel and procedures.

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.

Fiscal resources received for the 2021-22 school year are used in a manner consistent with applicable plans and are aligned with our 2021-22 LCAP and Annual Update (https://www.guadusd.org/files/user/2/file/2021_LCAP_Combined_GuadalupeUESD_20210922%20FINAL.pdf) specifically:
LCAP Goal 1, Actions 1.2 Advancement in Language Proficiency for Students Adding English, 1.3 Instructional Personnel, 1.4 Professional Development, and 1.7 Extended Learning Opportunities
LCAP Goal 3, Actions 3.1 Coordination of Services, and 3.4 Special Programs and Enrichment

The actions and services listed above have been able to be addressed and remain as areas of focus. Some require increased costs, such as additional teachers and Education Specialists, Instructional Aides, data teaming and collaborative planning sessions, TK Expansion, and increased afterschool and intersession programs, afterschool sports leagues, etc. were made possible through use of one-time grant and COVID relief funds.

Additional alignment between the LCAP and ESSER III Expenditure and Safe Return to In-Person Instruction and Continuity of Services Plans exists and can be referenced on ESSER plan; pages 5-7.
(https://www.guadusd.org/files/user/2/file/2021_ESSER_III_Expenditure_Plan_Guadalupe_Union_Elementary_School_District_Adopted%2010_13_21.pdf).

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
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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
Guadalupe Union School District	Emilio Handall Superintendent	ehandall@gusdbobcats.com 805-343-2114

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 Guadalupe Union School District (GUSD) is a TK-8 district located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The City of Guadalupe is in Santa Barbara County and has a population of approximately 7,000 residents. Guadalupe lies in the rural farming section of the greater Santa Maria Valley, with agriculture as the largest industry in and around the city.
The district's mission states that "The Guadalupe Union School District will provide each student the academic, social, and technological skills that will prepare them for a successful high school experience. In collaboration with parents and community, we will assist our students in becoming independent thinkers, lifelong learners, college and career oriented, and responsible, productive members of society." There are two school sites in the district: Mary Buren Elementary School hosts approximately 723 students in Preschool through Grade 4, and Kermit McKenzie Intermediate School has 563 students in Grades 5-8.
2021-22 Census Day Enrollment for the district was 1,286 students, which has remained fairly steady for the past several years. The unduplicated count of English Learner, Low-Income, and Foster Youth students is 1169, 90.90% of the student population. 51.87% of students are English Learners, most having Spanish as their primary language and a small number (2.3%) of students with Mixteco as their heritage language. The rate of students who were Reclassified Fluent English Proficient in 2020-21 is 8.8%, slightly above the Santa

Barbara County average (7.5%) and the average across the state (6.9%). GUSD proudly offers a growing bilingual dual language immersion program in grades TK-8, advancing English and Spanish biliteracy and biculturalism.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Furthermore, data typically reported on the California Schools Dashboard, such as the College/Career Measures and Graduation Rate Reports do not apply to our TK-8 student population.
In lieu of the Dashboard, California Summative CAASPP scores in ELA, Math, California Science Test (CAST), ELPAC, and additional local data have been used and reviewed to identify successes and/or progress in the following areas: Early Literacy Foundations, English Language Arts, Math, Spanish Language Arts, and climate surveys.

Guadalupe Union School District was one of the few districts across California that conducted the Summative CAASPP Assessments for the 2020-21 (distance learning) school year. Although an understandably challenging endeavor for staff, families, and participating students, a review of the results published at caaspp-elpac.cde.ca.gov show the following successes:
1. A slight increase in the percentage of district English Learners who met or exceeded standard for ELA - from 7.72% in 2018-19 to 7.82% in 2020-21.
2. Reclassified English Learners at Kermit McKenzie Intermediate School increased their percentage meeting or exceeding ELA standard from 35.75% in 2018-19 to 39.45% in 2020-21.
3. Reclassified English Learners at Kermit McKenzie Intermediate School increased the percentage meeting or exceeding standard in Math: 17.39% in 2018-19. 19.86% in 2020-21.
4. Both Mary Buren Elementary and Kermit McKenzie Intermediate Schools experienced an increase in the percentage of Students with Disabilities who met or exceeded Math standard.

Additionally, local district benchmark assessment data was collected during the 2021-22 school year and present the following successes:
1. Kindergarten increased the percentage of students at or above district benchmark on Star Early Literacy assessments between the Initial and MidYear 2 screening windows. This was true for both the English Learner and Non-English Learner subgroups.
2. TK-2nd Grade “Winter/MidYear” Star Early Literacy Spanish scores for students in Dual Language Immersion (DLI) indicate an increase of 9.3% scoring at or above the minimum district benchmark proficiency level. This surpasses performance of their English proficient peers taking the Star Early Literacy in English as part of the Structured English Immersion (SEI) program.
3. 2nd, 3rd, 4th, 5th, 6th, and 7th grades increased the percentage of students at or above district benchmark on Star Reading assessments between the Initial and MidYear 2 screening windows. This was true in all grades levels, except 8th grade.
4. 4th, 5th, 6th, 7th, and 8th grades increased the percentage of students at or above district benchmark on Star Math assessments between the Initial and MidYear 2 screening windows. This was also true for both the English Learner and Non-English Learner subgroups at every listed grade.

The fact that we have CAASPP data for 2020-21 school year is a success that may not yet be fully realized. When paired with local assessment and progress monitoring data, it will afford us consistency in comparing performance into, through, and beyond COVID-related distance learning phases, providing an ability for more reliable analysis of growth and needs. The successes listed above present reason to celebrate for the areas where progress was made, notably with our highest needs (unduplicated) student groups.

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.

According to the review of local data, significant progress is needed in overall academic achievement. Continued, and increased gaps in literacy development, language arts and math performance, English language acquisition, and English Learner Reclassification rates persist and require intensive steps to address these needs. A couple examples of areas that experienced a decline in achievement are:

- CAASPP ELA performance dropped from 25.61% to 18.98% "met or exceeded standards"
- CAASPP Math performance dropped from 14.54% to 10.29% "met or exceeded standards"

Further, English Learners (ELs) and Students with Disabilities (SWD) have both been unable to surpass 30% At/Above State Benchmark on each of the 3 assessments over the past 3-5 years.

Analysis of local data reports that all TK-2 students in Structured English Immersion (SEI) classes dropped the percentage at or above district benchmark proficiency by 13.6% on the Renaissance Star Early Literacy assessment. This indication of struggles with foundational reading skills and development of early literacy proficiencies is a high area of need.

Similarly, MidYear scores for Star Reading in English for all students in SEI classes shows high numbers of students unable to meet minimum state benchmarks, which are aligned to grade level standards and annual Smarter Balanced assessments. And most recently, are reporting negative progress for this data point. Continued professional development, progress monitoring, improved instructional practices, and support for staff, students, and community partners is needed to stimulate positive improvements.

LCAP Highlights

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

The many challenges faced during and since the COVID-19 pandemic drove efforts to simplify our LCAP resources to strategically address our ongoing district mission, overarching goals, and to best meet the needs of our students, families, staff, and community.

Key features of the GUSD 2022-23 LCAP include a focus on three overarching goal areas: Academic Achievement, Basic Conditions of Learning, and Climate, Involvement & Environment. Each of these encompass a number of specific actions to achieve desired progress and outcomes in the coming year. Areas of emphasis were identified through a process of ongoing reflection and input from educational partners. Resources and areas of support for our highest needs subgroups have been identified, strategic instructional practices and professional development have been implemented, and the commitment to rebuilding social emotional wellness have been emphasized. The resulting implications for immediate and future services are woven throughout this LCAP in effort to support each and every member of the GUSD community.

The continuance of certificated staffing to lower class sizes to help mitigate the transition back from COVID distance learning to in-person learning is intended to help promptly and effectively identify, support, and monitor the social emotional and academic well-being of students. An investment in increased enrichment and afterschool experiences for students is a highlight of the plan, for its ability to respond to expressed community interests and needs. This includes programming during more intersession periods throughout the year, as well as an increase in the quality and variety of offerings for students and families. Finally, sustained efforts to support and implement professional development for teaching staff continues to indicate improvements in academic achievement and educational progress throughout the district.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Throughout its development, and before finalizing the LCAP, community engagement from all educational partners played a key role in the identification of progress noted and progress needed in multiple aspects of past and current experiences. Information sessions, Board meeting briefings, public surveys, community meetings, and ongoing correspondence with parents/family members, certificated & classified staff and their respective bargaining units, principals and district administration, Santa Barbara County Special Education Local Plan Area (SBCSELPA), students, and community partners took place throughout the 2021-22 school year. Across all groups, representation from Special Education, English Learners, Homeless & Foster Youth, and Socioeconomically Disadvantaged Students (parents, staff, and students) were included in meetings, forums, and surveys.

Specifically for the purpose of developing the LCAP, additional stakeholder conversations and presentations took place at committee meetings such as GUSD Curriculum Council, ELAC/DELAC meetings, public School Board meetings, LCAP Committee meetings, and community LCAP forums. A community wide survey was conducted in March/April 2022 to collect input for the 2022-23 LCAP.

MEETING DATES-
Board Meeting presentations: 1/12/22, 2/9/22, 5/11/22, 6/8/22
GUSD Community Partners Zoom: 1/31/22
Curriculum Council Meetings, which includes Certificated bargaining unit representation: 1/26/22, 2/16/22, 3/16/22, 4/27/22, 5/18/22
Site Staff Meeting: 2/23/22, led by principals and Curriculum Council representatives
Survey for LCAP Committee Interest: 2/16/22 - 3/14/22
Community Partners LCAP Committee Meetings: 3/15/22, 4/12/22, 4/26/22, and digital correspondence during May 2022
ELAC/DELAC Meetings: 3/22/22, 5/31/22
Community LCAP Survey: 3/22/22 - 4/8/22
ASB Class Meeting: 4/7/22
Additional collective bargaining unit input was encouraged and available via published open meetings, and solicitation for committee and survey participation.

Student engagement in the development of our LCAP has become an exciting and important component. Student representation on our LCAP Community Partners Committee has provided a forum for input and education on local decision making. Class discussion and input from our junior high ASB students elicited input on successes and suggestions for improvements related to LCAP goals, actions, and services. We have a student representative on our Community Partners LCAP Committee, and student participation also made up approximately 11% of our overall community survey responses.

In user-friendly terms, a wide spread GUSD Community LCAP survey was conducted. Families, staff, students, and community partners were asked to rate and comment on aspects of our 2021-24 LCAP goal areas that are of most interest and relevance to them. 151 surveys were completed through a combination of hard copy, paper submissions and digital online input. By far, our parent group led the

participation rate at 72% of all responses. Input was collected on this year's impact and priorities for next year in terms of our three goal areas will be reviewed: Academic Achievement, Environment and Learning Conditions, and Climate and Engagement. The data will be continually reviewed and play a significant role in the identification of future goals, focus areas, actions and services to be included and emphasized in the 2022-23 LCAP.

A summary of the feedback provided by specific educational partners.

Throughout all education partner engagement opportunities, feedback on the development of goal areas, strengths, challenges, and needs was collected and discussed. Shared input on both the continuation of actions and services, and the identification and analysis of new considerations took place through multiple rounds of conversation and presentation of ideas. The Education Services/Curriculum & Instruction Dept and Fiscal Services worked closely to align resources to budgetary allocations and projected expenditures.

In April of 2022, GUSD conducted a district- and community-wide survey for the 2021-24 LCAP via Google Form. The survey was presented in both English and Spanish, and was made available in digital form as well as hard copy/paper-pencil format. The survey was publicized via district and school communications, website and social media postings, printed notification with digital QR code access, and throughout committee and subgroup meetings. Additional consideration was given during ELAC/DELAC meetings with technical and language support provided.

151 responses were recorded and the feedback provided by the survey is summarized below. 70.2% were submitted directly into the online form, while 29.8% were transferred to the online form from hard copies of the survey.

72.2% of the total responses were submitted by Parents/Guardians.

13.2% were from Certificated Staff

10.6% were from students

2.6% were from Classified Staff

1.4% was made up of Administrators and Community Partners

1. Goal Area #1: Achievement and Pupil Outcomes
   - 74.2% responded that positive progress has been made in this area during the 2021-22 school year.
   - 90.7% rated this area as having high levels of priority for the coming 2022-23 school year; with 66.2% giving it the highest possible priority.
   - 43 written comments were submitted on this goal area
2. Goal Area #2: Environment and Basic Conditions of Learning

- 78.3% responded that positive progress has been made in this area during the 2021-22 school year. The majority (60.3%) of responses assigned score of 3 out of 4 on level of progress made.
- 88.4% rated this area as having high levels of priority for the coming 2022-23 school year; with a near split between the 47.0% that assigned a score of 3 and the 41.4% that assigned it a score of 4.
- 27 written comments were submitted on this goal area

3. Goal Area #3: Climate and Engagement
- 66.9% responded that positive progress has been made in this area during the 2021-22 school year.
- 83.4% rated this area as having high levels of priority for the coming 2022-23 school year; with 45.7% assigning the highest score (4 out of 4).
- 27 written comments were submitted on this goal area

Summary of written comments on the survey:

A) From parents of Buren students, KMIS students, and those with children at both - positive comments on levels of support experienced this past year, appreciation of small class sizes, and general communication and COVID updates. Concerns and interest in academic achievement were stated, especially in reading. Questions about AVID offerings were also included.

B) From certificated staff - positive comments were made about lowered class sizes to support the return from distance learning, staffing for English Learner and Newcomer needs was mentioned, technology training stated as a need, and other areas related to climate were highlighted as needs, such as social emotional learning, campus safety, and afterschool activities and sports.

C) From students - sports and afterschool activities, along with other extra-curricular activities were of high interest and suggested improvements.

The results were shared and evaluated during multiple, subsequent community partner's meetings: LCAP Education Partners Committee Meetings on April 12 and April 26, Curriculum Council on April 27, GUSD School Board Meeting on May 11, and ELAC/DELAC meeting on May 25, 2022. Strengths, challenges, and needs were analyzed for their consideration and inclusion in the LCAP. Alignment to goal areas, allocation of Supplemental and Concentration grant funds for actions and services in support of unduplicated students, and priority of needs were reviewed.

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

Aspects of the LCAP that were influenced by specific input from educational partners were:

1. Continued focus on literacy development to support the overall academic achievement and success of students (Actions 1.2 Advancement in language proficiency for students adding English, 1.3 Instructional personnel to mitigate negative effects of distance learning, and 1.4

High-quality professional development in support of strengthening research-based, standards aligned instructional delivery with specific focus on improving overall literacy advancement for students professional development in foundational literacy skills and reading comprehension).
2. Specialized attention to the actions, services, and supports for students adding English and the development of English and bilingual language proficiency (Action 1.2).
3. An Increase to local inclusive practices and the coteaching model have been influenced by input from educational partners. At the elementary school, coteaching will expand to all grade levels in the coming year and options for students in full inclusive models (ie "sensory rooms") will provide space for self-regulation and individual support on both campuses (Action 1.5).
4. Allocations to increase the number of classified and certificated personnel in the coming years were made to provide improved attention, services, and support to students, families, and staff (Actions 1.3 and 1.9).
5. Technology provisions and the use of current technology apps, programs, and services are of high interest and community value (Action 2.4).
6. In the area of climate and engagement (Goal 3), special programs and enrichment opportunities through expanded learning services are of high interest in the community. Extended learning partnerships, ASES, afterschool athletics and student activities will continue to improve and be included in LCAP actions in the coming year (Action 3.4). AVID offerings at the secondary level continue to be analyzed for its overall effectiveness, including the program participation and completion rates for students as they advance to high school involvement and opportunities (see Goal 3 Measuring and Reporting metrics review)
7. Continuation of professional development and maintenance of district-wide equity practices (Action 1.4).

Goals and Actions

Goal

Goal #	Description
1	ACADEMIC ACHIEVEMENT AND PUPIL OUTCOMES: GUSD staff will effectively utilize evidence-based educational practices, programs and procedures to significantly increase and accelerate student achievement in core subject areas. In efforts to support overall academic progress, all grade levels will engage in actions specifically focused on improvements in literacy development.

An explanation of why the LEA has developed this goal.

The following explanation reflects updated descriptions and is not copied over verbatim from last year's plan to provide consistency in wording and formatting within the template, and to revise data presentations in attempt to provide increased readability and clarity to the reader.

There is a shared understanding of the critical role that literacy plays in overall academic success across all content areas. The longitudinal GUSD achievement data presented below reports repeated pupil outcomes well below grade level expectations in English Language Arts and Mathematics. This, along with a need to accelerate learning in the wake of COVID Distance Learning, led to the identification of Goal 1. It is centered on improving academic achievement, with a strong focus on literacy development.

NOTES:

1. Because of the COVID-19 suspension of statewide California Assessment of Student Performance and Progress (CAASPP) academic assessments in the spring of 2020, there is an absence in CA Schools Dashboard achievement data for that year.

2. The Guadalupe Union School District opted to participate in summative CAASPP academic assessments in the spring of 2021. However, due to low statewide participation, the Dashboard was suspended for district reporting for the 2021 school year. Available data that would have been included in the Dashboard is reported on the California Department of Education's website (DataQuest @ https://caaspp-elpac.cde.ca.gov/caaspp/) if they were determined to be valid and reliable.

3. The Dashboard reports "Points Below Standard" (aka "Distance from Level Three" - see further description at https://www.caschooldashboard.org/about/glossary), whereas DataQuest reports percentages of students within 4 achievement levels.

Because of the unexpected suspension of the Dashboard, and the need to revert to the former DataQuest reporting for progress monitoring, both data presentations are included below, according to the respective labels. This should allow for consistency in longitudinal reporting and comparative analysis, regardless of what source is identified by the California Department of Education.

Smarter Balanced ELA Performance

	CA School Dashboard: *reported as "Points Below Standard" or "Distance from Three"*	CDE DataQuest: *reported as "Met or Exceeded Standards"*
2016-17	73.8 points below standard	17.73% Met or Exceeded
2017-18	76.9 points below standard	20.58% Met or Exceeded
2018-19	58.6 points below standard	25.61% Met or Exceeded
2019-20	Testing Suspended due to COVID	
2020-21	N/A	18.98% Met or Exceeded

Smarter Balanced Math Performance

	CA School Dashboard: *reported as "Points Below Standard" or "Distance from Three"*	CDE DataQuest: *reported as "Met or Exceeded Standards"*
2016-17	106.6 points below standard	7.69% Met or Exceeded
2017-18	106.4 points below standard	11.28% Met or Exceeded
2018-19	95.9 points below standard	14.54% Met or Exceeded
2019-20	Testing Suspended due to COVID	
2020-21	N/A	10.29% Met or Exceeded

English Language Proficiency Assessments for California (ELPAC)

	CA School Dashboard: *reported as "English Learner Progress", and ELP Indicator**	CDE DataQuest: *reported by Proficiency Levels*
2016-17	68.6% making progress	N/A
2017-18	23.33% Proficient, Level 4 (Well Developed)	23.33% Proficient, Level 4 (Well Developed)
2018-19	54.9% making progress*	10.99% Proficient, Level 4 (Proficient)
2019-20	Testing Suspended due to COVID	
2020-21	N/A	10% Proficient, Level 4 (Proficient)

NOTE: Local measures using the Renaissance suite of Star assessments have provided consistent local data prior to, during, and since pandemic interruptions. Test environments mimic state testing situations and protocol.

Renaissance Star Early Literacy, Mid Year/Winter Performance (District Benchmark):
2019-20: 39.4% scored at or above minimum district benchmark
2020-21: 27.1% scored at or above minimum district benchmark
2021-22: 21.2% scored at or above minimum district benchmark

Renaissance Star Reading, Mid Year/Spring Performance (State Benchmark):
2017-18: 20.1% of students estimated to score at or above the proficiency benchmark on the state Reading test
2018-29: 19.5% of students estimated to score at or above the proficiency benchmark on the state Reading test
2019-20: 25.2% of students estimated to score at or above the proficiency benchmark on the state Reading test
2020-21: 20.5% of students estimated to score at or above the proficiency benchmark on the state Reading test
2021-22: 26.3% of students estimated to score at or above the proficiency benchmark on the state Reading test

Renaissance Star Math, Mid Year/Spring Performance (State Benchmark):
2017-18: N/A
2018-29: 9.4% of students estimated to score at or above the proficiency benchmark on the state Math test
2019-20: 17% of students estimated to score at or above the proficiency benchmark on the state Math test
2020-21: 15.2% of students estimated to score at or above the proficiency benchmark on the state Math test
2021-22: 12.6% of students estimated to score at or above the proficiency benchmark on the state Math test

Additionally, our subgroups report similar performance results on local Renaissance Star assessment data:
English Learners (ELs) and Students with Disabilities (SWD) have both been unable to surpass 30% At/Above State Benchmark on each of the 3 assessments over the past 3-5 years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Performance as reported on the California Schools Dashboard, Local Indicator: Implementation of Academic Standards	2019 California Schools Dashboard, Implementation: Standard Met	2020 California Schools Dashboard, Implementation: Standard Met			Continue to report that the Local Indicator for Implementation of Academic Standards has been met.
District Performance as reported on the California Schools Dashboard, Local Indicator: Access to a Broad Course of Study	2019 California Schools Dashboard, Access: Standard Met	2020 California Schools Dashboard, Implementation: Standard Met			Continue to report that the Local Indicator for Access to a Broad Course of Study has been met.
District Performance as reported on the California Schools Dashboard: English Learner Progress	2019 California Schools Dashboard, English Learner Progress: 54.9%* making progress towards English language proficiency *NOTE (added June 2022): A significantly lower participation rate contributed to this data, as we were in distance learning during the Summative	2020-21 Local determination of English Learner Progress: 32.14% made progress toward English language proficiency. NOTE: *This percentage is reflective of our typical participation rate, whereby all English Learners are tested.			The California Dashboard will report an increase of no less than 10% of students making annual progress toward English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20. Only those in grades 6-8 with a prior Overall ELPAC Level 3 or 4 were tested (56 students total), as possible reclassification candidates.				
Annual District Reclassification Rate for English Learners who reach fluent proficiency* *NOTE (added June 2022): Reclassification rates are released in April for the previous year.	2019-20 Reclassification rates, according to DataQuest District Level Reclassification reporting: District Rate: 15.9% Santa Barbara County Rate: 13.1% State Rate: 13.8%	NOTE (added June 2022): The adjusted* 2020-2021 Reclassification rates, released (Spring 2022): District Rate: 8.8%. Santa Barbara County Rate: 7.5%. State Rate: 6.9% *Due to an error by the California Department of Education, an adjustment was made after the Baseline data was entered into the 2021-22 LCAP. This corrected the original DataQuest published district rate of 10.30%.			The English Learner Reclassification rate will have increased to at least 20%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Performance as reported on the California Schools Dashboard: English Language Arts	2019 California Schools Dashboard reports ALL Students 60.1 points below standard, represented by the Yellow Performance Level. Also in Yellow are the Hispanic (@ 61 points below), and Socioeconomically Disadvantaged (@ 66.1 points below) subgroups. Students with Disabilities (99.6 points below), are represented by the Orange Performance Level. English Learners (72.2 points below) and Within the English Learner subgroup, Current ELs scored	DataQuest ELA/ Literacy Smarter Balanced Summative Assessments for "ALL" students- 2020-21: 18.98 % Met or Exceeded Standard, for Hispanic subgroup 2020-21: 18.17 % Met or Exceeded Standard, for Socioeconomically Disadvantaged subgroup 2020-21:17.41% Met or Exceeded Standard, for Students with Disabilities subgroup 2020-21: 2.74 % Met or Exceeded Standard, for Total English Learners subgroup- 2020-21: 7.82 % Met or Exceeded Standard. Within the English Learner subgroup,			All student subgroups will increase points toward standards by 10% and/or advance by one Performance Level per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	112.9 points below standard, Reclassified English Learners scored 21.6 points below standard - as compared to English Only students who scored 44.9 points below standard. *NOTE (added June 2022): Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. This prevents reporting in the manner by which we had become accustomed. "Distance From Three (DFT)" / "Points Below Standard" measures have been suspended, and achievement data has returned to the former proficiency level/"Met or Exceeded and Did Not Meet" reporting - As a result, measuring annual outcomes for current year (Baseline	ELA/Literacy Smarter Balanced Summative Assessments for Reclassified English Learner subgroup-2020-21: 39.01% Met or Exceeded Standard.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and unknown subsequent years) is not consistent in its terminology. Given the statewide plan to resume Dashboard reporting in the future, GUSD will reference both measures in Outcome columns, until further notice or direction is known.				
District Performance as reported on the California Schools Dashboard: Mathematics	2019 California Schools Dashboard reports ALL Students 111.8 points below standard, represented by the Orange Performance Level. Hispanic (@ 113.1 points below), Socioeconomically Disadvantaged (@ 115.5 points below), Students with Disabilities (@ 127.5	DataQuest Mathematics Smarter Balanced Summative Assessments for "ALL" students- 2020-21: 10.29 % Met or Exceeded Standard, for Hispanic student subgroup 2020-21: 9.96% Met or Exceeded Standard, for Socio-Economically Disadvantaged students 2020-21: 18.59% Met or Exceeded Standard,			All student subgroups will increase points toward standards by 10% and/or advance by one Performance Level per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below) subgroups. In the Orange level, are the English Learners (@ 121 points below), Within the English Learner subgroup, Current ELs scored 146.9 points below standard, Reclassified English Learners scored 88.8 points below standard - as compared to English Only students who scored 99.7 points below standard. *NOTE (added June 2022): Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. This prevents reporting in the manner by which we had become accustomed. "Distance From Three (DFT)" / "Points Below	for Students with Disabilities- 2020-21: 1.37% Met or Exceeded Standard, for Total English Learners 2020-21: 4.51% Met or Exceeded Standard. Within the English Learner subgroup, Reclassified English Learner subgroup 2020-21: 21.55% Met or Exceeded Standard.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard" measures have been suspended, and achievement data has returned to the former proficiency level/"Met or Exceeded and Did Not Meet". As a result, measuring annual outcomes for current year (Baseline and unknown subsequent years) is not consistent in its terminology. Given the statewide plan to resume Dashboard reporting in the future, GUSD will reference both measures in Outcome columns, until further notice or direction is known.				
Performance as indicated by local Renaissance assessments: STAR Early Literacy in English for all students in Structured English Immersion	*NOTE (added June 2022): Schoolzilla data dashboard is no longer pending. 2019-20 "Winter" Star Early Literacy for all students in SEI classes:	2020-21 results for the same time of year (Window #2: MidYear) for all students in SEI classes: 26.4% scored			STAR Early Literacy Mid-Year data will report percentages that reflect an annual increase of 10% scoring at or above minimum district benchmark per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SEI) classes, Grades TK-2	39.4% scored at or above the minimum district benchmark proficiency level. 2019-20 "Winter" Star Early Literacy for all students in SEI classes: 40% scored at or above the minimum district benchmark proficiency level.	at or above the minimum district benchmark proficiency level.			
Performance as indicated by local Renaissance assessments: STAR Early Literacy in Spanish for all students in Dual Language Immersion (DLI) classes, Grades TK-2	*NOTE (added June 2022): Schoolzilla data dashboard is no longer pending. 2019-20 "Winter" Star Early Literacy Spanish for all students in DLI classes: 63.4% scored at or above the minimum district benchmark proficiency level.	2020-21 "Winter" Star Early Literacy Spanish for all students in DLI classes: 72.7% scored at or above the minimum district benchmark proficiency level.			STAR Early Literacy Spanish Mid-Year data will report percentages that reflect an annual increase of 10% scoring at or above minimum district benchmark per year.
Performance as indicated by local Renaissance assessments: STAR Reading in English for all	*NOTE (added June 2022): Schoolzilla data dashboard is no longer pending. 2019-20 Mid-Year Star Reading in	2020-21 Mid-Year Star Reading in English for all SEI students report 20.4% of students estimated to score at or above the state benchmark.			STAR Reading Mid-Year data will report percentages that reflect an annual increase of 10% scoring at or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students in Structured English Immersion (SEI) classes, Grades 2-8	English for all SEI students report 26.1% of students estimated to score at or above the state benchmark.				minimum state benchmark per year.
Performance as indicated by local Renaissance assessments: STAR Reading in English for all students in Dual Language Immersion (DLI)/Developmental Bilingual Education (DBE) classes, Grades 3-8	*NOTE (added June 2022): Schoolzilla data dashboard is no longer pending. 2019-20 Mid-Year Star Reading in English for all students in DLI/DBE report 31% of students estimated to score at or above the state benchmark.	2020-21 Mid-Year Star Reading in English for all students in DLI/DBE report 38.1% of students estimated to score at or above the state benchmark.			STAR Reading Mid-Year data will report percentages that reflect an annual increase of 10% scoring at or above minimum state benchmark per year.
Performance as indicated by local Renaissance assessments: STAR Reading in Spanish for all students in Dual Language Immersion (DLI) classes, Grades 2-8	*NOTE (added June 2022): Schoolzilla data dashboard is no longer pending. 2019-20 Mid-Year Star Reading in Spanish for all students in DLI/DBE report 69.3% of students at or above the district* benchmark.	2020-21 Mid-Year Star Reading in Spanish for all students in DLI/DBE report 62.6% of students at or above the district* benchmark. *To date, a state benchmark with correlation between the CA Spanish Assessment and			STAR Reading Mid-Year data will report percentages that reflect an annual increase of 10% scoring at or above minimum district benchmark per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*To date, a state benchmark with correlation between the CA Spanish Assessment and Spanish Star Reading scores is not yet available; thus the district benchmark is used as a metric for monitoring progress.	Spanish Star Reading scores is not yet available; thus the district benchmark is used as a metric for monitoring progress.			
Performance as indicated by local Renaissance assessments: STAR Math in English for all students in both Structured English Immersion (SEI) and bilingual classes, Grades 3-8	*NOTE (added June 2022): Schoolzilla data dashboard is no longer pending. 2019-20 End-of-Year Star Math in English for all students in both Structured English Immersion (SEI) and bilingual classes, Grades 3-8 report 17% of students at or above the state benchmark.	2020-21 End-of-Year Star Math in English for all students in both Structured English Immersion (SEI) and bilingual classes, Grades 3-8 report 12.5% of students at or above the state benchmark.			STAR Math Mid-Year data will report percentages that reflect an annual increase of 10% scoring at or above minimum state benchmark per year.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Curriculum and Instructional Materials	Thorough implementation of adopted core Language Arts, Mathematics, History-Social Studies, and Science programs, we can ensure access to grade level content area standards and learning expectations.	$0.00	No
1.2	1.2 Advancement in language proficiency for students adding English	Professional development in the California English language development (ELD) standards and ELA/ELD instructional framework, research-based practices for designated and integrated ELD, language assessments and analysis of progress monitoring data, and reclassification criteria. Additional supports for bilingual programs (both DLI at TK-2, and DBE at 3rd-8th), Newcomer English Learners, Migrant Education students, Long-Term English Learners (LTELs) and At-Risk of Becoming LTELs through personnel and supplemental programs.	$21,000.00	Yes
1.3	1.3 Instructional Personnel	Instructional personnel, such as Classified staffing for Learning Loss Mitigation/Class Size Reduction, Academic School Counselor, Education Specialists inclusion support for Tier I and Tier II instruction, Staffing for Data Teaming (i.e. PE, Library), and Instructional Support Assistants, provide cohesion and continuity of instructional support systems. This personnel also allows for increased certificated data teaming and collaboration times. Teacher Quality Pathways Liaison Teacher on Special Assignments (TOSA), in partnership with Cal Poly University; San Luis Obispo, provides coordination of professional development and targeted coaching to instructional staff in support of the district's most basic services related to academic and instructional programs. Ongoing curricular implementation, coaching, student engagement, and alignment of assessments and progress monitoring systems are strengthened under this level of instructional leadership. Given that over 85% of the district’s population is made up of “unduplicated pupils”, the actions and services listed are intended to	$1,088,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
		target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups.		
1.4	1.4 Professional Development	Instruction design and delivery in support of all content areas, and especially toward our districtwide literacy initiative, is strengthened by professional development. Scheduled planning days/hours for instructional staff, TNTP Literacy Initiative professional learning, ongoing training and professional support for core instructional programs, equity and cultural proficiency, Integrated and Designated ELD, paper.co, Multi-Tiered System of Support (MTSS), CoTeaching, and Universal Design for Learning (UDL) will improve and sustain high-quality learning experiences for students.	$81,307.00	Yes
1.5	1.5 Academic Supports	Supplemental programs and services to support core instruction and the MTSS model, include but are not limited to Renaissance assessment & student learning products, IXL language arts & math programs, Imagine Learning, Zearn, and Mystery Science. Site-based strategic Speech & Language support and professional development will be provided. Students which have an Individualized Education Plan (IEP) are given a range of supports according to their needs. This could include modification of high-quality learning opportunities, targeted instruction according to their IEP goals, sessions with a resource teacher, sessions with a speech teacher, support from an adaptive physical education teacher, or support from an instructional assistant. Annual IEP Meetings continue, including transitional IEPs. In this way, all students with special needs are well served.	$198,596.00	Yes
1.6	1.6 Early Learning Expansion	In order to provide high-quality, age-appropriate learning experiences and early child development opportunities to the community, and to students eventually feeding into the TK-8 school system, planned	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		actions include increased classes, personnel, instructional materials, and services.		
1.7	1.7 Extended Learning Opportunities	Before and After School learning programs, academic tutoring, and Extended Summer Learning Program afford additional opportunities for social, emotional, linguistic, and academic development and progress monitoring beyond the provisions afforded during the instructional day.	$100,000.00	Yes
1.8	1.8 District and Site Leadership	Expertise in leadership as it pertains to curriculum, instruction, and assessments provides cohesion across multiple district and school initiatives, programs, and services. Given the current TK-8 Literacy Initiative, coordination of professional development, support structures, implementation systems, coaching, and progress monitoring are essential for systemic change. The Assistant Superintendent of Curriculum and Instruction oversees all instructional programs, state and local assessment systems, and federal accountability systems including Title programs and the LCAP. Under this leadership, coordination of services for unduplicated students, family and community engagement, English Learner programs, and professional development are provided. The Assistant Principal provides site-based support to schoolwide programs, systems, and personnel. The level of targeted coaching, monitoring of implementation, follow up, and continual growth helps to ensure continual progress in academic achievement and, in this case, advancement of literacy skills. Given that over 85% of the district's population is made up of "unduplicated pupils", the actions and services listed are intended to target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups. A significant portion of regular administrative duties is spent on identifying, monitoring, and	$404,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evaluating multiple services and programs geared toward unduplicated pupils.		
1.9	Additional Certificated Teachers	Hiring of additional Certificated staff for Learning Loss Mitigation/Class Size Reduction to support the ongoing transition from COVID-related distance learning times to our in-person setting. This intends to impact and ensure positive social, emotional, and academic success for students.	$601,794.00	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.

One substantial difference in planned actions and actual implementation is the addition of 7 new Certifcated teachers, in support of a successful transition from distance learning to in-person instruction. The additional personnel helped lower classroom student:teacher ratios (Action 1.9).

Use of Expanded Learning Opportunities Plan grant (ELO-P) partially funded 2021-22 summer learning academies and enrichment programming, in addition to the existing use of ELO-P funds for Thanksgiving, Winter, and Spring intersession programs (Action 1.7)

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.

Substantive differences between budgeted and estimated and/or planned expenditures include:

- Allowable flexibility in use of one-time funds enabled the use of Educator Effectiveness Block Grant monies to support professional development related to the advancement in language proficiency for students adding English (Action 1.2)
- The licensing of paper.co online student tutoring services is sourced fully by LCAP funds, whereas in 2020-21 ESSER funds were used (Action 1.5)
- Expenses related to Early Learning personnel, TK classrooms, and supplies and furniture increased as part of program expansion (Action 1.6)

- A difference in planned and expended funds for intersession academies and programming was the result of funding made available through the Expanded Learning Opportunities Plan grant (ELO-P) (Action 1.7)
- 7 Certifcated teachers were hired to support a decrease in student:teacher classroom ratios was funded by additional Concentration allocation. This was to mitigate the effects of distance learning (Action 1.9)

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

Based on the data presented in the above Measuring and Reporting Results section, the following actions contributed to positive annual progress:
1. Action 1.2 - Advancement in language proficiency for students adding English: Professional development, research-based practices, analysis of assessment data, and reclassification criteria. Additionally, Newcomer and Migrant Education supports also contributed.
2. Action 1.3 - Instructional Personnel: Learning loss mitigation, instructional support assistants, Cal Poly TOSA, professional development, and ongoing curricular implementation.
3. Action 1.5 - Academic Supports: MTSS, supplemental programs, and targeted instruction.
4. Action 1.7 - Extended Learning Opportunities: academic tutoring, intersession programs, and progress monitoring.

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.

Changes to verbatim wording from previous year's plan:
- Title of goal added: Academic Achievement and Pupil Outcomes
- Description of reason for goal
- Notes within the Metrics tables
- Wording to ensure consistency between Baseline and Yearly Outcomes data

Based on reflections on practices from 2021-22, the following changes to planned goals, metrics, desired outcomes, or actions for the coming year include:
- Increased professional development and resources to better support progress monitoring of students adding English (Action 1.2),
- Based on the 2021-22 success of the coteaching model in grades 4-8, we will be expanding the coteaching model to include each grade level in order to provide additional academic supports specifically targeting students with a disabilities (Actions 1.3, 1.4, 1.5),
- Additional professional development to para-educators to ensure they have the tools and resources necessary to develop student independence and access to grade level content (Action 1.4)

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	ENVIRONMENT and BASIC LEARNING CONDITIONS: GUSD will provide the necessary staff, supplies, equipment and materials to maintain a safe learning environment for all students, in support of academic achievement and social emotional well-being.

An explanation of why the LEA has developed this goal.

The GUSD has developed this maintenance goal to sustain actions and services that will afford and enhance the environment and basic conditions of learning for all students, specifically targeted for students of high needs. The personnel and efforts described as contributing to this goal will improve and increase services and success, as reported in the metrics and analysis of results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act annual review of instructional materials, teacher credentials, and facilities	Met all requirements with no incidence in 2019-20	Met all requirements with no incidence in 2020-21			Continue to maintain that all requirements are met, with no incidences.
District Performance as reported on the California Schools Dashboard Local Indicator: Basics- Teachers, Instructional Materials, and Facilities	2019 California Schools Dashboard, Basics: Met	2020 California Schools Dashboard, Basics: Met			Continue to report that the Local Indicator for Basics has been met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	2019 FIT ranking: "Good" in all categories	2020 FIT ranking: "Good" in all categories			Maintain "Good" ranking in all categories
District Performance as reported on the California Schools Dashboard: Suspension Rates Expulsion Rates Middle School Drop Out Rates	2019 California Schools Dashboard reports 10% of All Students in Kindergarten through Grade 8 were suspended at least once that year, represented by the Orange Performance Level. Also in Orange were the Hispanic (@ 10.1%), and Socioeconomically Disadvantaged (@ 10.8%) subgroups. 13.7% of English Learners and 20.4% of Students with Disabilities were represented by the Red Performance Level. Locally calclulated 2019-20 Suspensions (K-8): 32 Expulsions: 2/554 (0.36%)	Year 1 Outcome Reporting Results: PLEASE BE ADVISED: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing discipline data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage. Locally calclulated 2020-21 Suspensions (K-8): 0			All student subgroups will decrease suspensions by 10% and/or advance by one Performance Level per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle School Drop Out: 0/554 (0%)	Expulsions: 0/551 (0%) Middle School Drop Out: 0/551 (0%) Zero percentages and raw data reflect ALL students, and therefore each subgroup as well.			
California Healthy Kids Survey (CHKS): School Safety • made up of questions related to perceptions of school as safe, experiences of harassment or bullying, rumors and lies, fear of being beat up, being in a physical fight, seeing weapons at school.	2018-19 CHKS Public Dashboard: PERCEIVED SCHOOL SAFETY- 5th Grade: 80% of students reported feeling safe at school "All" or "Most of the time". 7th Grade: 50% of students reported feeling "Very" or "Safe" at school.	School Climate section of the CHKS is recommended for Hybrid or In-Person instruction, and because 2020-21 was fully remote, we do not have data for that year. 2021-22 CHKS Public Dashboard: PERCEIVED SCHOOL SAFETY- 5th Grade: 72% of students reported feeling safe at school "All" or "Most of the time". 7th Grade: 50% of students reported			At least 75% of students taking the CHKS report "All or Most of the Time" (5th Grade) and "Very Safe or Safe" (7th Grade) in the area of Perceived School Safety.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		feeling "Very" or "Safe" at school.			
Attendance Rate	2020-21 P-2 Average Daily Attendance (ADA) rate for Grades TK-8 was 1,236.89. Enrollment that year was 1,270.	2021-22 P-2 Average Daily Attendance (ADA) rate for Grades TK-8 was 1,209.04. Enrollment that year was 1,286.			We will maintain or increase ADA, relative to enrollment - through attention on chronic absenteeism and monitoring of students participating in pandemic Independent Study.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 School Connectedness Leadership Personnel	Beyond district and site administration, additional leadership personnel provide focused support to programs, staff, and services directly related to student success. The Dean of Student Services promotes student attendance, positive behavior/restorative practices, and daily operations and programs to support the overall instructional program and school climate. Given that over 85% of the district's population is made up of "unduplicated pupils", the actions and services listed are intended to target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups.	$152,355.00	Yes
2.2	2.2 Community Engagement Personnel	Community Engagement Personnel such as Outreach Consultants (ORC), Community Liaison II positions, Family Support Agency (FSA) Counselors contribute to an overall positive sense of caring and safety for students, staff, and families. Through ongoing monitoring and	$410,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coordination of services, these positions provide support and assistance related to counseling services, positive behavior, discipline, and attendance programs. Given that over 85% of the district's population is made up of "unduplicated pupils", the actions and services listed are intended to target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups.		
2.3	2.3 Health and Safety Personnel	Health and Safety personnel provide programs and services to sustain safe and positive environments and conditions for students, families, staff, and the community. Health Services personnel provide additional health care services for students. School Resource Officer (SRO) works closely with site and district leadership to coordinate proactive and responsive safety services. Campus Safety Staff and Crossing Guards provide a safe and welcoming learning environment for students, including but not limited to ensuring safe student travel to and from school. Given that over 85% of the district's population is made up of "unduplicated pupils", the actions and services listed are intended to target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups. Increased school safety and security measures have increased over the course of the past two years, due to local and national occurrences and events.	$527,114.00	Yes
2.4	2.4 Technology	Information Technology (IT) services, devices, supplies/equipment, and personnel provide to assist students, staff, and families under the district's 1:Web implementation. Leadership, management, services and maintenance ensure sustainability of the programs overall functioning.	$816,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Given that over 85% of the district's population is made up of "unduplicated pupils", the actions and services listed are intended to target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups. Technology programs and services support our efforts to increase bilingual communication tools, family supports and resources, 1:1 tech support and parent workshops for our unduplicated student groups.		
2.5	2.5 Facilities/Safety Improvements and Enhancements	Improvements to and maintenance of facilities, safety/security, and operations ensure clean, adequate and safe campuses and grounds for all students, staff, families, and community members. Given that over 85% of the district's population is made up of "unduplicated pupils", the actions and services listed are intended to target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups. Increased usage of facilities and grounds for afterschool programming and community partnerships requires additional attention to ongoing maintenance, security monitoring, and improvements for sustained high levels of quality and availability to our unduplicated student groups and their families.	$10,431.00	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.

In general, there were. no substantive differences in planned actions and actual implementation, other than unexpected increases in costs and delays in product deliveries. This mainly due to the availability of one-time grant funding and flexibility in use of funds.

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.

Substantive differences between budgeted and estimated and/or planned expenditures include:

- An increase in expenditures related to expanding to 5G Broadband services districtwide
- To support online curriculum, access to district Google suite apps, and to improve access to technology standards (i.e. keyboarding skills), an expansion of Chromebook usage in TK, K, and First Grade resulted in increased expenditures primarily related to COVID supply chain shortages (Action 2.4)
- Increased costs associated with the purchase and installation of districtwide surveillance systems, primarily related to COVID supply chain shortages (Action 2.5)

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

The maintenance of all actions under Goal 2 have proven effective in making progress pertaining to our ability to provide positive learning environments and basic conditions of learning. Local indicators related to instructional materials, credentialing, and facilities have remained satisfactory and in good status. Drop outs, Suspensions, Expulsions, and perceptions of school safety are all performing well.

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.

Changes to verbatim wording from previous year's plan:

- Addition of Expulsion and Middle School Drop Out Rates as part of the California Dashboard metric regarding Suspension Rates
- Notes within the Metrics tables to provide further local contexts
- Wording to ensure consistency between Baseline and Yearly Outcomes data

Based on reflections from the 2021-22 school year, the following changes to planned goal, metrics, desired outcomes, and actions for the coming year include:

- To improve the campus environment during recess at Mary Buren Elementary, a program (Recess Lab) will be implemented through site Administration and Campus Safety personnel (Action 2.3)
- To further support options for students with disabilities in our developing inclusion model, a sensory room at each site would provide a space for students who require additional sensory supports to self-regulate (Action 2.5)

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	CLIMATE and ENGAGEMENT: GUSD will recruit and retain staff that value and promote the District's emphasis on social and emotional well-being. Actions will focus on continuous improvement in providing culturally relevant programs and support services for all stakeholders in the school community, which includes ongoing professional development.

An explanation of why the LEA has developed this goal.

The GUSD has developed this goal with specific intentions of supporting students' well being, social-emotional wellness, participation and successful engagement in school. The actions and services, as well as the identified metrics represent a broad and complex system of supports, systems, and measures set forth with the transition from distance learning to our traditional in-person educational model. Special attention has been paid to programs, enrichment, and issues of connectedness to attend to and monitor positive climate and experiences for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Performance as reported on the California Schools Dashboard: Chronic Absenteeism Rate	2019 California Schools Dashboard reports 6.6% of All Students as Chronically Absent, represented by the Green Performance Level. Also in Green are the English Learner (@ 5.5%), Hispanic (@ 6.5%), and Socioeconomically	2020 Data Quest District Chronic Absenteeism Rate: 8.8% English Learner Rate: 7.2% Hispanic Students Rate: 8.7%			Maintain the Green Performance Level on the California Schools Dashboard for All Students, and our English Learner, Hispanic, and Socio-Economically Disadvantage subgroups. The Students with Disabilities subgroup will increase to, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged (@ 7.4%) subgroups. 16.7% of Students with Disabilities were Chronically Absent, represented by the Yellow Performance Level.	Socioeconomically Disadvantaged Rate: 9.4%			maintain the Green Performance Level.
District Performance as reported on the California Schools Dashboard Local Indicator: Parent and Family Engagement	2019 California Schools Dashboard, Parent and Family Engagement: Met	2020 California Schools Dashboard, Parent and Family Engagement: Met			All student subgroups will decrease suspensions by 10% and/or advance by one Performance Level per year.
District Performance as reported on the California Schools Dashboard, Local Indicator: Local Climate Survey	2019 California Schools Dashboard, Local Climate Survey: Met	2020 California Schools Dashboard, Local Climate Survey: Met			Continue to report that the Local Indicator for Parent and Family Engagement has been met.
California Healthy Kids Survey (CHKS): School Connectedness - made up of questions related to feeling close	2018-19 CHKS Public Dashboard: SCHOOL CONNECTEDNESS-	School Climate section of the CHKS is recommended for Hybrid or In-Person instruction, and because 2020-21 was fully remote, we do			At least 75% of students taking the CHKS report "All or Most of the Time" (5th Grade) and "Strongly Agree or Agree" (7th Grade) in the area of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to people at school, happiness at school, feeling a part of the school, feeling that teachers treat students fairly, and feeling safe at school.	5th Grade: 76% of students reported "All" or "Most of the Time". 7th Grade: 51% of students reported "Strongly Agree" or "Agree".	not have data for that year. 2021-22 CHKS Public Dashboard: SCHOOL CONNECTEDNESS- 5th Grade: 66% of students reported "All" or "Most of the Time". 7th Grade: 56% of students reported "Strongly Agree" or "Agree".			School Connectedness.
California Healthy Kids Survey (CHKS): Caring Relationships - made up of questions related to teachers/adults who care about me, notice when I'm not there, and listen to me when I have something to say.	2018-19 CHKS Public Dashboard: CARING ADULT RELATIONSHIPS- 5th Grade: 81% of students reported "All" or "Most of the time". 7th Grade: 47% of students reported "Very Much" or "Pretty Much True".	School Climate section of the CHKS is recommended for Hybrid or In-Person instruction, and because 2020-21 was fully remote, we do not have data for that year. 2021-22 CHKS Public Dashboard: CARING ADULT RELATIONSHIPS- 5th Grade: 62% of students reported "All" or "Most of the time".			At least 75% of students taking the CHKS report "All or Most of the Time" (5th Grade) and "Very Much or Pretty Much True" (7th Grade) in the area of Caring Adult Relationships.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7th Grade: 58% of students reported "Very Much" or "Pretty Much True".			
Seventh and eighth grade students eligible for AVID as an elective at KMIS	For the 2020-21 School Year, 87 7th and 8th grade students applied to AVID courses. 72 were enrolled, which represents 25% of the overall student population. The 83% acceptance rate is based on eligibility criteria that includes, but is not limited to the availability in a student's schedule for electives based on a lack of required ELD.	For the 2021-22 School Year, 31 students applied for AVID courses, and 22 were enrolled.			AVID course eligibility by percentage of program acceptance will at least be maintained at the Baseline for students in grades 7 and 8.
Ernest Righetti High School former GUSD student-freshmen who complete the 9th grade AVID-9A course as an elective.	Class of 2018: 7 students completed AVID-9A. Class of 2019: 14 students completed AVID-9A. Class of 2020:	Class of 2021: 33 students completed AVID 9-A.			Successful student enrollment and completion of AVID courses at ERHS will increase by 10% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	13 students completed AVID-9A.				
Rates of former GUSD students who graduate with AVID participation/completion all 4 years of high school	Class of 2018: 17 of the 24 GUSD students who started with the AVID Freshmen course AVID-9A, also completed Senior AVID SR Seminar B. Class of 2019: 11 of the 25 GUSD students who started with the AVID Freshmen course AVID-9A, also completed Senior AVID SR Seminar B. Class of 2020: 10 of the 23 GUSD students who started with the AVID Freshmen course AVID-9A, also completed Senior AVID SR Seminar B.	Class of 2021: 36 of the 70 GUSD students who started with the AVID Freshmen course AVID-9A, also completed Senior AVID SR Seminar B.			Successful student enrollment and completion of AVID courses for all 4 years at ERHS will increase by 10% per year.
Enrollment in Career Technical Education (CTE) courses at KMIS	In 2019-20, 88 7th/8th grade students participated in CTE, 30% of the overall 7/8	In 2020-21, 167 7th/8th grade students participated in CTE,			Participation in CTE courses will be at least maintained at. KMIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	population. 99% of the students earned a passing grade.	59.3% of the overall 7/8 population.			
Local Community Partners input on ASES Program	2020-21 Program Survey Results and Findings PARTICIPATION: 98 Responses 55.1% School Day Teachers 28.6% Parents 16.3% ASES Staff 0% Site Administration GUSD Buren Teachers: Providing a Safe and Supportive Environment rated #1 as doing well (72.7%), Classroom Management rated as #1 in need of Improvement (66.7%). GUSD KMIS Teachers: Providing a Safe and Supportive	2021-22 Program Survey Results and Findings PARTICIPATION: 241 Responses 14.5% School Day Teachers 24.9% Parents 2.9% ASES Staff 0.8% Site Administration 56.8% Students GUSD Buren Teachers: Providing a Safe and Supportive Environment rated #1 as doing well (63.6.7%), Classroom Management, Academics, and Homework all rated equally as #1 in need of Improvement (36.4% each). GUSD KMIS Teachers:			Participation will maintain meaningful survey input from each program group (staff, teachers, parents, etc.) and Areas identified in need of improvement will show positive progress of at least 10% from the prior year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Environment rated #1 as doing well (52.8%), Classroom Management and Homework Assistance both rated as top areas in need of Improvement (50% each). ASES Staff at all locations: Identified Classroom Management as top PD Need (100%), and Common Core State Standards specifically by KMIS Staff. Parents rate high satisfaction with program safety (100%), and rated improvements in homework assistance as a top need (46.7% on English survey, 61.5% on Spanish survey).	Providing a Safe and Supportive Environment rated #1 as doing well (64.3%), Academics (50%) and Homework Support (42.9%) both rated as top areas in need of Improvement. ASES Staff at all locations: Communication and Relationships with Students were identified as program strengths. Limited staffing and space were listed as their top areas for improvement and daily challenges. Parents rate high satisfaction with homework assistance (38.2%), and see Homework Assistance and Snacks as the highest areas for improvement (32.4%). 100% submit that the program is safe for their child(ren).			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Buren Students: 96.2% feel safe, 73.8% say it's fun and 71.5% say the staff is nice, 76.2% say they'd like more field trips. KMIS Students: 100% feel safe, 71.4% say they like the arts/crafts and homework help best, 85.7% say they'd like different snacks, and 71.4% say they'd like more field trips.			
TK - 8 student participation in College and Career Readiness (CCR) Pathway activities	This program launched in 2020-21, and began with the development of a comprehensive counseling program Kermit McKenzie Intermediate School. In coordination with our Outreach Consultants, student sessions that focused on College and Career Readiness were established. There were no student activities implemented	In 2021-22, staff turnover presented a barrier to implementing an increase in CCR activities for a period between December 2021 and February 2022. Once an Academic Counselor was reestablished, regular student sessions occurred at KMIS, and a visit was arranged for 4th grade students to receive a guided			100% student participation in grade level CCR activities, as described in the TK-8 CCR Pathway Plan.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	at Mary Buren Elementary School.	tour of the Intermediate School's campus, showcasing the CTE and elective classrooms. No other activities were held for Buren students, however plan development continued to identify future events at every grade level.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Coordination of Services	The Director of Expanded Learning and Wellness will oversee academic, social, emotional, and engagement services to coordinate the identification and provision of local and regional student services, especially in the advent of COVID needs and issues related to the safe, successful, and healthy re-opening of schools.	$0.00	Yes
3.2	3.2 Social Emotional Learning and Wellness	Curriculum, professional development, services, and resources will provide and support social emotional wellness for students, staff, and families. SBCSELPA archived and future professional development sessions will be accessed for additional topics of Social Emotional Wellness.	$13,154.00	Yes
3.3	3.3 Positive School Climate	Regular, targeted systems for academic recognitions, incentive programs, climate surveys for students, staff, and families support and reinforce positive school climate and wellness. Services are informed	$1,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by student and family responses and the resulting information to ensure the identification of needs and attention to continual improvement efforts.		
3.4	3.4 Special Programs and Enrichment	Extended Learning partnerships (YMCA, Boys & Girls Club, United Way Fun in the Sun), ASES, AVID, After School athletics and student activities, visual and performing arts integration, transportation for enrichment events, Career Technical Education (CTE) promote expanded enrichment and special programming opportunities for students.	$260,550.00	Yes
3.5	3.5 Meaningful Family & Community Engagement	Positive community and family engagement is enhanced and fostered through translation and interpretation services, family workshops and support sessions, and communication and information services to the families and community partners that support student success.	$6,700.00	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.

Substantive differences in planned vs actual implementation of actions include the suspension of coaching and student activities stipends, due to social distancing guidance related to COVID-19.

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.

Substantive differences between budgeted and estimated and/or planned expenditures include:

- Professional Development in support of Social Emotional Learning and Well-Being occurred through existing staff, rather than contracted service (Action 3.2)
- Increased usage of the California Healthy Kids Survey, as well as the resources within exceeded the original budgeted amount (Action 3.3)

- Expenses for extended learning programs and services was reduced through us of the Expanded Learning Opportunities Program (ELO-P Grant) (Action 3.4)
- Due to the social distancing guidance for 2021-22, stipends for coaching, athletics, and afterschool activities were suspended (Action 3.4)

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

Continuous improvements in areas of social emotional wellness, expanded learning opportunities, culturally relevant enrichment programming, and positive school climate are in place, as supported by each of the actions above. Documented survey results, increased offerings to students and families, and broad participation in successful partnerships explain this effectiveness.

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.

Changes to verbatim wording from previous year's plan:

- Notes and additional descriptions within the Metrics tables to provide further local contexts
- Wording to ensure consistency between Baseline and Yearly Outcomes data

Reflection on 2021-22 practices have resulted in the following

- Increase visual and performing arts opportunities at Mary Buren through the Children's Creative Project
- Supplemental & Concentration funding will be fully funding the Career Technical Education teacher and the Academic Counselor positions in 2022-23, due to the expiration of the CTE Grant funding

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)
$4,694,919	$613,306

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
41.86%	0.00%	$0.00	41.86%

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.

Approximately 89% of our student population is made up of foster youth, English Learners, and low-income students. Analysis of their needs, conditions, and circumstances has led to the identification of literacy development as our most pressing area of focus. We have designed a literacy initiative in response to this population, with professional development, instructional practices, and progress monitoring specifically meant to support success and improvements in achievement.

Given that nearly 90% of the district's population is made up of "unduplicated pupils", the actions and services listed are principally directed to support the specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups.

- Additional staff (PE and Library staff) allow for increased collaboration, data teaming (i.e. professional learning communities), and professional growth whereby the needs of unduplicated students are met and monitored on a regular basis.
- Positions of instructional support, specifically designed to provide support to unduplicated students in high-risk subgroups including but not limited to Newcomer English Learners, students in need of strategic supports, and Students with Disabilities.
- Supplemental programs such as Rosetta Stone, Freckle, IXL, Imagine Learning, paper.co and others are used in support of core instruction and include provisions of additional scaffolds as needed. They each have the ability to assign and monitor individual student participation, while allowing small group instruction and learning opportunities with classroom teachers.

- An administrator responsible for the coordination of curriculum, instruction, and assessments, all curricular supports and LCAP activities provides leadership and accountability to academic achievement and positive pupil outcomes.

In the Guadalupe community, families and other community partners have made it perfectly clear that expanded programming, enrichment opportunities, and safe reliable transportation to and from school are essential given our context. Effective and collaborative communication in our diverse, multilingual community requires dedicated liaisons and consultants to ensure engagement and understanding. As previously pointed out, given that nearly 90% of the district's population is made up of "unduplicated pupils", the actions and services listed are intended to target specific needs of students in our English Learner, Foster Youth, and Students with Disabilities subgroups. This obvious majority receives attention and priority by directing actions and services to principally support our unduplicated pupils. In order to address the needs with appropriate supports, the following services and programs are provided on a districtwide basis:

- Afterschool enrichment and instructional support programs such as ASES/Boys & Girls Club, People's Self Help at Riverview, and supplemental materials provide support to students and families outside of the instructional day, while connecting to the goals for pupil outcomes and engagement.
- Crossing Guards protect and ensure safe travel to and from school.
- Campus Safety Supervisors provide a safe and welcoming school environment for students, families, and staff.
- Expansion of and improved offerings for before, in, and afterschool enrichment programs such as athletics, STEAM, digital media, etc. provide additional activities and opportunities for students to engage in positive school and community connectedness efforts as well as helping to support the development of "the whole child".
- Health Aide positions provide additional health care services to school sites.
- Communications consultants support the ability to provide information, updates, and notices to the community, parents, and staff.
- Community Liaison positions serve to connect and support positive home-school relationships in the interest of student success and support.
- Incentive programs for attendance promote and celebrate positive school participation and consistent attendance in the education program.

Further, in support of the disconnect and toll resulting from COVID-19 related school closures and restrictions, the following actions are provided:

- Support for the GUSD 1:1 technology initiative continue to provide access to relevant and current teaching and learning programs, include Information Technology (IT) support positions, devices, and equipment.
- Reliable access to wireless devices and technology is provided to all students, staff, and visitors at each district school site and shared spaces.
- Efforts to provide social emotional learning professional development, resources, and curriculum for students, staff, and families.
- Continuation of positive behavior, social emotional, anti-bullying, and Positive Behavioral Interventions and Supports (PBIS) programs provide frameworks, curriculum, and resources.

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

GUSD intends to increase and improve services for our unduplicated pupils (foster youth, English learners, and low-income students) by at least 45.40% as compared to what we would provide for all students as part of a minimum base program. This plan enumerates and describes how these services, with their related expenditures, meets the increased the increased apportionment for our students. Throughout the plan, we have also described the qualitative improvements that will create coherence and ensure effective delivery and implementation. As stated above, and throughout the plan, our focus is on literacy development and overall academic achievement. Our data, stakeholder input, and research show that creating conditions for learning, building school climate and environment, and providing additional services are all necessary to meet these goals and improve student achievement. As such, our increased and improved services can be grouped into three categories:

- Academic Achievement and Pupil Outcomes: Instructional Support Assistants (ISAs), Title II Professional Development, CalPoly partnership for teacher quality recruitment and support, literacy development, and implementation support for core programs, Multi-Tiered System of Support (MTSS), and principles of a Universal Design for Learning (UDL).
- Environment and Basic Conditions of Learning: Safety Grant: Mental Health Counselor and School Resource Officer (SRO).
- Climate and Engagement: Academic Counselor, Social Emotional Learning and Wellness programs, extended day and enrichment programming, Career Technical Education/College and Career Readiness, Public/Private Partnerships with Guadalupe Kids Come First, Audacious Foundation, Santa Barbara United Way, YMCA, Boys & Girls Club, etc.

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.

7 Certificated teachers were hired to support a decrease in student:teacher classroom ratios was funded by additional Concentration allocation. This was to mitigate the effects of distance learning (Action 1.9).

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	N/A	5.3:100
Staff-to-student ratio of certificated staff providing direct services to students	N/A	6.2:100

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,694,919.00				$4,694,919.00	$3,421,914.00	$1,273,005.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Curriculum and Instructional Materials	All	$0.00				$0.00
1	1.2	1.2 Advancement in language proficiency for students adding English	English Learners Foster Youth Low Income	$21,000.00				$21,000.00
1	1.3	1.3 Instructional Personnel	English Learners Foster Youth Low Income	$1,088,396.00				$1,088,396.00
1	1.4	1.4 Professional Development	English Learners Foster Youth Low Income	$81,307.00				$81,307.00
1	1.5	1.5 Academic Supports	English Learners Foster Youth Low Income	$198,596.00				$198,596.00
1	1.6	1.6 Early Learning Expansion	English Learners Foster Youth Low Income	$500.00				$500.00
1	1.7	1.7 Extended Learning Opportunities	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
1	1.8	1.8 District and Site Leadership	English Learners Foster Youth Low Income	$404,318.00				$404,318.00
1	1.9	Additional Certificated Teachers	English Learners Foster Youth Low Income	$601,794.00				$601,794.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	**2.1**	2.1 School Connectedness Leadership Personnel	English Learners Foster Youth Low Income	$152,355.00				$152,355.00
2	**2.2**	2.2 Community Engagement Personnel	English Learners Foster Youth Low Income	$410,589.00				$410,589.00
2	**2.3**	2.3 Health and Safety Personnel	English Learners Foster Youth Low Income	$527,114.00				$527,114.00
2	**2.4**	2.4 Technology	English Learners Foster Youth Low Income	$816,715.00				$816,715.00
2	**2.5**	2.5 Facilities/Safety Improvements and Enhancements	English Learners Foster Youth Low Income	$10,431.00				$10,431.00
3	**3.1**	3.1 Coordination of Services	English Learners Foster Youth Low Income	$0.00				$0.00
3	**3.2**	3.2 Social Emotional Learning and Wellness	English Learners Foster Youth Low Income	$13,154.00				$13,154.00
3	**3.3**	3.3 Positive School Climate	English Learners Foster Youth Low Income	$1,400.00				$1,400.00
3	**3.4**	3.4 Special Programs and Enrichment	English Learners Foster Youth Low Income	$260,550.00				$260,550.00
3	**3.5**	3.5 Meaningful Family & Community Engagement	English Learners Foster Youth Low Income	$6,700.00				$6,700.00

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
$11,216,060	$4,694,919	41.86%	0.00%	41.86%	$4,694,919.00	0.00%	41.86 %	**Total:**	$4,694,919.00
								LEA-wide Total:	$4,694,419.00
								Limited Total:	$0.00
								Schoolwide Total:	$500.00

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	1.2	1.2 Advancement in language proficiency for students adding English	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	0
1	1.3	1.3 Instructional Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,088,396.00	0
1	1.4	1.4 Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,307.00	0
1	1.5	1.5 Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,596.00	0
1	1.6	1.6 Early Learning Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mary Buren Elementary TK	$500.00	0
1	1.7	1.7 Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0

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	1.8	1.8 District and Site Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$404,318.00	0
1	1.9	Additional Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$601,794.00	0
2	2.1	2.1 School Connectedness Leadership Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,355.00	0
2	2.2	2.2 Community Engagement Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$410,589.00	0
2	2.3	2.3 Health and Safety Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$527,114.00	0
2	2.4	2.4 Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$816,715.00	0
2	2.5	2.5 Facilities/Safety Improvements and Enhancements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,431.00	0
3	3.1	3.1 Coordination of Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	3.2 Social Emotional Learning and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,154.00	0
3	3.3	3.3 Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,400.00	0
3	3.4	3.4 Special Programs and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,550.00	0
3	3.5	3.5 Meaningful Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,700.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,802,841.00	$4,496,916.00

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**	1.1 Curriculum and Instructional Materials	No	$0.00	$0
1	**1.2**	1.2 Advancement in language proficiency for students adding English	Yes	$25,400.00	$9,534
1	**1.3**	1.3 Instructional Personnel	Yes	$942,863.00	$960,165
1	**1.4**	1.4 Professional Development	Yes	$114,500.00	$121,092
1	**1.5**	1.5 Academic Supports	Yes	$280,112.00	$294,048
1	**1.6**	1.6 Early Learning Expansion	Yes	$25,750.00	$53,253
1	**1.7**	1.7 Extended Learning Opportunities	Yes	$109,613.00	$45,882
1	**1.8**	1.8 District Leadership	Yes	$379,800.00	$394,235
1	**1.9**	1.9 Additional Certificated Teachers 15% Increase in Concentration grant	Yes	$0	$609,432
2	**2.1**	2.1 School Connectedness Leadership Personnel	Yes	$130,460.00	$150,533

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)
2	**2.2**	2.2 Community Engagement Personnel	Yes	$379,295.00	$349,188
2	**2.3**	2.3 Health and Safety Personnel	Yes	$385,071.00	$378,131
2	**2.4**	2.4 Technology	Yes	$571,155.00	$810,780
2	**2.5**	2.5 Facilities/Safety Improvements and Enhancements	Yes	$125,745.00	$128,942
3	**3.1**	3.1 Coordination of Services	Yes	$0.00	$0
3	**3.2**	3.2 Social Emotional Learning and Wellness	Yes	$12,200.00	$8,214
3	**3.3**	3.3 Positive School Climate	Yes	$500.00	$1,353
3	**3.4**	3.4 Special Programs and Enrichment	Yes	$313,977.00	$176,203
3	**3.5**	3.5 Meaningful Family & Community Engagement	Yes	$6,400.00	$5,931

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)
$4,383,727	$3,802,841.00	$4,497,685.00	($694,844.00)	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	1.2	1.2 Advancement in language proficiency for students adding English	Yes	$25,400.00	$9,534	0	0
1	1.3	1.3 Instructional Personnel	Yes	$942,863.00	$960,165	0	0
1	1.4	1.4 Professional Development	Yes	$114,500.00	$121,092	0	0
1	1.5	1.5 Academic Supports	Yes	$280,112.00	$294,048	0	0
1	1.6	1.6 Early Learning Expansion	Yes	$25,750.00	$53,253	0	0
1	1.7	1.7 Extended Learning Opportunities	Yes	$109,613.00	$45,882	0	0
1	1.8	1.8 District Leadership	Yes	$379,800.00	$394,235	0	0
1	1.9	1.9 Additional Certificated Teachers 15% Increase in Concentration grant	Yes	0	$609,432	0	0
2	2.1	2.1 School Connectedness Leadership Personnel	Yes	$130,460.00	$150,533	0	0
2	2.2	2.2 Community Engagement Personnel	Yes	$379,295.00	$349,188	0	0
2	2.3	2.3 Health and Safety Personnel	Yes	$385,071.00	$378,131	0	0

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)
2	**2.4**	2.4 Technology	Yes	$571,155.00	$810,780	0	0
2	**2.5**	2.5 Facilities/Safety Improvements and Enhancements	Yes	$125,745.00	$128,942	0	0
3	**3.1**	3.1 Coordination of Services	Yes	0	$0	0	0
3	**3.2**	3.2 Social Emotional Learning and Wellness	Yes	$12,200.00	$8,214	0	0
3	**3.3**	3.3 Positive School Climate	Yes	$500.00	$1,353	0	0
3	**3.4**	3.4 Special Programs and Enrichment	Yes	$313,977.00	$176,203	0	0
3	**3.5**	3.5 Meaningful Family & Community Engagement	Yes	$6,400.00	$6,700	0	0

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)
$10,635,598	$4,383,727	0	41.22%	$4,497,685.00	0.00%	42.29%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

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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