

## Public Hearing Draft for June 11, 2014 (rev. 1)

### § 15497. Local Control and Accountability Plan and Annual Update Template.

#### Introduction:

LEA: Goleta Union School District

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LCAP Year: 2014-2015

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### A. Conditions of Learning:

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### B. Pupil Outcomes:

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

#### C. Engagement:

**Parent involvement:** *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## **Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<p><b>Involvement Process</b></p>	<p><b>Impact on LCAP</b></p>
<p><u>Background: Pre-LCAP Stakeholder Involvement:</u></p> <p>The GUSD engagement process began in July 2012, prior to announcement of the Local Control Accountability Plan (LCAP), when the District’s new superintendent began a 90-day outreach program with Board members, district administrators, union leadership, parents and a broad spectrum of educational and community leaders throughout the community. Upon completion of this process, a full report documenting apparent system strengths and areas in need of attention was presented to the Board of Trustees.</p> <p>In the spring of 2013, the superintendent and Board of Trustees reviewed the District’s Strategic Plan, which had gone several years without formal review. Stakeholder engagement on the Strategic Plan with parents, staff and community began in the fall of 2013, shortly before LCAP regulations emerged. Involvement activities related to Strategic Plan goals were reorganized to create direct alignment between Strategic Plan Shared Values and the LCAP State Priority Areas.</p> <p><u>Summary of Pre-LCAP Involvement Meetings:</u></p> <ul style="list-style-type: none"> <li>• Board meetings during which there was public discussion on Strategic Planning, District Mission, Shared Values, and Strategic Objectives/Goals: 1/15/2013, 5/1/2013, 7/10/2013, 9/18/2013, 10/3/2013, 10/16/2013</li> <li>• District Parent Advisory Committee meeting during which a review of our fiveyear trend of CST/CELDT data was reviewed: 10/9/2013</li> <li>• Board meeting during which the initial informational presentation on LCAP requirements was presented: 11/6/2013</li> <li>• Community service club (Rotary) meeting during which a presentation on Strategic Planning and LCAP processes was given: 1/14/2014</li> </ul>	<p><u>Impact of Pre-LCAP Stakeholder Involvement:</u></p> <p>This section summarizes the impact of outreach that preceded requirements of the LCAP. As a result of early outreach, the District has created a robust LCAP through a combination of early stakeholder involvement (described to the left) and required involvement activities as defined in the LCAP regulations (see next page).</p> <p>The superintendent’s 90-day report was foundational to all subsequent outreach and provided a baseline of community perception regarding all areas of District operation.</p> <p>Combined Strategic Plan and LCAP outreach has provided the District with a strategic LCAP, fully aligned with aspirational vision and goals defined in a renewed Strategic Plan. Together the LCAP and Strategic Plan provide a solid foundation from which to develop a compelling pathway to improved services for all students, including proportional improvement in services for unduplicated students and other specifically defined subgroups.</p> <p><u>Summary/Impact of Pre-LCAP Involvement Meetings:</u></p> <p>Pre-LCAP involvement meetings directly impacted the selection of broad objectives, goals, actions and services for all students and for specific subgroups.</p> <p>Meetings included presentations on the importance of strategic planning and vision setting. They were linked to discussions on progression of student achievement and the pattern of growth for all students in the past several years, along with a history of closing the achievement gap for English Learners, students from low-income families, students with special needs and other significant subgroups. Metrics indicated a pattern of success and showed all District schools to be over the state target of 800 on the Academic Performance Index (API). They also reinforced the importance of maintaining a focused strategic plan and clear vision for continuous improvement.</p> <p>The focus on strategic planning in these meetings was driven by a need for smooth transition from California State Standards to Common Core State Standards and 21<sup>st</sup> Century Learning Skills. Pre-LCAP meetings prepared the District for effective implementation of the involvement requirements in the LCAP regulations.</p>

Involvement Process	Impact on LCAP
<p><u>LCAP Statutory Requirements</u></p> <p>District Parent Advisory Input Meetings:</p> <ul style="list-style-type: none"> <li>• 10/09/2013: Review of five-year achievement data trends</li> <li>• 11/14/2013: Review of Strategic Plan and LCAP regulations</li> <li>• 12/12/2013: Discussion of District Vision</li> <li>• 02/15/2014: Formal LCAP input meeting (with expanded committee including additional representation from parents of unduplicated pupils)</li> </ul> <p>District English Learner Advisory Committee Input Meeting</p> <ul style="list-style-type: none"> <li>• 10/30/2013: Review of five-year trend of achievement data, reclassification rates, and overview of new State Standards</li> <li>• 12/04/2013: Review of CELDT protocol and effective strategies to improve student achievement; LCAP preview</li> <li>• 03/12/2014: Formal LCAP input meeting</li> </ul> <p>District and Bargaining Unit Input Meetings</p> <ul style="list-style-type: none"> <li>• 02/12/2014: School principals input meeting</li> <li>• 02/27/2014: District classified staff input meeting</li> <li>• 02/27/2014: Bargaining unit (CSEA/CTA) input meetings</li> <li>• 02/28/2014: Online District employee input survey posting</li> <li>• 04/15/2014: Follow-up meeting with CTA leadership on LCAP</li> <li>• 04/18/2014: Follow-up meeting with CSEA leadership on LCAP</li> </ul> <p>Pupil Input Meetings</p> <ul style="list-style-type: none"> <li>• 2/11 &amp; 13/2014: Randomized student focus groups at each school with the superintendent</li> </ul> <p>Community Outreach Input Meetings</p> <ul style="list-style-type: none"> <li>• 01/21/2014: Rotary Club of Goleta noontime input meeting</li> <li>• 02/12/2014 : Goleta Valley Chamber of Commerce Issues and Policy Roundtable on LCAP input</li> </ul> <p>School Board Involvement Meetings</p> <ul style="list-style-type: none"> <li>• 11/06/2013-04/09/2014: Board discussion at seven regular meetings regarding LCAP and Strategic Plan</li> <li>• 03/05/2014: Board Study Session on LCAP and Strategic Plan Goals</li> <li>• 05/21/2014: Draft Plan LCAP presented at public meeting</li> </ul> <p>Broad Parent Involvement</p> <ul style="list-style-type: none"> <li>• 04/03/2013: Online Parent Surveys (English/Spanish) posted</li> </ul>	<p><u>LCAP Statutory Requirements</u></p> <p>The meetings and input sessions detailed in the left column on this page meet or exceed all regulatory requirements for LCAP involvement. By creating opportunities for engagement from stakeholders in multiple distinct settings, the District avoided environments where potentially disparate or competing interests might discourage full participation of less assertive stakeholders. Presentations at input meetings followed parallel structure and allowed data collection that ultimately revealed aggregate thematic threads between the groups <i>and</i> high priority considerations from individual stakeholder groups.</p> <p>This process allowed the District to combine the collective priorities of the community with specific interests of multiple stakeholder groups. As a result, the District has renewed a broad Strategic Plan and fully integrated it with LCAP priorities and goals reflecting both aspirations and needs of all pupils <i>and</i> those of English Learners, low income, foster youth, and other significant stakeholder subgroups.</p> <p><u>Summary: Impact of Input and Involvement Activities Prior to Public Hearings</u></p> <p>The activities shown in the left column of this page yielded specific priorities and goal suggestions from a broad representation of District stakeholders. District leadership (Superintendent, Cabinet, Principals, Board of Trustees) analyzed the input data to determine recurring themes and highest priorities across all groups. This study of community input resulted in the goals and actions outlined in Sections 2 and 3 of the LCAP.</p> <p>It is important to note that stakeholders view the District instructional programming as responsive and effective at all school sites. State and local test results for the past five years show success in improving performance and narrowing the achievement gap. In the past two years of standardized testing (Spring of 2012 and 2013), all schools exceeded the state target of 800 on the Academic Performance Index.</p> <p>The impact of outreach and input on the District’s renewed Strategic Plan and LCAP was a combination of: 1) support for continuing effective instructional practices and well-paced transition to new standards; 2) clarification of areas needing strengthened services for significant subgroups (including targeted students in populations identified in the Local Control Funding Formula (LCFF), and 3) new initiatives not explicitly included in previous long-range planning. These themes are fully represented in the goals and actions of LCAP Sections 2 and 3.</p> <p>An important finding from input sessions with District staff is a concern that the District’s recent growth plans have been highly ambitious. Employees are positive and energized by recent accomplishments and upcoming challenges, but some ask, “Are we attempting too much, too quickly?” Teachers and administrators acknowledge that frustrations arising from insufficient time for adult learning, and fully vetted instructional materials, may affect the efficacy with which we manage the very challenges we accept with enthusiasm and optimism.</p> <p>Nevertheless, this plan, and the accompanying Strategic Plan, is highly ambitious and aspirational – presented with the conviction that actions within them are accurate reflections of stakeholder input from the GUSD community. From a practical viewpoint – there may be more here than we have the capacity to accomplish in the prescribed time frame. In LCAP Year 1, we may not be certain of our speed, but our destination is clear.</p>

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p data-bbox="96 204 559 228"><u>LCAP Statutory Requirements (continued)</u></p> <ul data-bbox="96 269 1217 548" style="list-style-type: none"> <li>• 05/21/2014: Notice of Public Hearings on 2014-2015 Budget &amp; LCAP for 06/11/2014 Board Meeting</li> <li>• 05/22/2014: Draft plan posted online</li> <li>• 05/22/2014: Plan presented to District English Learner Advisory Committee</li> <li>• 05/22/2014: Plan presented to District Parent Advisory Committee</li> <li>• 06/04/2014: Public Meeting for presentation of LCAP to other stakeholders</li> <li>• 06/11/2014: Public Hearings at Board Meeting</li> <li>• 06/12-24/2014: Written responses to comments</li> <li>• 06/25/2014: Board adoption of 2014-2015 Budget and LCAP</li> </ul>	<p data-bbox="1330 204 1795 228"><u>LCAP Statutory Requirements (continued)</u></p> <p data-bbox="1330 269 2166 293"><u>Summary: Impact of Stakeholder Review and Public Hearings of Draft LCAP:</u></p> <p data-bbox="1330 302 2591 565">At the time of this draft's completion for presentation at the public hearing scheduled for June 11, 2014, the plan had been presented to the District Parent Advisory Council, the District English Learner Advisory Council, the Board of Trustees, District employees, school administrators and at a general meeting of the public. Feedback on the plan was positive. One request for the number (rather than the percentage) of unduplicated pupils at each of the District's schools had been received from a District Parent Advisory. The Superintendent replied with the information in less than 48 hours. A second positive comment (related to alignment of the plan with data gathered through a fidelity study on a new Special Education reading program completed by doctoral students from UCSB) was also received from a member of the general public. A verbal response was provided.</p>

## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students (based on identified metric)?			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> Continuous improvement of student achievement; address persistent achievement gaps for EL and LI population; identify a consistent, coherent system of assessment metrics from which to inform instruction of all students and subgroups; build capacity in administration and teachers to effectively use formative data to inform and improve instruction.</p> <p><b>Metrics:</b> Determined by observation and analysis of previous performance on state and local assessments. Goal metrics will include new state assessments (CAASPP, CELDT) and coordinated local measures aligned to State Standards and current ELD frameworks.</p>	<p><b>GOAL 1:</b> Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.</p> <p><b>Strategic Plan Reference:</b> <i>Substantial, measurable growth of each student is supported with valid and reliable formative and summative assessments.</i></p>	<p>All*</p> <p>*[Plus subgroup goals/actions supporting this goal as outlined in Section 3]</p>	<p>All*</p> <p>*[Plus school subgroup goals/actions supporting this goal as outlined in Section 3]</p>	N/A	<p>Improved student learning will be supported by: Identification of consistent, coherent assessment metrics; established baseline performance on CAASPP tests; and acquisition of centralized student achievement data system.</p>	<p>Student learning will be further strengthened through stronger administrative and teacher capacity with formative data analysis; improved PLCs, differentiation, and Rtl.</p>	<p>A solid framework of formative assessment, Rtl and differentiation will be in place across the District.</p>	<p><u>LCAP Priority 4:</u> Pupil Outcomes: Pupil Achievement</p> <p><u>GUSD Strategic Plan:</u> Success for every student</p>
<p><b>Need:</b> Implementation of 21<sup>st</sup> century learning framework and skills is inconsistent across the District. Level of access to digital technology is dependent on uneven external funding sources.</p> <p><b>Metrics:</b> Observation of current instructional practices, access to current technology and instructional practices. Analysis of appropriate infrastructure to support technology integration. Goal metrics will be developed as part of Year 1 goals and actions.</p>	<p><b>GOAL 2:</b> Promote 21<sup>st</sup> Century Learning Skills</p> <p><b>Strategic Plan Reference:</b> <i>Student learning environments are aligned with real world environments by integrating curriculum with 21st Century Learning Skills: Critical thinking and problem solving; communication; collaboration; creativity; innovation; life and career skills; and information, media and technology skills.</i></p>	All	All	N/A	<p>Instruction will improve through development of a plan to integrate 21<sup>st</sup> century learning and supporting technology resources into all District initiatives and instructional strategies. TK-6 hardware and software standards for instruction and assessment will be defined. Plan will align with renewal of 5-year EETT plan.</p>	<p>The actions and services identified in LCAP Year 1 in the 21<sup>st</sup> Century Learning Plan will be implemented in 2015-16, improving integration of 21<sup>st</sup> century learning framework and embedded technology throughout the District.</p>	<p>Student learning will benefit from implementation of a plan for sequenced acquisition of hardware and software. Outcomes will include more equitable digital resources for all schools and students and integration with learning objectives.</p>	<p><u>LCAP Priority 8:</u> Pupil Outcome: Other Pupil Outcomes</p> <p><u>LCAP Priority 5:</u> Engagement: Pupil Engagement</p> <p><u>Strategic Plan:</u> Learning beyond the basics</p>



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students (based on identified metric)?			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> Continue to implement new State Standards and align instructional strategies to support increased depth, complexity and rigor.</p> <p><b>Metrics:</b> Metrics include evidence of professional development and implementation of State Standards, aligned instructional practices and materials.</p>	<p><b>GOAL 3:</b> Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELA and science.</p> <p><b>Strategic Plan Reference:</b> <i>Student learning is supported by research-based best practices and teaching methods fully aligned with the currently state-approved and adopted content standards for all subjects.</i></p>	<p>All*</p> <p>*[Plus subgroup goals/actions supporting this goal as outlined in Section 3]</p>	<p>All</p>	<p>N/A</p>	<p>Student learning will be strengthened through: Focused professional development on standards-based math, ELA, ELD, and aligned LEA Plan priorities; identification and use of standards-aligned resources for teachers; implementation of year-long instructional plan in mathematics.</p>	<p>Student learning will be supported by further capacity development of teachers with continued emphasis on math, ELA, ELD.</p>	<p>Student learning will be supported by further capacity development of teachers with continued emphasis on math, ELA, ELD.</p>	<p><u>LCAP Priorities 2 &amp; 7:</u> Conditions of Learning: Implementation of State Standards &amp; Course Access</p> <p><u>Strategic Plan:</u> Best instructional practices</p>
<p><b>Need:</b> Continue to maintain and improve student learning environments as measured by compliance with Williams Complaint Legislation overall school climate.</p> <p><b>Metrics:</b> Metrics aligned with state priority areas in Instructional materials, teacher assignment and certification, and facilities maintenance; suspension/expulsion data, and student surveys</p>	<p><b>GOAL 4:</b> Provide effective learning environments.</p> <p><b>Strategic Plan Reference:</b> <i>Student learning occurs in safe, healthy, well-maintained and well-equipped facilities with instructional material aligned to rigorous standards. Teachers are highly qualified, inspired, well-trained, and capable of meeting the diverse needs of each student.</i></p>	<p>All</p>	<p>All</p>	<p>N/A</p>	<p>Student learning will be supported through purposeful maintenance of exemplary basic services (instructional materials, fully qualified and certified employees, and well-maintained facilities).</p>	<p>Student learning will be supported through purposeful maintenance of exemplary basic services (instructional materials, fully qualified and certified employees, and well-maintained facilities).</p>	<p>Student learning will be supported through purposeful maintenance of exemplary basic services (instructional materials, fully qualified and certified employees, and well-maintained facilities).</p>	<p><u>LCAP Priority 1:</u> Conditions of Learning: Basic</p> <p><u>LCAP Priority 6:</u> Engagement: School Climate</p> <p><u>Strategic Plan:</u> Safe, healthy, and secure environments; high quality services</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students (based on identified metric)?			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all</u> priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR	Year 2: 2015-16	Year 3: 2016-17	
					Year 1: 2014-15			
<p><b>Need:</b> Productive community partnerships are a cornerstone of transparent operation and improving student achievement. District Parent Advisory and District English Learner Advisory Committees need to evolve to accommodate their new oversight and annual review role for LCAP.</p> <p><b>Metrics:</b> Metrics include agendas and attendance records for parent/community advisory groups and other partnerships and other evidence of impact of local involvement including student attendance data related to County District Attorney SARB Partnership</p>	<p><b>GOAL 5:</b> Value and encourage community involvement and local control.</p> <p><b>Strategic Plan Reference:</b> <i>Student learning is supported to the greatest extent possible by parent/community partnerships and locally generated resources controlled by community governance through the elected Board of Trustees.</i></p>	<p>All*</p> <p>*[Plus subgroup goals/actions supporting this goal as outlined in Section 3]</p>	All	N/A	Students will benefit from strengthened partnerships with parent and community stakeholders.	Ongoing efforts to address areas of need as determined by interaction with stakeholder groups.	Ongoing efforts to address areas of need as determined by interaction with stakeholder groups.	<p><u>LCAP Priority 3:</u> Engagement: Parent involvement</p> <p><u>LCAP Priority 5:</u> Engagement: Pupil Engagement</p> <p><u>Strategic Plan:</u> Teamwork, partnership, and respect</p>

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district-wide, school-wide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in Years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 1(a):</b> Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.	LCAP Priority 4: Pupil Outcomes: Pupil Achievement  GUSD Strategic Plan: Success for every student	1. Build capacity through training in Response to Intervention (RtI) at six schools. Refresh/reinforce teacher learning in schools previously trained.  2. Begin formal implementation of RTI at three schools that received training in 2013-2014. Include refresher/reinforcement training.  3. Provide Learning Center teachers (LCTs) support roles at three sites with enrollment of less than 40% unduplicated pupils	LEA-wide  RTI Training: <i>EC, ELL, HO, KE, FO, MV</i> Implementation: <i>BR, IV, LP</i>  KE, FO, MV	N/A	1. RtI Consultant contract for training and refresher workshops; Teacher release/compensation. [\$8,425 - Prof. Develop. Cost Center]  2. Purchase tiered intervention curriculum. [\$21,600 - Prof. Develop. Cost Center]  3. Learning Center teachers (two FTEs) for three schools (Kellogg, Foothill, Mt. View). [\$256,484 – Learning Ctr. Tchr. Cost Ctr.]	1. Full district-wide implementation of a coherent RtI model including curriculum, training and opportunities for outside of school day tier two intervention. [Include in Prof. Develop Cost Center]  2. Release/training analysis of change in achievement among targeted pupils. [Include in Prof. Develop Cost Center]  3. Learning Center teachers (two FTEs) at three schools (Kellogg, Foothill, Mt. View). [\$264,179 – Learning Ctr. Tchr. Cost Ctr.]	1. Continued monitoring and adjustment of intervention opportunities for targeted students. [Minimal or No Cost]  2. Continue targeted teacher training in implementation of tier one and two interventions. [Include in Prof. Develop Cost Center]  3. Learning Center teachers (two FTEs) at three schools (Kellogg, Foothill, Mt. View). [\$2724,103 – Learning Ctr. Tchr. Cost Ctr.]
<b>Goal 1(b):</b> Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.	LCAP Priority 4: Pupil Outcomes: Pupil Achievement  GUSD Strategic Plan: Success for every student	1. Identify common assessments for all schools to use with tiered instruction and interventions (Year 1 only).  2. District leadership meet with consultant(s) to evaluate assessments; consider new assessments (e.g: SBAC interim and formative assessments) linked to a student data system. Identify and implement district-wide formative and summative assessments to measure student achievement and growth.  3. District leadership and consultant research to recommend a centralized student data system.  4. Initiate discussion with District Leadership Team regarding use of portfolio assessments	LEA-wide	N/A	1 and 2. RtI and Data Consultant work with District leaders to develop recommendations for district-wide formative and summative assessments to inform instruction and measure student achievement and growth. [\$6,550 – Prof. Develop Cost Ctr.]  3. RtI and Data Consultant work with District leaders to recommend purchase of centralized data system for analysis of, and universal access to, all student data. [\$2,500 – CCSS Funds]  4. Initiate discussion with District Leadership Team and/or subgroup of principals regarding use of portfolio assessment. Report summary of discussion to Board of Trustees and other stakeholders. [Minimal or No Cost]	2a. Implement recommendations for district-wide assessments including teacher release/training on data analysis using new centralized student data system. [Include in Prof. Develop Cost Center]  2b. Teacher and administrative training in using formative assessments in context of grade-level and site PLCs. [Include in Prof. Develop Cost Center]  3. Implementation of common formative assessments and use of results to modify instructional practice as needed to meet individual and subgroup needs. [Include in Prof. Develop Cost Center]  4. Further development, including possible pilot(s) of portfolio assessment. [Minimal or No Cost]	2a. TOSA or teacher release for ongoing development/improvement of local assessments. [Include in Prof. Develop Cost Center]  2b. Release and training for expansion of employee capacity to use results to inform and modify instruction. [Include in Prof. Develop Cost Center]  2c and 4. Identify local standard for multiple measures to gauge Strategic Plan goal of one year or greater academic and personal growth for each child. Include formal determination regarding role of portfolio assessment. [Minimal or No Cost]

<p><b>Goal 1(c):</b> Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.</p>	<p>LCAP Priority 4: Pupil Outcomes: Pupil Achievement</p> <p><u>GUSD Strategic Plan:</u> Success for every student</p>	<p>1. Analyze baseline strengths and weaknesses of student performance on newly released CAASPP assessment results (anticipated in spring of 2015).</p> <p>2. Determine appropriate implementation strategies related to Smarter-Balanced interim assessments and digital library resources (Years 1 and 2 only).</p> <p>3. Establish, then meet or exceed rigorous growth targets for all students and subgroups through appropriate modifications of instruction and program.</p> <p>4. Determine need for expanded data analysis support personnel district-wide (Year 3 only).</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1. Release/other compensation for professional development on new state metrics. [\$1,500 - Prof. Develop Cost Center]</p> <p>2. Trial Implementation of Smarter-Balanced Assessment Consortium (SBAC) interim assessments and digital library formative tools. [Minimal or No Cost]</p> <p>3. Release/compensation for meetings with District, site leaders, and teachers to review results of new assessments. [\$1,500 - Prof. Develop Cost Center]</p>	<p>1. Fall of 2015: Review results of new assessment and establish initial growth targets for all students and subgroups. [Minimal or No Cost]</p> <p>2. Determine district-wide implementation plan for SBAC interim assessments and digital library or recommend alternate support resources (e.g. expansion of Measures of Academic Progress [MAP] from EC and LP to other schools). [Minimal or NO Cost]</p> <p>3a. Development of responses to assessment results and potential training or modification of instructional program in response. [Include in Prof. Develop Cost Center]</p> <p>3b. Spring of 2016: Systemic analysis of Year 2 CAASPP results to determine growth at the District, school, grade level, and subgroup levels. [Include in Prof. Develop Cost Center]</p>	<p>1. Release time/other compensation for ongoing analysis of CAASPP assessment data and implementation of improvement strategies for identified underperforming subgroups. [Include in Prof. Develop Cost Center]</p> <p>2. Full implementation of district-wide assessment monitoring and affiliated instructional/program modification to maximize student growth. [Include in Prof. Develop Cost Center]</p> <p>3. Consider change in personnel resource allocation for transition of TOSA to data support. [Minimal or No Cost]</p>
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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in Years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 2(a):</b> Promote 21 <sup>st</sup> Century Learning Skills.	LCAP Priority 8: Pupil Outcome: Other Pupil Outcomes  LCAP Priority 5: Engagement: Pupil Engagement  Strategic Plan: Learning beyond the basics	1. Create task force/focus group (with technology innovation grant recipients from 2013-2014) to develop plan for integration of 21 <sup>st</sup> century learning framework into existing District initiatives.  Plan emphases will include: Communication; collaboration; critical thinking; and creativity.  Plan components will include: Recommendations for curriculum support of learning technologies at each grade; recommendations for keyboarding instruction in support of new online assessments; development of strategies to cultivate students as self-regulated learners with clearly defined learning goals; recommendations for professional development strategies for teachers.	LEA-wide	N/A	1a. Release time and PD for task force/focus group to develop 21 <sup>st</sup> Century Learning Plan. Completion of draft plan by end of 2014-2015. Include research of model implementations for visitation. [Minimal or No Cost]  1b. Implement student survey regarding effective use of instructional technology and evidence of 21 <sup>st</sup> century framework components in instruction. [Minimal or No Cost]	1b. Continue student input practices. [Minimal or No Cost]  1c. Begin scalable implementation and professional development supporting recommendations from 21 <sup>st</sup> century task force as inauguration of 21 <sup>st</sup> Century Learning Plan focus. [Include in Prof. Develop. Cost Center]  1d. Consider options for long-term funding of ongoing technology costs. Provide recommendation and action steps for implementing a funding plan. [Minimal or No Cost]	1b. Continue student input practices. [Minimal Cost]  1c. Continue plan implementation. [Include in Prof. Develop. Cost Center]  1d. Begin implementation of funding plan. [Potential Technology Bonds]
<b>Goal 2(b):</b> Promote 21 <sup>st</sup> Century Learning Skills.	LCAP Priority 8: Pupil Outcome: Other Pupil Outcomes  LCAP Priority 5: Engagement: Pupil Engagement  Strategic Plan: Learning beyond the basics	1. Expand STEM opportunities, including access to next generation science standards and computer coding activities.	LEA-wide	N/A	1. Expand resources for Computer CTs in support of integrating computer coding activities in computer labs and/or as part of after-school enrichment (see Strategic Plan). [\$2,500 - Strategic Plan-Technology]	1. Increase implementation of school day or after-school coding activities in computer lab settings. [Expanded Strategic Plan – Technology]	1. Develop recommendations for consistent district-wide standards for school day or after-school coding curriculum in computer labs. [Expanded Strategic Plan – Technology]

<p><b>Goal 2(c):</b> Promote 21<sup>st</sup> Century Learning Skills.</p>	<p><u>LCAP Priority 8:</u> Pupil Outcome: Other Pupil Outcomes</p> <p><u>LCAP Priority 5:</u> Engagement: Pupil Engagement</p> <p><u>Strategic Plan:</u> Learning beyond the basics</p>	<p>1. Complete renewal and resubmission of Enhancing Education Through Technology (EETT) by deadline in spring 2015. Align plan to 21<sup>st</sup> Century Learning Plan (Year 1 only).</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1a. Review current plan with 21<sup>st</sup> Century Learning Plan task force/focus group for input and alignment. [Minimal or No Cost]</p> <p>1b. Assign EETT plan revision and provide sufficient support for timely and meaningful completion. Provide technical assistance and training as needed to ensure completion. [\$1,500 – Info. Technology Cost Ctr.]</p>	<p>Year 1 goal only.</p>	<p>Year 1 goal only.</p>
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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>GOAL 3(a):</b> Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELA and science.</p>	<p>LCAP Priorities 2 &amp; 7: Conditions of Learning: Implementation of State Standards &amp; Course Access</p> <p>Strategic Plan: Best instructional practices</p>	<p>1. Three-year sequence of professional development and activities supporting new State Standards in ELA, ELD, writing, and math including teacher training on classroom implementation of instruction aligned to new standards.</p> <p>2. Continue to implement, evaluate and modify LEA Plan priorities as required by law.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1. Consultant contracts with ELA, ELD, writing and math content area experts who will provide training to GUSD lead learners and principals and support the professional development distribution to teachers. Year 1 emphasis on math. [\$32,750 – Prof. Develop. Cost Center]</p> <p>1b. Teachers on Special Assignment (TOSAs) @ 2.6 FTE providing training support at school site level. [\$109,836 – Prof. Develop. Cost Center]</p> <p>1c. Teacher release time/compensation for professional development activities. [\$13,050 – Prof. Develop. Cost Center]</p> <p>1d. Materials and resources for professional development activities. [\$2,250 – Prof. Develop. Cost Center]</p> <p>2. Task emphasis for Asst. Superintendent, Instructional Services. [Minimal or No Cost]</p>	<p>1. Consultant contracts with ELA, ELD, writing and math content area experts who will provide training to GUSD lead learners and principals and support the professional development distribution to teachers. Year 2 emphasis TBA. [\$32,750 – Prof. Develop. Cost Center]</p> <p>1b. Teachers on Special Assignment (2.6 FTE) providing instructional support at school site level. [\$113,131 – Prof. Develop. Cost Center]</p> <p>1c. Teacher release time/compensation for professional development activities. [\$16,050 – Prof. Develop. Cost Center]</p> <p>1d. Materials and resources for professional development activities. [\$2,250 – Prof. Develop. Cost Center]</p> <p>2. Task emphasis for Asst. Superintendent, Instructional Services. [Minimal or No Cost]</p>	<p>1. Consultant contracts with ELA, ELD, writing and math content area experts who will provide training to GUSD lead learners and principals and support the professional development distribution to teachers. Year 3 emphasis TBA. [\$32,750 – Prof. Develop. Cost Center]</p> <p>1b. Teachers on Special Assignment (2.6 FTE) providing instructional support at school site level. [\$116,525 – Prof. Develop. Cost Center]</p> <p>1c. Teacher release time/compensation for professional development activities. [\$16,050 – Prof. Develop. Cost Center]</p> <p>1d. Materials and resources for professional development activities. [\$2,250 – Prof. Develop. Cost Center]</p> <p>2. Task emphasis for Asst. Superintendent, Instructional Services. [Minimal or No Cost]</p>



<p><b>GOAL 3(b):</b> Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELA and science.</p>	<p><u>LCAP Priorities 2 &amp; 7:</u> Conditions of Learning: Implementation of State Standards &amp; Course Access</p> <p><u>Strategic Plan:</u> Best instructional practices</p>	<p>1. Implementation of new State Standards and supporting instructional strategies in classroom instruction, including: locally developed, year-long instructional plan in math; Coherent Writing Program; Number Talks; FactsWise; close reading and text-dependent questions.</p> <p>2. Structured classroom walkthroughs for purpose of observation and identification of professional development priorities.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1. Consultant contracts with content area experts who will provide support to GUSD lead learners and principals in classroom implementation of new standards. Year 1 emphasis on math. [\$30,350 – Prof. Develop. Cost Center]</p> <p>1b. TOSAs @ 2.6 FTE providing instructional support at school site level. [\$109,836 – Prof. Develop. Cost Center]</p> <p>2. Task emphasis for Asst. Superintendent, Instructional Services. [Minimal or No Cost]</p>	<p>1. Consultant contracts with content area experts who will provide support to GUSD lead learners and principals in classroom implementation of new standards. Year 2 emphasis on TBA. [\$32,750 – Prof. Develop. Cost Center]</p> <p>1b. TOSAs @ 2.6 FTE providing instructional support at school site level. [\$113,131 – Prof. Develop. Cost Center]</p> <p>2. Task emphasis for Asst. Superintendent, Instructional Services. [Minimal or No Cost]</p>	<p>1. Consultant contracts with content area experts who will provide support to GUSD lead learners and principals in classroom implementation of new standards. Year 3 emphasis on TBA [\$32,750 – Prof. Develop. Cost Center]</p> <p>1b. TOSAs @ 2.6 FTE providing instructional support at school site level. [\$116,525 – Prof. Develop. Cost Center]</p> <p>2. Task emphasis for Asst. Superintendent, Instructional Services [Minimal or No Cost]</p>
<p><b>GOAL 3(c):</b> Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELA and science.</p>	<p><u>LCAP Priorities 2/7:</u> Conditions of Learning: Implementation of State Standards &amp; Course Access</p> <p><u>Strategic Plan:</u> Best instructional practices</p>	<p>1. Provide an ongoing equitable baseline of resources and educational experiences within and throughout all schools.</p> <p>2. Identify systemic obstacles to equity and develop appropriate responses to mitigate them.</p> <p><i>NOTE: These actions are separate from responses to inequitable resource allocation provided by school connected organizations or other non-LEA, external funders (see LCAP Action and Services under Goal 5(c).</i></p>	<p>LEA-wide with emphasis on schools most impacted by low income populations.</p>	<p>N/A</p>	<p>1. Maintain current budgeting practices that support equity of LEA resources for instructional initiatives in all District schools. [Minimal or No Cost]</p> <p>2a. Survey school site leaders and stakeholders to determine areas of perceived and actual inequitable resource distribution. [Minimal or No Cost]</p> <p>2b. Address findings within budget development process as needed for 2015-2016 or through creation of long-term mitigation planning. [Minimal or No Cost]</p>	<p>1 &amp; 2 Ongoing process [Minimal or No cost]</p>	<p>1 &amp; 2 Ongoing process [Minimal or No cost]</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in Years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 4(a):</b> Provide effective learning environments.	LCAP Priority 1: Conditions of Learning: Basic  LCAP Priority 6: Engagement: School Climate  Strategic Plan: Safe, healthy, and secure environments; high quality services	1. Provide standards-aligned instructional materials for all students.  2. Improve and standardize equitable environments for online state testing.	LEA-wide	N/A	1a. Explore approval of contract for Ed Caliber, digital instructional material management and instructional alignment. [\$40,000 – Prof. Develop. Cost Center]  1b. Release time for continued review of new state adopted math materials. [\$5,000 – Common Core SS]  2a. Analyze effectiveness of piloted online testing settings. Develop plan for sequenced implementation of equitable environment at all sites. [Minimal or No Cost]  2b. Begin implementation of improved standardized test environment based on analysis from item above. [\$15,000 – Common Core SS]	1a. Continue development and organization of instructional materials through Ed Caliber or alternate asset management system. [\$37,000 – Prof. Develop. Cost Center]  1b. Study in-house options to contract services for digital instructional materials management. [Minimal or No Cost]  1c. Consider math materials adoption for 2015-2016, contingent upon selection of appropriately modified (not realigned) materials. [Dist. Resources or new CCSS Funds]  2. Continue implementation of effective, equitable online testing environments based on previous year’s analysis. Consider long-term funding options for support of emerging technology. [Dist. Resources or new CCSS Funds]	1a. Consider migration to in-house digital materials management over further contract with external vendor. [\$37,000 – Prof. Develop. Cost Center]  1c. Continue study and/or adoption of approved mathematics materials. [Dist. Resources or new CCSS Funds]  2. Consider math materials adoption for 2015-2016 contingent upon selection of appropriately modified (not realigned) materials. [Dist. Resources or new CCSS Funds]  2. Continue implementation of effective, equitable online testing environments based on previous year’s analysis. Consider long-term funding options for support of emerging technology. [Dist. Resources or new CCSS Funds]
<b>Goal 4(b):</b> Provide effective learning environments.	LCAP Priority 1: Conditions of Learning: Basic  LCAP Priority 6: Engagement: School Climate  Strategic Plan: Safe, healthy, and secure environments; high quality services	1. Maintain commitment to efficient, timely facilities and grounds maintenance employing sustainable practices.  2. Develop a plan for ideal facilities availability at each school site for supplemental and specialist services.  3. Implement energy and water savings programs.	LEA-wide	N/A	1. Maintain commitment to efficient, timely facilities and grounds maintenance employing sustainable practices. [\$1.37 million budgeted to Routine Repair and Maintenance]  2. Develop a facilities usage report for all schools to determine clear differences in room availability for supplemental and specialist services at each school. [Minimal or No Cost]  3a. Implement energy savings LED lighting project through Prop 39 funding [Up to \$150,000 - Prop 39, if funded]  3b. Analyze effectiveness of current water savings initiative to expand savings. [Minimal or No Cost]	1. Maintain commitment to efficient, timely facilities and grounds maintenance employing sustainable practices. [Budgeted to Routine Repair and Maintenance]  2. Develop long term plan in response to differences in room availability for supplemental and specialist services. [Minimal or No Cost]  3. Continue analysis and project development for ongoing Prop 39 funding (if available), including exploration of projects focused on renewable energy. [Up to \$150,000 - Prop 39, if funded]  1,2 and 3. Consider long-term funding options for deferred maintenance projects. [Potential Parcel Tax or G.O. Bonds]	1. Maintain commitment to efficient, timely facilities and grounds maintenance employing sustainable practices. [Budgeted to Routine Repair and Maintenance]  2. Implementation of plans developed in Years 1 and 2, including potential funding models. [Potential Parcel Tax or G.O. Bonds]

<p><b>GOAL 4(c):</b> Provide effective learning environments.</p>	<p><u>LCAP Priority 1:</u> Conditions of Learning: Basic</p> <p><u>LCAP Priority 6:</u> Engagement: School Climate</p> <p><u>Strategic Plan:</u> Safe, healthy, and secure environments; high quality services</p>	<p>1. Maintain sufficiently low pupil-teacher and pupil-adult ratios to support highly effective instructional services in excess of local collective bargaining parameters.</p> <p>2. Expand supplemental services to support student well-being; increase resources and training to address bullying and other inappropriate student behaviors.</p> <p>3. Maintain and refine safe, healthy and secure school environments through review, revision and implementation of school safety plans and District wellness policies.</p> <p>4. Maintain highly qualified and appropriately assigned staff at all levels.</p> <p>5. Expand recruitment for open jobs to seek broad applicant pool. Establish clear standards for retention/selection of temporary certificated employees.</p> <p>6. Revise evaluation protocols for non-instructional certificated employees.</p> <p>7. Begin dialogue with United Teaching Profession of Goleta on changes in evaluation process (Note: Evaluation is currently an open issue for negotiations with UTPG).</p>	<p>LEA-wide with emphasis on school sites with highest concentration of unduplicated pupils and other at-risk subgroups.</p>	<p>N/A</p>	<p>1. Maintain sufficiently low pupil-teacher ratios (TK-3) to support highly effective instructional services in excess of local collective bargaining requirements. [\$260,000 – General Education 4 FTE]</p> <p>2. Increase in supplemental student support services personnel; maintain in subsequent years. [\$193,000 – Psychologists-MediCal]</p> <p>3. Continue annual review and revision of school safety and wellness policies, including student surveys. Maintain engaged committee membership. [Minimal or No Cost]</p> <p>4. Maintain highly qualified and appropriately assigned staff at all levels. Continue development of temporary teacher evaluation and retention protocols begun in 2012-2013. [Minimal or No Cost]</p> <p>5. Ensure that all job postings are advertised broadly to seek depth and diversity in the applicant pool. [Minimal or No Cost]</p> <p>6. Convene working group/task force to revise evaluation of non-instructional certificated employees. Modifications to be completed in 2014-2015 for full implementation in 2015-2016. [Minimal or No Cost]</p> <p>7. Convene evaluation study group for classroom teachers in conjunction with implementation of new standards. [Minimal or No Cost]</p>	<p>1. Maintain sufficiently low pupil-teacher and pupil-adult ratios to support highly effective instructional services. [Will fund as needed - General Education]</p> <p>2. Research effective student centered programs for conflict resolution and/or positive playground recess activity (i.e. peer mediation, peaceful playgrounds) for potential pilot. [MediCal may fund additional staffing]</p> <p>3. Continue annual review and revision of school safety and wellness policies, including student surveys. Maintain engaged committee membership. [Minimal or No Cost]</p> <p>4. Maintain highly qualified and appropriately assigned staff at all levels; continue development and implementation of temporary teacher evaluation and retention protocols. [Minimal or No Cost]</p> <p>5. Continue emphasis on expanded applicant pool. [Minimal or No Cost]</p> <p>6. Train administrators and implement new evaluation protocols for non-instructional certificated employees. [Minimal or No Cost]</p> <p>7. Continue negotiations and study on teacher evaluation. Begin development of draft evaluation document. [Minimal or No Cost]</p>	<p>1. Maintain sufficiently low pupil-teacher and pupil-adult ratios to support highly effective instructional services. [Will fund as needed - General Education]</p> <p>2. Seek grant or other funding for expanded conflict resolution/positive playground implementation based on previous year pilot. [MediCal may fund additional staffing]</p> <p>3. Continue annual review and revision of school safety and wellness policies, including student surveys. Maintain engaged committee membership. [Minimal or No Cost]</p> <p>4. Maintain highly qualified and appropriately assigned staff at all levels; continue development and implementation of temporary teacher evaluation and retention protocols. [Minimal or No Cost]</p> <p>4 and 5. Continue emphasis on expanded applicant pool. [Minimal or No Cost]</p> <p>6. Monitor effectiveness of revised evaluation protocols for non-instructional certificated employees. [Minimal or No Cost]</p> <p>7. Continue negotiations and study on teacher evaluation. Complete draft of new evaluation document. [Minimal or No Cost]</p>
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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in Years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>GOAL 5(a):</b> Value and encourage community involvement and local control.	<u>LCAP Priority 3:</u> Engagement: Parent involvement  <u>LCAP Priority 5:</u> Engagement: Pupil engagement  <u>Strategic Plan:</u> Teamwork, partnership, and respect	1. Expand District Parent Advisory Council (DAC) to be more inclusive of parents representing unduplicated pupils.  2. Train site administrators and site councils/ELAC on alignment of SPSA with LCAP, LEA Plan, and Strategic Plan.  3. Pilot quarterly PTA presidents' meeting with superintendent	LEA-wide	N/A	1a. Engage site principals in process to expand DAC with new ongoing members representing parents of English Learners, low income, and foster youth. [Minimal or No Cost]  1b. Provide training for DAC on role in LCAP annual review. Modify by-laws as needed. [Minimal or No Cost]  2. Provide training for site administrators in alignment of Single Plan for Student Achievement with LCAP/LEA Plan/Strategic Plan. [Minimal or No Cost]  3. Survey PTA presidents to determine best meeting time/sequence. Hold quarterly meetings with superintendent. [Minimal or No Cost]	1. Continue expanded advisory group development. [Minimal or No Cost]  2. Continue administrator/site advisory trainings as needed, by evidence of site plan alignment and changes in membership. [Include in LCAP Cost Center]  2. Continue quarterly PTA presidents' meetings. [Minimal or No Cost]	1. Continue expanded advisory group development. [Minimal or No Cost]  2. Continue administrator/site advisory trainings as needed, by evidence of site plan alignment and changes in membership. [Include in LCAP Cost Center]  3. Continue quarterly PTA presidents' meetings. [Minimal or No Cost]
<b>GOAL 5(b):</b> Value and encourage community involvement and local control.	<u>LCAP Priority 3:</u> Engagement: Parent involvement  <u>LCAP Priority 5:</u> Engagement: Pupil engagement  <u>Strategic Plan:</u> Teamwork, partnership, and respect	1. Continued work with District Attorney on SARB and truancy issues.	LEA-wide with emphasis on schools with highest unexcused absence rates	N/A	1a. Maintain partnership with Santa Barbara County District Attorney on accountability for student attendance through SARB process. [Minimal or No Cost]  1b. Analyze attendance patterns for all schools. Target resources as needed for improvement. [Minimal or No Cost]  1c. Revise District Board Policy and Administrative Regulation on Independent Study (Year 1 only). [Minimal or No Cost]	1a. Maintain or improve excellent student attendance with County DA SARB support. [Minimal or No Cost]  1b. Analyze attendance patterns for all schools. Target resources as needed for improvement. [Minimal or No Cost]	1a. Maintain or improve excellent student attendance with County DA SARB support. [Minimal or No Cost]  1b. Analyze attendance patterns for all schools. Target resources as needed for improvement. [Target resources as needed]

<p><b>GOAL 5(c):</b> Value and encourage community involvement and local control.</p>	<p><u>LCAP Priority 3:</u> Engagement: Parent involvement</p> <p><u>LCAP Priority 5:</u> Engagement: Pupil engagement</p> <p><u>Strategic Plan:</u> Teamwork, partnership, and respect</p>	<p>1. Encourage and publicly recognize partnerships with local institutes of higher learning, businesses, and community organizations.</p> <p>2. Review/expand the mission of the Goleta Education Foundation to encourage better support from and involvement with the local business community and individual donors.</p>	<p>LEA-wide with emphasis on funding inequity among school-connected groups based on attendance area income distribution.</p>	<p>N/A</p>	<p>1. Annually recognize our current partnerships including: UCSB, SBCC, QAD, Partners in Education, Rotary, Antioch, GEF and GEF Sponsors, School Foundations, PTAs, and other in-kind or monetary donors through Board presentation and media release. [Minimal or No Cost]</p> <p>2a. Review Education Foundation mission to broaden impact while maintaining current fundraising activities supporting art and music. [Minimal or No Cost]</p> <p>2b. Work with Foundation Board to begin seeking charitable funding with emphasis on equalizing disparate funding among school-connected organizations. [Minimal or No Cost]</p> <p>2c. Work with Foundation to review by-laws and appoint directors with connections to the local business community (Year 1 only) [Minimal or No Cost]</p>	<p>1. Annually recognize our current partnerships including: UCSB, SBCC, QAD, Partners in Education, Rotary, Antioch, GEF and GEF Sponsors, School Foundations, PTAs, and other in-kind or monetary donors through Board presentation and media release. [Minimal or No Cost]</p> <p>2a. Continue efforts to expand fiscal impact of Education Foundation with emphasis on creating equity among schools related to funding by school-connected and other community resources. [Minimal or No Cost]</p> <p>2b. Expand charitable donations from local businesses by a percentage or dollar goal established by Foundation leadership. [Minimal or No Cost]</p>	<p>1. Annually recognize our current partnerships including: UCSB, SBCC, QAD, Partners in Education, Rotary, Antioch, GEF and GEF Sponsors, School Foundations, PTAs, and other in-kind or monetary donors through Board presentation and media release. [Minimal or No Cost]</p> <p>2. Continue efforts to expand fiscal impact of Education Foundation with emphasis on creating equity among schools related to funding by school-connected and other community resources. [Minimal or No Cost]</p> <p>2b Expand charitable donations from local businesses by a percentage or dollar goal established by Foundation leadership. [Minimal or No Cost]</p>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in Years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal 1:</b> Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.</p>	<p>LCAP Priority 4: Pupil Outcomes: Pupil achievement</p> <p>GUSD Strategic Plan: Success for every student</p>	<p><u>For English Learners (ELs):</u> 1. Increase number of ELs being reclassified (R-FEP) by end of 6<sup>th</sup> grade. 2. Provide qualified certificated instructors for ELD at all sites.</p> <p><u>For Low Income (LI) pupils:</u> 3. Continue targeted services for low income pupils as previously funded by EIA.</p> <p><u>For LI and ELs:</u> 4. Offer summer intervention for unduplicated pupils. 5. Priority for CSR to schools with highest unduplicated count. 6. Continue Measures of Academic Progress (MAP) assessments implementation.</p> <p><u>For R-FEP, LI and EL pupils:</u> 7. Provide Learning Center teachers at six sites.</p> <p><u>For pupils with IEPs</u> 8. Provide curriculum and training for Corrective Reading. 9. Align instruction and IEP goals with new standards. 10. Research and acquire Special Education math curriculum aligned with new standards.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>EC, IV, LP &amp; ELL</p> <p>EC &amp; LP</p> <p>EC, IV, LP, ELL, HO, BR</p> <p>LEA-wide</p>	<p>N/A</p>	<p>1. Analyze data on ELs not classified by grade 6 for barriers to reclassification. Modify instructional program as needed. [Minimal or No Cost]</p> <p>2. Preference for in-class instruction by classroom teacher. Certificated tutor (CT) support allowed with appropriate training and support of site principal. [\$130,000 – LCAP Cost Center]</p> <p>3. Maintain current services funded by EIA including: Comm. Liaison, instructional support personnel, materials, supplies and other support. [\$523,902 – LCAP Cost Center]</p> <p>4. Hold Summer learning prog. at IV &amp; HO. [\$124,583 – LCAP Cost Center]</p> <p>5. Support CSR schools with highest percentage of unduplicated pupils. [No Cost – Preference for adding staff]</p> <p>6. Continue implementation of MAP benchmark/goal-setting program at EC &amp; LP. [\$5000 – Federal Title I &amp; III funding]</p> <p>7. Continuing ongoing service levels for Learning Center teachers at six sites. [\$613,399 – LCAP Cost Center]</p> <p>8. Continue CR program development. [Minimal or No Cost]</p> <p>9. Work with teachers and TOSAs to align IEP goals and curriculum for Special Education. [Minimal or No Cost]</p> <p>10. Asst. Supts. of Pupil &amp; Instr. Services to coordinate research and recommendation on Special Education math curriculum. [Minimal or No Cost]</p>	<p>1. Implement recommendations; continue analysis and adjustments. [Include as needed in LCAP costs]</p> <p>2. Ongoing [\$130,000 – LCAP Cost Center]</p> <p>3. Ongoing [\$523,902 – LCAP Cost Center]</p> <p>4. Ongoing [\$124,583 – LCAP Cost Center]</p> <p>5. Ongoing [No Cost – Preference for adding staff]</p> <p>6. Ongoing with consideration for changes based on finding related to use of Smarter Balanced interim assessments and formative digital library tools. [Federal revenue or CCSS funding]</p> <p>7. Continue ongoing service levels for Learning Center teachers at six sites. [\$613,399 – LCAP Cost Center]</p> <p>8. Continue ongoing Corrective Reading program monitoring and development. [Minimal or No Cost]</p> <p>9. Continue work with teachers and TOSAs to align IEP goals, curriculum for Special Education. [Minimal or No Cost]</p> <p>10. Purchase Special Education math curriculum; begin phased training and implementation. [State Special Education funding and District encroached funds]</p>	<p>1. Implement recommendations; continue analysis and adjustments.</p> <p>2. Ongoing [\$130,000 – LCAP Cost Center]</p> <p>3. Ongoing [\$523,902 – LCAP Cost Center]</p> <p>4. Ongoing [\$124,583 – LCAP Cost Center]</p> <p>5. Ongoing [No Cost – Preference for adding staff]</p> <p>6. Ongoing with consideration for changes based on finding related to use of Smarter Balanced interim assessments and formative digital library tools. [Federal revenue or CCSS funding]</p> <p>7. Continue ongoing service levels for Learning Center teachers at six sites. [\$613,399 – LCAP Cost Center]</p> <p>8. Continue ongoing Corrective Reading program monitoring and development. [Minimal or No Cost]</p> <p>9. Continue work with teachers and TOSAs to align IEP goals, curriculum for Special Education. [Minimal or No Cost]</p> <p>10. Implementation and development of Special Education math curriculum; begin phased training and implementation. [State Special Education funding and District encroached funds]</p>

<p><b>GOAL 3:</b> Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELA and science.</p>	<p><u>LCAP Priorities 2 &amp; 7:</u> Conditions of Learning: Implementation of State Standards &amp; Course Access</p> <p><u>Strategic Plan:</u> Best instructional practices</p>	<p><u>For English Learners</u></p> <ol style="list-style-type: none"> <li>1. Provide professional development on Systematic ELD (or equivalent).</li> <li>2. Provide professional development and implementation of new CELDT assessments.</li> <li>3. Provide professional development on and implementation of new ELA/ELD framework and new ELD standards.</li> </ol>	<p>LEA-wide</p>	<p>N/A</p>	<ol style="list-style-type: none"> <li>1. Training will be provided to classroom teachers and certificated tutors not yet trained. [\$5000 – Federal Title I &amp; III funding]</li> <li>2. Training/release time to CELDT administrators. [\$1,000 – LCAP Cost Center]</li> <li>3. Training/release time for lead learners; distributed to all teachers through pre-service and release time activities. [Included in Profess. Develop Cost Center]</li> </ol>	<ol style="list-style-type: none"> <li>1. Continued monitoring and training as needed. [Federal Title I &amp; III funding]</li> <li>2. Continued monitoring and training as needed. [LCAP Cost Center]</li> <li>3. Continued monitoring and training as needed. Phased implementation from teachers and certificated tutors continues. [\$130,000 – LCAP Cost Center]</li> </ol>	<ol style="list-style-type: none"> <li>1. Continued monitoring and training as needed. [Federal Title I &amp; III funding]</li> <li>2. Continued monitoring and training as needed. [LCAP Cost Center]</li> <li>3. Continued monitoring and training as needed. Phased implementation from teachers and certificated tutors continues. [\$130,000 – LCAP Cost Center]</li> </ol>
<p><b>GOAL 5:</b> Value and encourage community involvement and local control.</p>	<p><u>LCAP Priority 3:</u> Engagement: Parent involvement</p> <p><u>LCAP Priority 5:</u> Engagement: Pupil engagement</p> <p><u>Strategic Plan:</u> Teamwork, partnership, and respect</p>	<p><u>For Foster Youth:</u></p> <ol style="list-style-type: none"> <li>1. Provide annual outreach and input opportunities for foster youth, regardless of subgroup size; determine and communicate appropriate services.</li> </ol> <p><u>For ELs:</u></p> <ol style="list-style-type: none"> <li>2. Work to develop advisory capacity of ELAC and DELAC, expand representation, train on role in LCAP review and revision.</li> </ol>	<p>LEA-wide</p> <p>LEA-wide with emphasis on schools with highest concentration of ELs</p>	<p>N/A</p>	<ol style="list-style-type: none"> <li>1. Due to extremely low numbers of foster youth (currently less than 10) this outreach will be individualized under coordination by Superintendent and Assistant Superintendent, Pupil Services. [Minimal or No Cost]</li> <li>2. Determination of need and coordination of training will be coordinated by Assistant Superintendent, Instructional Services. [Minimal or No Cost]</li> </ol>	<ol style="list-style-type: none"> <li>1. Continued monitoring and training as needed. [Minimal or No Cost]</li> <li>2. Continued monitoring and training as needed. [Minimal or No Cost]</li> </ol>	<ol style="list-style-type: none"> <li>1. Continued monitoring and training as needed. [Minimal or No Cost]</li> <li>2. Continued monitoring and training as needed. [Minimal or No Cost]</li> </ol>

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Goleta Union School District (GUSD) is a basic aid/locally funded LEA with current revenues above the state funding target for the Local Control Funding Formula (LCFF). Therefore, the District will receive **no increase** in state funds based on the number or concentration of low income, foster youth, and English Learner pupils. For the 2014-2015 LCP year, the District has calculated **\$1,148,803.00** as the amount of current ongoing revenue equivalent to the value of additional supplemental funding provided by the state to districts being funded through the LCFF. The expenditure of these funds will directly support low income, foster youth, and English Learner pupils in these three areas: 1) continuation of direct services for low income students matched to previous year's expenditures of Economic Impact Aid funds; 2) Introduction of a five-week Summer Learning Program for unduplicated pupils; and 3) Learning Center intervention teachers for schools with greater than 40% enrollment of unduplicated pupils. Other system-wide expenditures from local revenues that exceed the calculated amount of \$1,148,803.00 will also support unduplicated pupils on a district-wide or school-wide basis.

Enrollment of unduplicated pupils in GUSD represents 50% of the total District enrollment. On a school-wide basis, six schools enroll unduplicated pupils representing more than 40% of total enrollment: El Camino-84%; Isla Vista-70%; La Patera-68%; Ellwood-61%; Brandon-51%; Hollister-49%. Three schools enroll unduplicated pupils representing less than 40% of total enrollment: Kellogg-34%, Foothill-23%; Mountain View-12%. Pursuant to 5 CCR 15496 (b), portions of the calculated LCFF apportionment are used for district-wide or school-wide purposes with the following explanations:

- (A) Allocations of **local** resources for unduplicated pupils will be used to provide system-wide implementation of supports, strategies, and professional development for new State Standards and aligned instructional practices. These actions and services are highly leveraged to support unduplicated pupils while remaining beneficial for all pupils. The funds are targeting three local priorities: 1) development of system capacity to implement new standards and instructional practices that support them; 2) acquiring improved data management infrastructure and staff capacity to analyze and use formative data to improve instruction for all pupils; and 3) maintaining district-wide class size averages significantly below both LCFF and local bargaining unit agreement maximums.
- (B) Through district-wide resources, GUSD has improved achievement and narrowed achievement gaps between higher achieving subgroups and unduplicated pupils through implementation of research-based instructional practices – most recently, those aligned with new State Standards. This growth has occurred in the absence of parallel improvement in use of formative assessments that inform instruction and improve results for underachieving pupils. As a result, there is a need for system-wide improvements in both data management infrastructure and training in effective data analysis and instructional responses. Without such improvement in data analysis capacity, the District will be unable to effectively set achievement goals, measure achievement growth, or inform instructional practice for unduplicated pupils. Therefore, the District's first LCAP contains actions and expenditures that improve the capacity to measure and effect student achievement in future years through more comprehensive use of formative assessments, and implementation of true data-driven, school-based Professional Learning Communities that are faithful to the research-based models supported by highly respected educational leaders and researchers.

In addition to schools with high concentration of unduplicated students, expenditures on Learning Center teachers are also allocated to schools with less than 40% enrollment of unduplicated pupils. Schools with the lowest number of unduplicated pupils are allocated less than full-time personnel for this purpose. Failure to provide this resource district-wide would place small numbers of unduplicated pupils at these less impacted sites at a significant disadvantage.

Expenditures on lower class size are district-wide. These expenditures, which allow teachers to better know and respond to the academic needs of unduplicated pupils, are another example of services that are essential for unduplicated pupils and beneficial for all. Also note that the schools with higher concentration of targeted students are highest priority for reduced class size. The school with lowest class size is El Camino, the school with the District's highest percentage of unduplicated pupils.

- (C) [**Response required only for schools with under 40% enrollment of unduplicated pupils**] For the three schools with enrollment of less than 40% unduplicated pupils, the actions and services described in this plan are the most effective use of funds to meet the District's goals for unduplicated pupils because they are foundational to the District's ability to serve the targeted groups, regardless of their size at these schools. Without the capacity these expenditures support, the District risks losing the ability to achieve its most basic goals for **all** students, which includes every unduplicated student in the system. As the improvements outlined in this LCAP mature and become embedded in District culture, they will support more focused improvement efforts and effectively target solely unduplicated pupils. In the interim, note that the District's past efforts have targeted, and continue to target, specific initiatives that have been effective in reducing the achievement gap and created a system where all schools meet or exceed state targets. GUSD's unduplicated students are being well served by effective district-wide and school-wide expenditures.



- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

GUSD has calculated the proportional increase in funding for increased or improved services to low income pupils, foster youth, and English learners to be **5.19%** in the 2014-2015 LCAP year. This percentage is equivalent to the dollar amount identified in Section 3C (\$1,148,803.00). The percentage is calculated through a formula, which for GUSD and other basic aid districts, is based on the **equivalent** amount of supplemental and concentration funding provided in 2014-2015 to districts receiving LCFF funds. This amount is divided by the **equivalent** amount of base funding provided in 2014-2015 to districts receiving LCFF funds. Although GUSD will receive **no increase** in state funds based on the number or concentration of unduplicated pupils, this section demonstrates how current funding levels meet requirements for improved and/or increased services to targeted populations.

The District identifies the following actions and services as representing **targeted increases in or improvements to services for unduplicated students** as satisfying the proportion improvement requirement of this section:

- **2.63%:** Learning Center teachers providing 90-100% of their services to the targeted populations at six schools with greater than 40% enrollment of unduplicated pupils
  - **2.52%:** Matched expenditure levels from previous year's Economic Impact Aid funds, which have been, and continue to be targeted at direct services for low income pupils
  - **0.46%:** Portion of expenditures for the five-week Summer Learning Intervention program specifically targeted to unduplicated pupils
  - **0.26%:** CELDT assessments, personnel support (including Community Liaisons), and materials
- 
- **5.88%:** Total proportional increase or improvement in services to unduplicated pupils

Other specific **improved or increased services provided directly to unduplicated pupils** have not been included in the calculation above due to small percentage improvements when considered individually. These services include: All expenses related to teacher professional development in research-based instructional practices for English Learners (e.g. Systematic ELD); all expenses for study and implementation of new ELA/ELD standards; all instructional materials used by Learning Center teachers at the six schools with greater than 40% unduplicated pupils; and all training and implementation expenses for Response to Intervention practices at the six schools with greater than 40% unduplicated pupils.

In addition, the District identifies the following **actions and services provided school-wide and/or district-wide**, as examples of legitimate proportional expenditures that are beneficial to all students, but highly leveraged to provide significant qualitative improvement and/or increase in services particularly to unduplicated pupils.

- Two to three teachers on special assignment with specialties in supporting effective instructional strategies related to new State Standards and differentiation of instruction for all students.
- Learning Center teachers at three schools with concentration of unduplicated students at less than 40% of enrollment.
- Staff development and training for all teachers in new State Standards implementation, improved instructional practices, and aligned instructional materials.
- All affiliated expenses related to increased use of school attendance and review board through partnership with the Santa Barbara County Education Office.
- Training and implementation expenses related to Response to Intervention program creation at three schools with concentration of unduplicated students at less than 40% of enrollment.
- All improvements in data management infrastructure and analysis of formative data.
- All release time and planning expenses related to strategic planning release days, which are used to target instructional improvements for all underachieving students.
- The significant District emphasis on reduced class size in all grades.

Taken together, the **quantitative and qualitative improvements for unduplicated pupils is significantly above the minimum threshold of 5.19%**, and may well be approaching the level of additional support required when the LCFF target is reached. For years, GUSD leadership and the Board of Trustees has allocated local revenues to increase and improve services for our most challenged and at-risk populations. The result of this attention to these specific demographics, now labeled unduplicated pupils, is evident in the District's historical achievement scores and reputation for excellence. As a locally funded district, GUSD will continue to provide ample services to *all* students with particular emphasis on those most in need, whether or not they are among the unduplicated count of students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.