



GOLETA UNION SCHOOL DISTRICT

Board of Trustees

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LCAP Appendix
GUSD Strategic Plan
July 1, 2017 through June 30, 2020

Introduction and Plan Components

This version of the Strategic Plan has been modified to serve as an appendix to the 2017-2020 Local Control Accountability Plan (LCAP). Core components of the plan have been integrated into the new Plan Summary section of the LCAP template.

The Goleta Union School District Strategic Plan was modified during the 2016-2017 school year to serve as a summary of the District's guiding aspirations for the academic, intellectual, and personal growth of each child we serve.

It remains fully aligned to the District's Local Control and Accountability Plan (LCAP) as the foundational link to the *goals, actions* and *services* detailed in the 2017-2020 LCAP and has been modified to serve as an LCAP Appendix.

The District's **Vision, Mission, Values and Beliefs**, are overarching statements that were developed and adopted by the GUSD Board of Trustees in the spring of 2014 after extensive dialog and outreach to a broad spectrum of community members and employees. This section is also included in the Executive Summary of the LCAP.

The five **Goals** listed in this plan were first presented as the broad goals of the 2014-2017 Local Control Accountability Plans. They have been carried forward to the 2017-2020 LCAP with minor modifications of specific actions and services linked to the District's current assessed areas of need. The order of the goals (as shown here and in the LCAP) was changed with the alignment to the new LCAP.

The **Ongoing Strategic Priorities** represent commitments to maintain priority focus on components of the District's goals that are seen by the GUSD community to be the ongoing core of our continuous improvement efforts. This section is also included in the new LCAP.

Vision

Powerful Instruction
Purposeful Individualization
Productive Partnerships

Solid Evidence of Student Success

Mission

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

Values and Beliefs

Success for every student *[Aligned with LCAP Priority 4: Pupil Achievement]*

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

Effort, perseverance, and responsibility *[Aligned with LCAP Priority 5: Pupil Engagement]*

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

Learning beyond the basics *[Aligned with LCAP Priority 8: Other Pupil Outcomes]*

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

Safe, healthy, and secure environments *[Aligned with LCAP Priority 6: School Climate]*

We believe that providing a safe, healthy, and secure environment in our schools is a prerequisite to effective teaching and learning. We value the opportunity to shape student conduct through high expectations and positive responses to challenging behavior.

Teamwork, partnership and respect *[Aligned with LCAP Priority 3: Parental Involvement]*

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

High-quality services *[Aligned with LCAP Priority 1: Basic Conditions of Learning]*

We believe a highly qualified and inspired workforce with committed instructional and fiscal leadership is the foundation of effective student learning and innovative practice. We are committed to well-maintained and well-equipped facilities. We value effective instructional materials aligned to rigorous standards to amplify student success.

Best instructional practices *[Aligned with LCAP Priority 2: Implementation of State Standards]*

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

Equity of experience *[Aligned with LCAP Priority 7: Course Access]*

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

Goals

This section was renamed from Objectives to Goals to match the terminology of the LCAP. The italicize text below each goal was modified to reference actions and services which are detailed in the LCAP.

1. **Demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups:** *Student learning is supported by differentiated instruction of consistent, integrated, and enriched curriculum. Substantial and measurable growth of each student is supported with consistent, valid and reliable formative and summative assessments.*
2. **Apply best practices in teaching and learning:** *Student learning is supported by research-based best practices and teaching methods fully aligned with the current, approved content standards for all subjects.*
3. **Provide embedded technology support within a comprehensive course of study that includes creativity, communication collaboration, and critical thinking for all students:** *Student learning environments align with real world environments by integrating a broad course of study with 21st Century learning skills that include: critical thinking and problem solving; communication; collaboration; creativity; innovation; life and career skills; and information, media and technology skills.*
4. **Provide effective learning environments:** *Student learning occurs in safe, healthy, well maintained and well equipped facilities with instructional material aligned to rigorous standards. Teachers are highly qualified, inspired, well trained, and capable of meeting the diverse needs of each student.*
5. **Value community involvement and local control:** *Student learning is supported to the greatest extent possible by locally generated resources and controlled by community governance through the elected Board of Trustees.*

Ongoing Strategic Priorities

This section was renamed from the original Strategies and Actions to Ongoing Strategic Priorities. It was originally a restatement of actions and services in the 2014-2015 LCAP and action and services that were documented only in the Strategic Plan. With the adoption of the 2015-2016 LCAP, all actions and services from the Strategic Plan were added to the LCAP. As a result, in spring of 2016, the Board considered removal of this section to eliminate the redundant publishing of actions and services in the Strategic Plan and the LCAP. Board members noted that the actions and services listed in the section contained important global and long term aspirations of the District and recommended not removing the section.

This version of the Strategic Plan responds to Board comment by maintaining this section with minor modifications to the content (originally the actions and services from the first LCAP and Strategic Plan) and including them as Ongoing Strategic Priorities directly related to the current LCAP/Strategic Plan goals.

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

1. Build and maintain teacher and administrator capacity to analyze and use formative assessment and achievement data to guide instruction and evaluate program effectiveness.
2. Assure regular use of district-wide multiple measures of achievement, in addition to state achievement testing, to evaluate student growth.
3. Provide effective instruction aligned to rigorous learning objectives and implemented with differentiated instruction, and strategic interventions to create at least one year's academic and personal growth for each child each year.
4. Maintain rigorous growth targets for all subgroups, including measures of fluency for English learners and increased reclassification rates by completion of grade six.
5. Create and maintain robust opportunities for high-achieving and gifted learners within the context of depth, complexity, and rigorous learning objectives.
6. Continue the District's commitment to a broad course of study including art, music, science, technology, and PE for every student.
7. Integrate Next Generation Science Standards and other STEM opportunities into district curriculum.

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

1. Develop and maintain teacher capacity to deeply understand and effectively instruct our diverse student population in the all California State Standards.
2. Maintain sufficient high-quality instructional materials aligned to the California State Standards and support development of critical thinking and depth of understanding in every child.
3. Develop and maintain student, staff, and system readiness for computer-adaptive state achievement testing.
4. Provide sufficiently low pupil-teacher and pupil-adult ratios to support high levels of pupil engagement and highly-effective instructional services.

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

1. Maintain effective integration of appropriate technologies to support learning objectives across a broad course of study.
2. Assure regular use of instructional strategies and classroom environments that promote active pupil engagement in learning and development of self-regulated learners with clearly defined learning goals.
3. Integrate 21st Century Learning Skills emphasizing communication, collaboration, critical thinking, and creativity into instructional environments throughout the day.

Supporting Goal 4 (Provide effective learning environments)

1. Support a broad program of character development and health education at all schools.
2. Maintain robust supplemental services to support student well being.
3. Expand resources and training to address bullying and other inappropriate student behaviors.
4. Maintain and refine our safe, healthy, and secure school environments through review and revision and implementation of school safety plans and district wellness policies.
5. Provide an ongoing equitable baseline of resources and experience within and throughout all GUSD schools.
6. Identify systemic obstacles to equity and develop appropriate responses to mitigate them.
7. Explore opportunities to mitigate inequitable capacity of school-connected organizations (i.e. PTA) in raising additional support funds through expanded partnership role of our education foundation.
8. Establish and maintain a robust, scalable technology infrastructure to provide sufficient access for evolving instructional and assessment purposes.
9. Maintain commitment to efficient, timely, facilities and grounds maintenance employing sustainable practices, including renewable energy sources where possible.
10. Encourage existing partnership efforts that support our exceptionally high attendance rates and further reduce already low truancy rates.
11. Recruit, develop, and retain high-quality teachers and employees at all levels.
12. Develop extended day and summer intervention, enrichment, and supervised recreational care opportunities that include high-interest content including foreign language.

Supporting Goal 5 (Value community involvement and local control)

1. Encourage active parent involvement in district and site advisory opportunities, PTA participation, and direct support for student learning at school and at home.
2. Offer and encourage opportunities for parent training and education in areas of literacy, technology, advocacy, health, and other high interest topics.
3. Encourage and publicly recognize partnerships with local institutions of higher learning, businesses, and organizations.

Narrative Vision

The Goleta Union School District will be an exemplar of 21st century learning for families and their children attending public elementary schools in the Goleta Valley. Pre-kindergarten through sixth grade students and staff will work in an atmosphere that fosters critical thinking, communication, collaboration, and creativity. Teaching and learning will occur in an environment that encourages innovation and provides ample opportunity for access to current digital media and other tools that support mastery of rigorous learning objectives. Each child will experience a broad course of study that extends beyond the basics and includes opportunities for enrichment, extension and intervention purposefully connected to individual needs through ongoing observations, evaluation and formative assessments.

Teachers will deliver powerful instruction supported by partnerships among district and school leaders, colleagues, parents, community members, local institutes of higher learning, charitable foundations, businesses and other local education agencies. Educators will participate in high-quality professional development designed to facilitate adult learning and to deliver research-based best practices that support a wide range of diverse learners.

Students will be equipped with essential 21st century learning skills, strength of character, responsible citizenship, healthy habits, and academic mastery enabling them to thrive in their continuing formal education and throughout their life-long educational journey. They will demonstrate the ability to work independently and cooperatively, respecting the rights of others. They will express appreciation for world cultures, pride in their accomplishments, and optimism about their future.

Parent and community partnerships will enhance the quality of education and equity of educational opportunity for children in the District. Partnerships will showcase the quality of our schools and promote our community as an inclusive, attractive place for families to live and work. Partnerships will support extended services for children and families, including before and after school care, enrichment and extended learning opportunities with an emphasis on assisting schools and pupils with the fewest extended resources available to them.

Schools and other district facilities will comprise a community of effective learning environments that support all aspects of our instructional programs equitably across the District. They will be well maintained and include sufficient broadband capacity to support the connectivity of appropriate digital devices, broadly deployed to students. Centralized services will operate in suitable facilities that reflect the priority of service to students and families, while effectively demonstrating the District's commitment to keep expenditures close to the classroom. District facilities will operate with energy, water conservation, and other sustainable practices as a top priority.

District support staff at all levels will model how to learn, to nurture curiosity and creativity, to practice critical thinking, apply the tools of scientific inquiry and to inspire continuous improvement in the schools and in themselves. Regardless of the specific role they play, each employee will understand that the first goal of their employment is to contribute to the education of the students of the Goleta Union School District.

Together, all students, staff, parents, and community stakeholders will strive to inspire and maintain a vibrant educational community. The Goleta Union School District will be defined by a sense of interdependence and collaboration that generates community respect; a far-reaching reputation for excellence; consistently happy, involved families; and solid evidence of student success.

Eliminated section

Strategic Plan Actions and Services

Several sets of actions and services were presented in the 2014-2017 Strategic Plan without being present in the initial Local Control Accountability Plan (LCAP). They each fell under one of the LCAP goals and identified actions and services to:

- Enhance Gifted Learner Services
(LCAP Goal 1 – Demonstrate robust student achievement)
- Support Character Development and Health Education
(LCAP Goal 4 – Provide effective learning environments)
- Provide School Age Extended Day Care and Enrichment.
(LCAP Goal 5 – Value Community Involvement and Local Control)

A fourth set of actions and services was included in the initial LCAP and removed at the end of the first year of implementation. The section was titled Provide Parent Training and Education Options. It was a goal to explore opportunities for the District to provide training opportunities for parents on general topics not related to the core work of the District. No actions or services were implemented and it was removed from further consideration in year 2 of the Strategic Plan.

The LCAP for 2016-2017 included duplication of the actions and services noted above, while also maintaining them in the Strategic Plan.

Beginning in 2017-2018, with the renewal of the three-year Strategic Plan these actions and services will be published solely in the District's LCAP, thereby avoiding the redundancy and potential confusion of duplicate strategic content in separate documents.

STRATEGIC PLAN PARAMETERS AND REVISION HISTORY

Parameters

The Goleta Union School District Strategic Plan is fully aligned with California's required Local Control Accountability Plan (LCAP). Both documents will be reviewed and revised on an annual basis. The LCAP addresses eight specific State priority areas. The GUSD Strategic Plan encompasses the foundational aspirations and strategic priorities reflected in the LCAP.

Together, the two documents define the District's mission, vision, values, beliefs, goals and strategic priorities. Annual District budgets are reflective of the priorities and strategic intent of both documents. All significant District initiatives and required district and school site plans and affiliated expenditures are expected to align with this Strategic Plan. The Strategic Plan document is intended to provide a top-level filter for determining priority, appropriateness, and relevance of any newly proposed initiatives or modification of existing program.

Plan Development and Revision History

Original Strategic Plan (2006-2007)

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

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

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

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

In October of 2008, recommendations and action focused on each of the study team areas (see bullets above) were reviewed by the Board and members of the Strategic Plan Task Force. The 2008-2009 school year saw the onset of the "Great Recession" and a five-year period of significantly reduced state funding to public education. During the same time state and federal accountability requirements caused the district to enter Program Improvement status. As a result, attention to the goals of the strategic plan was diverted to monitoring compliance and

improvement efforts not specifically called out in the plan. The foundational benefits of the strategic plan, which included an ongoing commitment to funding lower class sizes and specialist instruction in music, science, art, computers, and PE, remained in place, as did the core component of the plan (Mission, Core Values, Vision). The District continued to provide excellent instruction and recorded significant increases in achievement and a narrowing of the achievement gap during this time. There is record of the complete plan, including all written components and results of review and recommendations on file in the District Office.

2013-2014 School Year

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

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

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

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

2014-2015 School Year

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

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

2015-2016 School Year

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

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

2016-2017 School Year

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

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

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

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