

**GOLETA UNION SCHOOL DISTRICT**

**STRATEGIC PLAN IMPLEMENTATION MID-YEAR PROGRESS REPORT 2019**

*“Powerful Instruction, Purposeful Individualization, Productive Partnerships, Solid Evidence of Student Success”*

**1. STRATEGIC GOAL – Student Learning**

<b>Mission Statement:</b>		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.					
<b>Strategic Goal:</b>		<b>Student Learning:</b> Demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups					
<b>District Goal: PLCs</b>	<b>Indicators</b>	<b>Measures</b>	<b>Significant Progress</b>	<b>Moderate Progress</b>	<b>Minimum Progress</b>	<b>No Progress</b>	<b>Evidence</b>
<p>We will demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.</p> <p><i>LCAP State Priorities 4, 8</i></p>	<p>Increase productive and effective research-based practices through the venue of PLCs to instill best practices, e.g. collaborative time, assessment literacy, and align Professional Practice Goals to LCAP and SPSA.</p>	<ul style="list-style-type: none"> <li>Increased alignment between Professional Practice Goals and LCAP, SPSA. Supporting conditions, e.g. collaborative time, data analysis, assessment literacy, and root cause identification.</li> <li>Increased alignment between Professional Practice Goals and LCAP, SPSA.</li> <li>Teams of teachers, principals, administrators, and trustees will attend PLC Summit.</li> </ul>		X			<ul style="list-style-type: none"> <li>August and October professional development for all teachers on PLCs, Professional Practice Goals (PPGs) and Data Literacy. Specific attention to using Star 360 reports to set and monitor student goals.</li> <li>Principal in-depth discussions to support development of SPSA to align with District LCAP goals. Principal agreement to begin development process in Spring 2019 for Fall 2019 for greater support.</li> <li>Principal/teacher teams from La Patera, Ellwood, and Brandon attended PLC conference with pre- and post-planning for maximum effectiveness. New PLC leads, new principals who did not attend previously, Superintendent, Assistant Superintendent of Instructional Services, and one Board member also attended PLC Summit.</li> </ul>

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<p>We will build and maintain teacher and administrator capacity to analyze and use formative assessment and achievement data to guide instruction and evaluate program effectiveness</p>	<ul style="list-style-type: none"> <li>● Principals will self-evaluate their school functioning on the 12 PLC essential strands.</li> <li>● Principals will identify teachers on site to support PLC implementation.</li> <li>● Principals will set a PLC goal and implementation plan for their school site, based on PLC self-assessment, site SPSA goals, and teacher-lead input.</li> <li>● All schools will have a minimum of two 45-minute blocks of specialist time where teachers can meet collaboratively to discuss student progress based on data and best instructional strategies.</li> <li>● At least one meeting/week is dedicated to PLC work. Principals will work with teachers to determine a communication tool to document PLC work.</li> </ul>	<ul style="list-style-type: none"> <li>● Principals will complete baseline and end-of year PLC self-assessment.</li> <li>● PLC site meeting agenda/minutes</li> <li>● Site Professional Development Plan, 2018-2019</li> <li>● School schedules</li> <li>● Site communication tool</li> </ul>					<ul style="list-style-type: none"> <li>● Principals self-evaluated baseline site PLC implementation. Principals identified additional tool utilized with staff</li> <li>● PLC Leads working on consistent protocols and forms for teachers/staff to use as communication tool to record PLC work. Principal goal to attend site PLC meetings for each grade level per trimester.</li> <li>● Principals reflecting on site professional development plans to support 2019-2020 GUSD LCAP and site SPSAs.</li> <li>● All schools have 90 minutes of collaborative time, although structure varies by site. Continued cross-site conversation regarding best practices.</li> <li>● All sites are holding at least one weekly PLC meeting. Sites are currently utilizing their own communication tool/methods.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Teachers will administer the Star 360 and benchmark assessments for baseline and 3x/year. Teachers will review data in PLC Meetings.</li> <li>• School sites will meet 4x/year in data teams to review students not making adequate progress</li> <li>• Schools sites will have an SST team/process to support students needing more intensive supports.</li> <li>• Principals will work with teachers to develop a process for establishing student goals</li> <li>• Principals will work with teachers to establish a process and expectation for Star 360 progress monitoring</li> <li>• Principals and Teachers will develop capacity for understanding Star 360 reports and data to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will conduct assessments and input scores into data management system (EADMs/iOEducation)</li> <li>• Data team agenda/minutes</li> <li>• SST schedules and documentation</li> <li>• Student goals established based on benchmark and formative assessments</li> <li>• Principal communication regarding progress monitoring expectations, Star 360 data</li> <li>• October PD Day focused on Data Literacy. GUSD Committee Meetings include data literacy development. Principal Leadership meetings include data literacy</li> </ul>					<ul style="list-style-type: none"> <li>• Benchmark assessments are conducted across the district according to the District Assessment Timeline. Teachers enter their data into EADMs/iOEducation.</li> <li>• 8 out of 9 schools held initial Data Team meetings. 9/9 schools held 2nd Data Team meetings. All schools will hold 2 more Data Team meetings during remainder of year. Data Teams focus on supporting students not making adequate progress in academic or social/emotional/behavior needs.</li> <li>• SST schedules are in review with the MTSS (Multi-Tiered System of Supports) Team and Curriculum Advisory Council to align practices.</li> <li>• The need for identified student goals in discussion with Leadership, the MTSS team, and the Gifted Services Advisory Committee. All sites setting student goals with some students.</li> <li>• 8/9 schools progress monitored English Language Arts and Math monthly with all students through January. 9/9 schools began monitoring monthly beginning in February.</li> <li>• Ongoing data literacy professional development supported at District and Site levels. Learning Center Teachers supporting sites with monthly progress reports for PLC</li> </ul>
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**STUDENT LEARNING-Professional Learning Communities  
Mid-Year Progress - 2019**

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		development with prepared information for principals to share with teachers						Teams to analyze. October PD Day on Data Literacy reported as a positive support by teachers. TOSA continues to support Teams as needed. Assistant Superintendent meeting regularly with principals to support individualized site support.
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**1. STRATEGIC GOAL – Student Learning**

<b>Mission Statement:</b>	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.
<b>Strategic Goal:</b>	<b>Student Learning:</b> Demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups

<b>District Goal: Achievement</b>	<b>Indicators</b>	<b>Measures</b>	<b>Significant Progress</b>	<b>Moderate Progress</b>	<b>Minimum Progress</b>	<b>No Progress</b>	<b>Evidence</b>
<p>We will demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.</p> <p>LCAP State Priorities 4, 8</p>	<ul style="list-style-type: none"> <li>Positively increase the distance from 3 for all students while narrowing the gap between All and subgroups as measured by the distance from 3 ELA Scaled Scores.</li> <li>Positively increase the distance from 3 for all students while narrowing the gap between All and subgroups as measured by the distance from 3 Mathematics Scaled Scores.</li> </ul>	<ul style="list-style-type: none"> <li>Positively increase the distance from 3 by 5 or more points that demonstrates a narrow gap between All and student subgroups.</li> <li>Positively increase the distance from 3 by 5 or more points that demonstrates a narrow gap between All and student subgroups.</li> </ul>			X		<ul style="list-style-type: none"> <li>In ELA, English learners made almost 5 points growth. Other groups maintained, and students in white subgroup and students with disabilities subgroup dipped more significantly.</li> </ul> <p>ELA</p> <ul style="list-style-type: none"> <li>ELs = +4.7</li> <li>SED = +1</li> <li>Homeless = +3.6</li> <li>SWD = -8.2</li> <li>Asian = +11.5</li> <li>Hispanic/Latino = +1.2</li> <li>White = -4.2</li> <li>2+ Races = -0.3</li> </ul> <ul style="list-style-type: none"> <li>Gap narrowed in math as subgroups made strong growth and majority white group maintained progress.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>ELs = +8.8</li> <li>SED = +14.3</li> <li>Homeless = +15.9</li> <li>SWD = +8</li> <li>Asian = +14.1</li> <li>Hispanic/Latino = +9.6</li> <li>White = +4.8</li> </ul>

**STUDENT LEARNING-Achievement  
Mid-Year Progress - 2019**

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	<ul style="list-style-type: none"> <li>● Positively increase student progress as measured by local reading and math benchmarks (STAR 360) for all students and reduce the gap for subgroups of students.</li> <li>● Increase the average response of MTSS practices (implementation fidelity) by 10 points.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase SGP for all subgroups by one percentile point or more as measured by the STAR 360 Benchmark</li> <li>● Increase the average response districtwide by 10 points and decrease the variance among schools based on prior year responses.</li> </ul>				<ul style="list-style-type: none"> <li>○ 2+ Races = +9.4</li> <li>● Star360 benchmark data was not fully collected for 2017-2018, making district analysis difficult. Adjustment to site practices is yielding a robust data collection for 2018-2019. We continue efforts to align data systems between Synergy and EADMs to support district-wide growth reports.</li> <li>● We are working with UCSB to have teams completing MTSS Survey be representative and commonly understand the survey guidelines and language in order to be confident in data variances to improve site and district practices.</li> </ul>
<p>We will maintain rigorous growth targets for all subgroups, including measures of fluency for English learners and increased reclassification rates by completion of grade six.</p>	<ul style="list-style-type: none"> <li>● School sites establish goals through Single Plans for Student Achievement (SPSA)</li> <li>● All Title I Schools have a site goal for English Learners</li> <li>● Development of a system to monitor and communicate all English Learners' progress toward reclassification by site principals and Director of Instructional Services</li> </ul>	<ul style="list-style-type: none"> <li>● Schoolwide goals in SPSA target student improvement in ELA, Math, and English Language Development</li> <li>● SPSA Goal</li> <li>● EL Monitoring Data (ELPAC, SBAC, STAR 360 data)</li> </ul>				<ul style="list-style-type: none"> <li>● All schools have ELA and Math goals in their school plans. 8/9 schools have an additional English Language Development goal.</li> <li>● All Title I schools have a site goal for English learners in their site plans.</li> <li>● The Director of Instructional Services is reviewing current data and practices to make a recommendation regarding a system for monitoring English learners in GUSD.</li> </ul>

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	<ul style="list-style-type: none"> <li>• All EL students will receive 30 minutes/day of English Language Development.</li> <li>• Development of a comprehensive EL Plan for designated and integrated ELD that includes summative and formative assessment tools and timeline, progress monitoring of ELs and RFEPs, parent communication and education, curriculum review and recommendations, teacher PD plan for ELs</li> <li>• Instructional Rounds will support teacher and site leader capacity in increasing student oral language fluency and complexity</li> </ul>	<ul style="list-style-type: none"> <li>• ELD Schedules/Rosters</li> <li>• EL Plan</li> <li>• Instructional Rounds Data</li> </ul>					<ul style="list-style-type: none"> <li>• The Director of Instructional Services is currently reviewing schedules and rosters to evaluate adherence to ELD expectations.</li> <li>• The Director of Instructional Services is currently reviewing data and site practices and soliciting input from teachers, parents, and leadership to develop a draft of an EL Master Plan for GUSD.</li> <li>• 21 teachers, 9 principals, our TOSA, Director of Instructional Services, Coordinator of Special Education are participating in Instructional Rounds. Cabinet is aiming to attend at least one Round each. Instructional rounds data demonstrating an increased individual and district focus on developing and using oral language to support increased achievement.</li> </ul>
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<p>We will create and maintain robust opportunities for high – achieving and gifted learners within the context of depth, complexity, and rigorous learning objectives.</p>	<ul style="list-style-type: none"> <li>● All teachers in 4th-6th grade will know who their grade level students identified as gifted are</li> <li>● 2nd-6th grade teachers will introduce depth of complexity, universal themes to all students, with additional emphasis for students identified as gifted</li> <li>● 4th-6th grade teachers will introduce independent study to all identified gifted learners, or to all learners</li> <li>● 4th-6th students with an independent study project will be invited to share at the Independent Study Showcase in May 2019</li> <li>● 1st grade teachers and teachers new to a grade level or GUSD will receive a 5-day series of PD on GES</li> <li>● TOSA will train principals on key</li> </ul>	<ul style="list-style-type: none"> <li>● 4th-6th teachers participate in Gifted Services refresher with resources for student identification</li> <li>● Teachers will communicate with parents regarding supports for students with gifted needs by first trimester conferences</li> <li>● Gifted services committees will discuss progress. Principal observations of gifted identified students and their teachers</li> <li>● May Independent Study Showcase</li> <li>● TOSA observations, teacher meetings, and training attendance logs and reflections</li> <li>● Leadership meeting agenda/minutes</li> </ul>					<ul style="list-style-type: none"> <li>● August professional development refresher delivered on Gifted Services and differentiation strategies. Lists of identified students shared with teachers to ensure services are provided.</li> <li>● A parent communication tool to identify gifted services provided was piloted by teachers and received favorable reviews. The Gifted Services Committee is updating it for the March report card.</li> <li>● Gifted Services Committee met 3 times to discuss progress. Principals discussed gifted service observations during Leadership.</li> <li>● Teachers beginning to implement Independent Study plans with students identified as gifted and others who may be interested. Details for May Showcase in development.</li> <li>● 4 of 5 trainings completed for 2 cohorts of first grade/new teachers.</li> <li>● Highlights of “look-fors” regarding gifted services shared with principals to utilize during teacher observations. One school principal completed a</li> </ul>
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**STUDENT LEARNING-Achievement  
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	<p>elements to look for in classrooms on GES</p>						<p>walk-through with GES TOSA and several more are in communication about setting up walk-throughs.</p>
<p>We will integrate Next Generation Science Standards (NGSS) and other STEM opportunities into district curriculum.</p>	<ul style="list-style-type: none"> <li>• Conduct mini pilot of NGSS curriculum beginning in January 2019.</li> <li>• Develop, conduct, and communicate school site survey to understand STEM opportunities on each school</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher trainings and input meetings held in January/March/May. Recommendation to Trustees for NGSS curriculum in May 2019.</li> <li>• Survey results shared during leadership meeting &amp; NGSS Steering Committee</li> </ul>					<ul style="list-style-type: none"> <li>• 52 teachers and 3 science specialists are participating in mini-pilot of NGSS materials. Currently piloting Stemsscopes. March training and pilot will be for Amplify.</li> <li>• Survey of site opportunities completed by principals. NGSS Steering Committee will discuss in February meeting, including a discussion of opportunities recommending to ensure commonly across the district.</li> </ul>

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**1. STRATEGIC GOAL – Student Learning**

<b>Mission Statement:</b>	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.
<b>Strategic Goal:</b>	<b>Student Learning:</b> Demonstrate robust student achievement; reduce disparity in levels of achievement between student demographic groups

<b>District Goal: Broad Course of Study</b>	<b>Indicators</b>	<b>Measures</b>	<b>Significant Progress</b>	<b>Moderate Progress</b>	<b>Minimum Progress</b>	<b>No Progress</b>	<b>Evidence</b>
We will continue the district’s commitment to a broad course of study including arts, music, science, technology, and PE for every student.	<ul style="list-style-type: none"> <li>All schools will offer all students opportunities to participate in music, art, PE, technology, library, and science.</li> <li>Conduct inventory of what opportunities are available to students on each site to support a broad course of study</li> </ul>	<ul style="list-style-type: none"> <li>Site schedules, principal input</li> <li>Survey results shared in leadership</li> </ul>		X			<ul style="list-style-type: none"> <li>Site schedules and principal input indicate all students have access to a broad course of study either with specialists or the classroom teacher.</li> <li>Principals information regarding site opportunities collected. Further discussion to promote alignment and future of District support still in progress.</li> </ul>

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**2. STRATEGIC GOAL – Best Practices**

<b>Mission Statement:</b>	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.
<b>Strategic Goals:</b>	<b>Best Practices:</b> Apply best practices in teaching and learning

<b>District Goal: Best Practices</b>	<b>Indicators</b>	<b>Measures</b>	<b>Significant Progress</b>	<b>Moderate Progress</b>	<b>Minimum Progress</b>	<b>No Progress</b>	<b>Evidence</b>
<p>We will apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.</p> <p>LCAP State Priority 2, 4, 7</p>	<ul style="list-style-type: none"> <li>● Implement aligned ELA/ELD materials district-wide.</li> <li>● Prevent summer regression among disadvantaged students.</li> <li>● Increase teachers who are trained to target instruction specific to students' needs.</li> <li>● Use instructional rounds data to monitor best practices in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor implementation of new series with observational data via Instructional Rounds and Wonders assessment data.</li> <li>● Increased SGP achievement and progress from year to year for summer school students as measured by local and state assessments.</li> <li>● Extend differentiated training to first grade staff. Extended training for 2nd-6th grade teachers.</li> <li>● Increase the number of Instructional Rounds with specific Problem of Practice focus.</li> </ul>		X			<ul style="list-style-type: none"> <li>● Instructional rounds, assessment data, and superintendent/assistant superintendent walk-throughs with principals indicate progress in use of adopted materials and district-wide alignment.</li> <li>● Summer school planning in progress for 2019. Focus will be on experiential learning, NGSS and critical thinking skills integrated with production of oral/written language. Results will be measured with Star 360 Spring to Fall outcomes.</li> <li>● 4 of 5 trainings completed for 2 cohorts of first grade teachers and new teachers. August refresher completed and ongoing consultation for 2nd-6th teachers.</li> <li>● Plan for instructional rounds adjusted based on feedback from previous participants. Increased the number of teachers participating and reduced total number of rounds in order to strategically allow time between rounds for implementation of action</li> </ul>

**BEST PRACTICES**

**Mid-Year Progress - 2019**

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	<ul style="list-style-type: none"> <li>● Increase reclassification rates for English learners.</li> <li>● Develop curriculum pacing and assessment guides for all content areas.</li> <li>● Continue to monitor Bridges/CPM implementation via pacing and assessment guides.</li> <li>● Develop district-wide plan that delineates ways to address barriers to learning.</li> <li>● Conduct dual immersion feasibility</li> </ul>	<ul style="list-style-type: none"> <li>● Increase the reclassification rate by 1% or more.</li> <li>● Continue to develop a curriculum and pacing guide that integrates in GSS with ELA or mathematics content areas for improved instructional practice. Gain familiarity with social studies framework.</li> <li>● Establish elected formative measures between benchmark data points.</li> <li>● Develop a district-wide plan that delineates the non—academic indicators that present us barriers to learning. Promising practices may include cultural proficiency, mindfulness, restorative practices, social/emotional learning in safe environments including playground.</li> <li>● Conduct site visits,</li> </ul>					<p>commitments.</p> <ul style="list-style-type: none"> <li>● GUSD increased the reclassification rate from 11.1%in 2016-2017 to 20.1% in 2017-2018.</li> <li>● We are focusing on the NGSS pilot this year, curriculum and pacing work will be modified in the 2019-2020 school year to reflect adopted materials. TOSA and a few lead teachers will attend a SBCEO training on the social studies framework in April.</li> <li>● The Curriculum Advisory Council is in process of working with teachers to develop more frequent, formative assessments to inform instruction such as two checkpoints for math, with essential questions and rubric per unit. These formative assessments will replace the benchmark assessments for the 2019-2020 school year.</li> <li>● Rather than a separate plan, our efforts to address barriers to learning are integrated within the Strategic Plan, LCAP, and SPSA, and safe-school plans. We are moving forward with cultural proficiency training, supports for social/emotional learning, alternative practices to support behavioral needs, and safe practices.</li> </ul>
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**BEST PRACTICES**

**Mid-Year Progress - 2019**

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	study	determine costs, program viability, and community interest.					<ul style="list-style-type: none"> <li>We conducted a site visit to a dual language program with leadership and Board Trustees. Research to address program development presented to the Board. Resources to support program development and implementation identified. Teacher interest solicited and confirmed. A parent interest survey will be conducted to confirm viability. The assistant superintendent, a principal, and a lead teacher will attend the CABE conference.</li> </ul>
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**BEST PRACTICES**

**Mid-Year Progress - 2019**

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**3. STRATEGIC GOAL – 21<sup>st</sup> Century Learning Skills**

<b>Mission Statement:</b>	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.
<b>Strategic Goal:</b>	Provide embedded technology support within a comprehensive course of study that includes creativity, communication, collaboration, and critical thinking for all students.

District Goal: 21 <sup>ST</sup> Century Learning	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
<p>We will provide embedded technology support within a comprehensive course of study that includes creativity, communication, collaboration, and critical thinking for all students.</p> <p><u>See also Resource Alignment.</u></p> <p>LCAP State Priority 6, 8</p>	<ul style="list-style-type: none"> <li>● Access to digital technology</li> <li>● Use an application of 4Cs supported by appropriate technology</li> <li>● Specialist schedules</li> <li>● Keyboarding proficiency</li> </ul>	<ul style="list-style-type: none"> <li>● Year one implementation of technology refresh plan.</li> <li>● Observational data calibrated and measured by Instructional Rounds.</li> <li>● Maintain robust specialist programs for science, art, music, computer/STEM, and PE.</li> <li>● Identify the percentage of students participating in a keyboarding program and percent to meeting writing standards for keyboarding.</li> </ul>			X		<ul style="list-style-type: none"> <li>● Board approval of one time funding to refresh two grade levels of Chromebooks over next two years.</li> <li>● Rather than using instructional rounds to identify progress on the application of the 4Cs, Teacher Technology Leads conducted site surveys that indicate the use of technology for the purpose of embedding the 4Cs into instruction.</li> <li>● District allocates [~\$814,000] to support a broad course of study. GUSD employs 10 Science Specialists, 9 Art Specialists, 12 music Specialists, 9 Art Specialists, 9 Computer/STEM Specialists, and 18 PE Specialists</li> <li>● TTLs in process of surveying sites regarding keyboarding. Discussion of keyboarding as discrete subject in progress.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Level of staff training/proficiency</li> <li>• Develop GUSD technology plan to integrate educational and IT needs</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas of TTL meetings, reports from TTL’s in teacher growth on implementation of 4 Cs. Gather additional feedback through survey.</li> <li>• An IT and Educational Technology plan will be completed by June 2019 to support the implementation of the 4 Cs</li> </ul>					<ul style="list-style-type: none"> <li>• Approximately 80% of teachers rated themselves as either Novice or Intermediate on teacher self-assessment surveys regarding 4Cs implementation.</li> <li>• The development of technology plan is in progress.</li> </ul>
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**4. STRATEGIC GOAL – Effective Learning Environments**

<b>Mission Statement:</b>	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.
<b>Strategic Goals:</b>	<b>Learning Environments:</b> Provide effective learning environments.

District Goal: Effective Environment	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
We will provide effective learning environments.  LCAP State Priority 1 & 6	<ul style="list-style-type: none"> <li>Teacher assignment rate</li> <li>Access to standards aligned instructional materials</li> <li>Explore options for enhancing enrollment and programs at schools with low enrollment or other unique community needs.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain 100% assignment rate.</li> <li>Maintain 100% student access to aligned instructional materials.</li> <li>Research and present options to school staff</li> </ul>		X			<ul style="list-style-type: none"> <li>100% Assignment rate with no misassignments as per SBCEO Audit</li> <li>100% students have access to student materials.</li> <li>Dual language program and STEM options under exploration for school with large numbers of high-needs students. 24 existing teachers with bilingual authorizations have been identified. Half of our School Psychologists are bilingual.</li> </ul>



**GOLETA UNION SCHOOL DISTRICT**

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*“Powerful Instruction, Purposeful Individualization, Productive Partnerships, Solid Evidence of Student Success”*

**4. STRATEGIC GOAL – Effective Learning Environments**

<b>Mission Statement:</b>	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.
<b>Strategic Goals:</b>	<b>Learning Environments:</b> Provide effective learning environments.

District Goal: Safety	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
We will provide effective learning environments.  LCAP State Priority 1 & 6	<ul style="list-style-type: none"> <li>● Suspension rate for all students and student subgroups.</li> <li>● Expulsion rate</li> <li>● Student survey perception data.</li> <li>● Develop a plan for prevention of suspensions and or alternatives to suspension.</li> </ul>	<ul style="list-style-type: none"> <li>● Strive for very low rates for all students and address any disparity by student group to improve less than very low rates.</li> <li>● Maintain zero expulsion rate.</li> <li>● Increase positive response rates on items related to safety and school connectedness.</li> <li>● Completed suspension plan.</li> </ul>			X		<ul style="list-style-type: none"> <li>● Pupil Services is providing ongoing review of all suspensions, and determining alternatives to suspension in a collaborative process with site administrators and school psychologists as needed. As of February 14, 2018 there have been 10 individual suspensions for a total of 14 school days.</li> <li>● There have been zero recommendations for expulsion as of February 14, 2018.</li> <li>● The implementation and expansion of Second Step Social Emotional Curriculum has seen a noticeable increase in students' perception of safety at school. Bullying reports had decreased during the first half of the school year.</li> <li>● A preliminary plan for alternatives to out of school suspension has been developed. Principals will be meeting to discuss the potential implementation of the plan for the 2019-2020 school year, and to propose other non-suspension alternatives for students who require more direct intervention to bring about behavior improvement.</li> </ul>

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						<ul style="list-style-type: none"> <li>• A pilot program for teaching Mindfulness strategies to teachers, and then subsequently to their classes began in January. 12 teachers are taking part in the pilot, which is being supported by a retired GUSD School Psychologist.</li> </ul>
<p>We will maintain and refine our safe, healthy, and secure school environments through review and revision and implementation of school safety plans.</p>	<ul style="list-style-type: none"> <li>• Conduct safety committee meetings</li> <li>• Improve and update safe school plan templates</li> <li>• Improve and update emergency systems districtwide</li> <li>• Establish procedures for districtwide emergency drill</li> </ul>	<ul style="list-style-type: none"> <li>• Safety committee will help to establish district safety goals and priorities.</li> <li>• A new template will be identified and formatted for the use of all schools in the fall.</li> <li>• Devise a plan and outcomes for the next round of meetings with the districtwide safety subcommittees.</li> <li>• At least one districtwide emergency drill will be conducted.</li> </ul>				<ul style="list-style-type: none"> <li>• Two Safety Committee meetings have been held.</li> <li>• A review of all ten sites has occurred to determine necessary improvements to the funneling of people on and off of campuses, to address the video monitoring systems, and to address needed training for staff and children.</li> <li>• A full District disaster drill occurred on February 28. [Add more after the drill]</li> <li>• Safety plans have been reviewed by SB Sheriff Department. Recommended revisions have been included in the proposed 2019-2020 safety plans.</li> <li>• Coordination with SBUSD and SB County Safety Commission has begun. GUSD will have a standing member on this committee.</li> </ul>

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<b>Strategic Goals:</b>	<b>Learning Environments:</b> Provide effective learning environments.

District Goal: Wellness	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
<p>We will provide effective learning environments.</p> <p>LCAP State Priority 1 &amp; 6</p>	<ul style="list-style-type: none"> <li>Support student and staff wellness through ongoing district wellness policies and programs.</li> <li>Students will engage in physical education 100 minutes/week.</li> <li>Identify current practices for nutrition education across the district</li> </ul>	<ul style="list-style-type: none"> <li>Schedule appropriate training opportunities for staff awareness and training.</li> <li>Schedules of PE time.</li> <li>Collect nutrition education data from principals/teachers</li> </ul>			X		<ul style="list-style-type: none"> <li>Wellness PD in April will focus on teacher wellness highlights mindfulness, nonviolent communication, nutrition, and physical fitness. Wellness Committee is reviewing the Wellness Policy.</li> <li>School schedules are being reviewed to confirm PE minutes implementation.</li> <li>The wellness committee will conduct outreach or a survey to collect information from teachers/principals regarding nutrition education.</li> </ul>

**EFFECTIVE LEARNING ENVIRONMENTS-Wellness**  
**Mid-Year Progress - 2019**

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<p>We will expand resources and training to address bullying and other inappropriate student behaviors.</p>	<ul style="list-style-type: none"> <li>● Implement district-wide social emotional curriculum (Second Step)</li> <li>● Develop a GUSD training on behavior strategies for teachers or site teams</li> </ul>	<ul style="list-style-type: none"> <li>● Site schedules of Second Step implementation, principal reflections</li> <li>● Training attendance rosters</li> </ul>					<ul style="list-style-type: none"> <li>● All sites in agreement to provide weekly Second Step lessons. All teachers have their own Second Step set of materials. Principal reflections indicate sites still in progress with full implementation.</li> <li>● Coordinator provided behavioral training for @Afterschool staff and LCTs. Several principals and teachers attended a SBCEO training in the fall.</li> </ul>
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**4. STRATEGIC GOAL – Effective Learning Environments**

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District Goal: Facilities	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
We will provide effective learning environments.  LCAP State Priority 1 & 6	<ul style="list-style-type: none"> <li>Ongoing maintenance of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to contribute to GUSD Deferred Maintenance Fund in annual budget.</li> <li>Complete deferred maintenance projects as identified in condition surveys and as needed.</li> </ul>		X			<ul style="list-style-type: none"> <li>Annual \$225,000 transfer has been made from the General Fund to the Deferred Maintenance Fund in January 2019</li> <li>Roof assessment report has been completed.</li> <li>Playground pavement projects have been identified and board approved to move forward. Plans need to be drawn up, RFPs done to put projects out to bid.</li> </ul>
We will begin planning process for updating, upgrading, and repairing our facilities.	<ul style="list-style-type: none"> <li>Engage consultant to facilitate the development of education specifications process.</li> <li>Engage architect to develop facilities master plan.</li> </ul>	<ul style="list-style-type: none"> <li>Plan Trustee and stakeholder input sessions regarding the connection of the educational program and LCAP to the facilities master plan.</li> <li>Completed facilities master plan.</li> </ul>					<ul style="list-style-type: none"> <li>Consultant has been selected and is under contract to conduct education specifications research and study. Report findings will be included in the facilities master plan document.</li> <li>Architect has been selected to begin long range facility master planning process.</li> </ul>

**EFFECTIVE LEARNING ENVIRONMENTS-Facilities**  
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	<ul style="list-style-type: none"> <li>● Enhance efficiency of warehouse supply distribution system.</li> <li>● Upgrade phone system at all sites.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan will be developed and shared with governance team.</li> <li>● Upgraded phone system.</li> </ul>					<ul style="list-style-type: none"> <li>● Staff analyzing current warehouse items to eliminate and will provide for sites to order such items directly from vendor. Discussions with CSEA began on 01/10/19.</li> <li>● Mitel phone system has been purchased and Frontier has been selected to provide the service. Phones have been implemented and installed at the District Office sand MOT. Some sites will be installed over Spring Break with the remaining sites to be done over the Summer.</li> </ul>
We will address immediate space needs due to increasing enrollment at impacted sites	<ul style="list-style-type: none"> <li>● Modernization of fire alarm systems at all sites to allow for other projects such as modular classroom installations at sites that need additional classroom space.</li> </ul>	<ul style="list-style-type: none"> <li>● Upgraded fire alarm system at all sites.</li> </ul>			X		<ul style="list-style-type: none"> <li>● Architect and Electrical Engineer have been selected, plans have been drawn up and approved by DSA. Policy allowing for Lease-leaseback has been approved that will facilitate the selection of a contractor. RFP to be done and a contractor selected.</li> </ul>
We will maintain commitment to efficient, timely, facilities and grounds maintenance employing sustainable practices, including renewable energy sources where possible.	<ul style="list-style-type: none"> <li>● Continue to maintain energy management focus in any facilities planning efforts</li> <li>● Include renewable energy and sustainability language in scope requirements of RFP for Facilities Master Plan.</li> <li>● Replace lighting with more energy</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to research opportunities for funding, discounts, and rebates for solar initiatives</li> <li>● Facilities master plan</li> <li>● LED lighting will be installed at all 10 GUSD sites and the district office.</li> </ul>			X		<ul style="list-style-type: none"> <li>● Analysis was done to see if GUSD would qualify to participate in the SPURR program for solar PPA, but based on usage, GUSD did not qualify for that program.</li> <li>● Renewable energy options and sustainability initiatives were included as a key component in the facilities master planning RFP and will be included in the facilities master planning process and report.</li> <li>● LED lighting has been installed in most sites and the district office and will be completed by the end of the year.</li> </ul>

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	efficient LED lights.						
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**4. STRATEGIC GOAL – Effective Learning Environments**

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<b>Strategic Goals:</b>	<b>Learning Environments:</b> Provide effective learning environments.

District Goal:	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
Human Resources							
We will recruit, employ and induct highly qualified teachers, leaders, and support staff.	<ul style="list-style-type: none"> <li>Substitute teacher recruitment and professional development</li> <li>New principal leadership meetings</li> </ul>	<ul style="list-style-type: none"> <li>Arrange monthly substitute intake sessions to continue to develop a deep substitute pool.</li> <li>Conduct monthly meetings with new principals.</li> </ul>		X			<ul style="list-style-type: none"> <li>Substitute Teacher Professional Development was held on 01/08/19; intake sessions are ongoing.</li> <li>New principals linked with veteran principal mentor. 5 out of 7 monthly meetings conducted to highlight specific topics of need.</li> </ul>
We will train and retain highly qualified teachers, leaders and support staff.	<ul style="list-style-type: none"> <li>New hire orientation</li> <li>Administrator professional development</li> <li>Partnerships with local universities</li> </ul>	<ul style="list-style-type: none"> <li>Orientation agendas/attendance &amp; in logs</li> <li>Schedules/agendas/hand outs/attendance &amp; in logs for leadership professional development sessions</li> <li>Copies of literature distributed to teachers and leaders on advanced degree programs and academies</li> </ul>					<ul style="list-style-type: none"> <li>New Certificated Staff (Teacher) Orientation was held on 08/14/18. New Teacher Series was held on 10/22/18, 01/28/19, and 04/15/19</li> <li>Coaching in progress for 5 principals. 3 sessions of professional development for leadership conducted during Leadership meetings. August Leadership Retreat supported a successful launch to the new year.</li> <li>MOUs to provide preliminary and clear credentials within GUSD for teachers, administrators and other certificated staff have been established with the following IHEs and one LEA: Antioch, Brandman, CalPoly, CSU Chancellor’s Office, CSUN, National, SBCEO, UCSB, and Westmont.</li> </ul>

**EFFECTIVE LEARNING ENVIRONMENTS-Human Resources**  
**Mid-Year Progress - 2019**



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<p>We will recruit and hire an ethnically diverse certificated and leadership staff that represents the growing diversity of the community.</p>	<ul style="list-style-type: none"> <li>● Expand efforts to recruit teachers and leaders at colleges/universities that attract candidates from traditionally underrepresented groups</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at college/recruitment fairs that enrolled traditionally underrepresented candidates that reflect GUSD’s community diversity</li> <li>● Recruitment schedule/flyer completed and distributed to colleges/universities</li> </ul>					<ul style="list-style-type: none"> <li>● A new MOU to provide preliminary and clear credentials within GUSD was established with the the CSU Chancellor’s Office.</li> <li>● We established partnerships with National and Brandmon Universities and CalState TEACH, who typically have a more diverse student population.</li> <li>● Attendance at SBCEO Job Fairs on 02/23/19 and 03/02/19</li> </ul>
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**5. COMMUNITY INVOLVEMENT**

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<b>Strategic Goal:</b>	<b>Value Community Involvement and Local Control:</b> Student learning is supported to the greatest extent possible by locally generated resources and controlled by community governance through the elected Board of Trustees.

District Goal: Community Involvement	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
<p>We will value and encourage community involvement and local control.</p> <p>LCAP State Priorities 3 &amp; 5</p>	<ul style="list-style-type: none"> <li>Agendas, attendance records showing efforts to seek, and promote parent input and participation</li> <li>Support continued engagement of DAC, DELAC, GES DAC, PTAs, and School Site Councils.</li> <li>Continue parent education including DELAC/ELAC training, school engagement, parenting programs, and information sessions on instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or improve</li> <li>Maintain or improve</li> <li>Maintain or improve</li> </ul>		X			<ul style="list-style-type: none"> <li>Representation from all 9 sites promoted for all District committees. Parent education nights on Gifted Services open to all families. Additional personnel available to families to support Synergy ParentVUE enrollment.</li> <li>All committees continue to support diverse participation. Where representation limited, community liaisons provide outreach.</li> <li>Parent education courses held at the GVCC. 19 families from 8/9 schools are participating in the current Parent Project. Additional information is shared with parents through on site ELAC and PTA meetings, as well as the District DELAC and DAC meetings.</li> </ul>

**COMMUNITY INVOLVEMENT**  
**Mid-Year Progress - 2019**

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	<ul style="list-style-type: none"> <li>● Support DELAC request for one or more joint meetings of DELAC with all site ELACs.</li> <li>● Develop chronic absentee plan to address specific student groups through parent outreach.</li> <li>● Local parent, staff perception survey data</li> </ul>	<ul style="list-style-type: none"> <li>● Agenda/meeting minutes</li> <li>● Completed chronic absentee plan</li> <li>● Representatives of sample of parents from all schools included in data collection.</li> </ul>					<ul style="list-style-type: none"> <li>● A joint DAC/DELAC meeting was held in December and another one is scheduled for May 2019.</li> <li>● Monthly reports are being provided for each school site indicating students at or near the 10% threshold for chronic absenteeism.</li> <li>● Principals are meeting with parents and students regarding chronic tardiness.</li> <li>● School Nurses are overseeing SST meetings for students with chronic absenteeism due to frequent illnesses.</li> <li>● Community Liaisons meet monthly with Deputy Superintendent and School Social Worker to review chronic absenteeism at each site and to determine if access to outsider services is needed to assist the families in developing a plan for reducing absences.</li> <li>● Parent survey to be conducted in March 2019.</li> </ul>
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<p>We will encourage active parent involvement in district and site advisory opportunities, PTA participation, and direct support for student learning at school and at home.</p>	<ul style="list-style-type: none"> <li>● Parent/community participation on district committees</li> </ul>	<ul style="list-style-type: none"> <li>● Committee meeting sign-in sheets</li> </ul>					<ul style="list-style-type: none"> <li>● Parents representing all schools are participating on DAC, DELAC, Wellness, Safety and Gifted Advisory.</li> </ul>
<p>We will offer and encourage opportunities for parent training and education in areas of literacy, technology, advocacy, health, and other high interest topics.</p>	<ul style="list-style-type: none"> <li>● Parent education opportunities offered through Gifted Services Workshops, Joint ELAC trainings, Wellness Summit, Information presented at District meetings (DAC, DELAC) and Site Meetings (PTA, SSC, ELAC)</li> <li>● Include in parent survey questions to parents about what type of further education/workshop would be desired</li> <li>● Community partnerships to provide parent education opportunities (Computers For Families, Padres Unidos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at workshops and district/site meetings</li> <li>● Conduct and communicate parent survey</li> <li>● Attendance at workshops/parent nights</li> </ul>					<ul style="list-style-type: none"> <li>● Presentations from various GUSD employees and outside presenters provide information at district and parent committee meetings. 2/4 parent education nights completed from Gifted Services.</li> <li>● Parent survey is in development. It will include information about parent education. Gifted conducted their own end-of-year survey last year which was used to design this year’s parent night topics.</li> <li>● Computers for Families Distribution offered on several sites.</li> </ul>

**COMMUNITY INVOLVEMENT**  
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<p>We will encourage and publicly recognize partnerships with local institutions of higher learning, businesses, and organizations.</p>	<ul style="list-style-type: none"> <li>● Partnerships with public agencies:             <ul style="list-style-type: none"> <li>○ City of Goleta</li> <li>○ County of Santa Barbara</li> <li>○ Santa Barbara County Education Office</li> <li>○ Partners in Education</li> <li>○ Santa Barbara County Sheriff's Department</li> <li>○ Santa Barbara County Fire Department</li> <li>○ UCSB</li> <li>○ SBUSD and other Partner School Districts</li> </ul> </li> <li>● Partnerships with private/nonprofit agencies:             <ul style="list-style-type: none"> <li>○ Goleta Education Foundation</li> <li>○ United Way</li> <li>○ Bower Foundation</li> <li>○ Isla Vista Youth Projects</li> <li>○ CALM</li> <li>○ Noontime Rotary Club of Goleta</li> <li>○ Explore</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Participation in Partner meetings and events</li> <li>● Crossing guard agreement with City of Goleta</li> <li>● Partner recognition at GUSD Board meeting</li> </ul>					<ul style="list-style-type: none"> <li>● GUSD partnerships are strong with both public agencies and private/non-profit agencies. Highlights of this year's partner activities include:             <ul style="list-style-type: none"> <li>○ Teacher Innovation grant awards from GEF.</li> <li>○ United Way grant award for Lexia reading software licenses.</li> <li>○ Award from City of Goleta of a \$20,000 grant to support crossing guards at school sites within the boundaries of the City of Goleta.</li> <li>○ Bower Foundation's support of the preschool social-emotional intervention. This included funding CALM &amp; IVYP to provide services.</li> <li>○ Sheriff's deputy assisted with safety assessment of all campuses.</li> <li>○ UCSB partnership includes Power of Play, Student Teachers, and translation services.</li> <li>○ Superintendent serves as a Board member for Goleta Education Foundation, Partners in Education, Tri-County Education Coalition, Goleta Valley Cottage Hospital Foundation, IVYP, Goleta Chamber of Commerce, and SELPA JPA.</li> <li>○ Partner meetings were conducted with SBUSD, Hope SD, Montecito SD, Cold Spring SD and Carpinteria USD.</li> <li>○ Superintendent continues membership and service to Goleta Noontime Rotary. Rotary awarded IV PTA with funding for outdoor science camp.</li> <li>○ Explore Ecology serves all nine schools to provide outdoor garden education.</li> <li>○ We have currently conducted 7 Padres Unidos classes. We will will also conduct Padres Adelante classes in a joint effort with GVJH and DPHS to support parents in navigating the school system.</li> <li>○ COAST continues to provide education and practical experiences about transportation to and from school, as well as within the community.</li> </ul> </li> </ul>
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**COMMUNITY INVOLVEMENT**  
**Mid-Year Progress - 2019**

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	<ul style="list-style-type: none"> <li>Ecology</li> <li>o Padres Unidos</li> <li>o Coalition for Sustainable Transportation (COAST)</li> <li>o SB Special Olympics</li> <li>o Safety Town</li> </ul>						<ul style="list-style-type: none"> <li>o Administration participates on Girls Inc. Advisory Committee and South Coast Task Force on Youth Safety</li> <li>o Students successfully participated in Special Olympics this fall.</li> <li>o Safety Town continues to serve our students each summer and plans for next summer’s program has begun.</li> </ul>
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District Goal: Local Resources	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
We will value and encourage community involvement and local control.  LCAP State Priorities 3 & 5	<ul style="list-style-type: none"> <li>● P2 attendance</li> <li>● Chronic absentee</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain or improve</li> </ul>		X			<ul style="list-style-type: none"> <li>● Monthly reports are being provided for each school site indicating students at or near the 10% threshold for chronic absenteeism.</li> <li>● Principals are meeting with parents and students regarding chronic tardiness.</li> <li>● School Nurses are overseeing SST meetings for students with chronic absenteeism due to frequent illnesses.</li> <li>● Community Liaisons meet monthly with Deputy Superintendent and School Social Worker to review chronic absenteeism at each site and to determine if access to outsider services is needed to assist the families in developing a plan for reducing absences.</li> </ul>

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**6. Resource Alignment**

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District Goal: Financial	Indicators	Measures	Significant Progress	Moderate Progress	Minimum Progress	No Progress	Evidence
<p>We will ensure that funds and budget resources are aligned with district goals to remain fiscally solvent and provide high quality services.</p> <p><i>LCFF and LCAP</i></p>	<ul style="list-style-type: none"> <li>● Create and implement a budget assumption process</li> <li>● Fund intervention, MTSS, and all PLC initiatives</li> <li>● Create a plan for use of one-time funds and show alignment to strategic plan and/or LCAP as applicable</li> <li>● Continue supporting staff development</li> <li>● Participation in Get Schools Cooking initiative</li> </ul>	<ul style="list-style-type: none"> <li>● A draft budget assumptions document will be created and an engagement process will be conducted with Trustees.</li> <li>● Interim reports and financial statement at end of the year</li> <li>● A plan for one-time funds will be presented to the Board fall 2018.</li> <li>● Staff development across the district, opportunities for training teachers/staff/leadership</li> <li>● Implement suggested changes as recommended by Get Schools Cooking audit</li> </ul>			X		<ul style="list-style-type: none"> <li>● A draft document of budget assumptions has been developed and will be reviewed by the Board February 6.</li> <li>● Budget development workshop with the Board of Trustees will be scheduled in March.</li> <li>● First interim budget report was board approved in December, and the Second Interim will be brought for approval March 6.</li> <li>● Board approved the plan for spending one-time funds January 23.</li> <li>● Ongoing staff development offered through membership on district committees, NGSS pilot, monthly district PD Days, and two half days in October and January focused on Data literacy and NGSS, respectively.</li> <li>● Report has been issued and a presentation has been made to the Board of two main recommendations (labor and breakfast</li> </ul>

**RESOURCE ALIGNMENT-Financial**  
**Mid-Year Progress - 2019**



**GOLETA UNION SCHOOL DISTRICT**

**STRATEGIC PLAN IMPLEMENTATION MID-YEAR PROGRESS REPORT 2019**

*“Powerful Instruction, Purposeful Individualization, Productive Partnerships, Solid Evidence of Student Success”*

	<ul style="list-style-type: none"> <li>● Ensure budget is in alignment with LCAP actions each year</li> </ul>	<ul style="list-style-type: none"> <li>● LCAP Document approved by Board of Trustees passes SBCEO –SBAS financial review.</li> </ul>					<p>participation). Staff to plan for which specific recommendations to implement and when.</p>
<p>We will align Federal Funding allocations with priorities set in LCAP goals and actions to support supplemental initiatives for EL and SED students</p>	<ul style="list-style-type: none"> <li>● Allocate Federal Funds (Title I and Title III) to school sites and Instructional Services by unduplicated student count as reported in the CONAPP.</li> </ul>	<ul style="list-style-type: none"> <li>● Track budgets by school site and in the CONAPP to ensure Federal funds are being spent properly and aligned with LCAP goals and actions</li> </ul>					<ul style="list-style-type: none"> <li>● CONAPP is completed and budgets for Title funds have been adjusted accordingly.</li> </ul>
<p>We will provide school site funding to support board priorities for CORE programs per <i>LCAP Goal 3</i></p>	<ul style="list-style-type: none"> <li>● Allocate funds to each school site based on student enrollment to support CORE learning programs (Science, Technology, PE, Art, Music)</li> </ul>	<ul style="list-style-type: none"> <li>● Track budget allocations of \$791,855 for 2018-19, by school site in the ESCAPE system to monitor spending in CORE budget areas.</li> </ul>					<ul style="list-style-type: none"> <li>● Site budgets for CORE have been loaded in the budget and are included in monthly tracking reports sent to site administrators.</li> </ul>
<p>We will continue to make contributions to the Deferred Maintenance Fund for facilities maintenance and repair per <i>LCAP Goal 4</i></p>	<ul style="list-style-type: none"> <li>● A transfer from the Unrestricted General Fund of \$225,000 to the Deferred Maintenance Fund will be made annually.</li> </ul>	<ul style="list-style-type: none"> <li>● The GUSD Unrestricted General Fund Budget includes a transfer amount of \$225,000 to the Deferred Maintenance Fund.</li> </ul>					<ul style="list-style-type: none"> <li>● \$225,000 transfer to the Deferred Maintenance Fund was made from the General Fund in January per the Board Approved budget.</li> </ul>

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<p>We will continue to fund the school garden programs per <i>LCAP Goal 3</i></p>	<ul style="list-style-type: none"> <li>● Renew the MOU with Explore Ecology annually to administer the garden education programs at all GUSD schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Include \$40,000 in the Unrestricted General Fund budget</li> <li>● Discuss ways to continue funding for Title I schools' garden program in 2019-20with loss of grant funding from Explore Ecology</li> </ul>					<ul style="list-style-type: none"> <li>● MOU executed and monthly payments are made to Explore Ecology for services provided to support the school garden programs.</li> <li>● Staff met with Explore Ecology to discuss continuation of funding for Title I schools. It is very likely that the SAGE Foundation will continue funding one more year. Any significant change in funding will come in 2020-21.</li> </ul>
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**6. Resource Alignment**

<b>Mission Statement:</b>	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.
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<b>District Goal: Technology</b>	<b>Indicators</b>	<b>Measures</b>	<b>Significant Progress</b>	<b>Moderate Progress</b>	<b>Minimum Progress</b>	<b>No Progress</b>	<b>Evidence</b>
We will enhance and support the integration of technology as a tool for learning in every classroom in the district and utilize technology throughout the organization to improve operations.	<ul style="list-style-type: none"> <li>● Synergy Student Information System Implementation</li> <li>● Review EADMs/ iOEducation vs. Synergy module for which better serves our District as student data/ assessment database</li> <li>● Implement CSBA Online Agenda program</li> <li>● Explore options to digitize personnel records</li> <li>● Explore options to digitize pupil records</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers produce report cards, School Sites enroll new students</li> <li>● Recommendation to Cabinet</li> <li>● Staff and trustees will be able to use CSBA online agenda program.</li> <li>● Present process for digitizing current personnel records at Cabinet</li> <li>● Present process for digitizing current pupil records at Cabinet</li> </ul>			X		<ul style="list-style-type: none"> <li>● Teachers were trained in October to use Synergy to complete report cards. Updates to online enrollment ongoing. TK/K enrollment begins in February, 1st -6th reverification and new enrollment begins April 2nd.</li> <li>● In process of reviewing options with Synergy for possibly using their module of student data management.</li> <li>● Online Board agenda installed and training conducted. Practice round for March with roll-out to be implemented for April Board meeting.</li> </ul>