2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Guadalupe Union School District
CDS Code:	42692030000000
LEA Contact Information:	Name: Emilio Handall, Ed.D Position: Superintendent Phone: (805) 343-2114
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$14,804,037
LCFF Supplemental & Concentration Grants	$3,802,841
All Other State Funds	$1,835,558
All Local Funds	$851,116
All federal funds	$794,180
Total Projected Revenue	$18,284,891

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$18,594,390
Total Budgeted Expenditures in the LCAP	$3,802,841
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,802,841
Expenditures not in the LCAP	$14,791,549

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,515,447
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,768,363

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$252,916

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP include: • Salaries & benefits for certificated staff • Salaries & benefits for classified support staff, Superintendent, Chief Business Official, Board of Trustees • Certificated stipends for leadership and other educational advisory groups • Operational costs for facilities, including utilities and transportation • Contributions to restricted programs, such as Special education • Payment of retirement incentives

LCFF Budget Overview for Parents

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CDS Code: 42692030000000

School Year: 2021-22

LEA contact information:
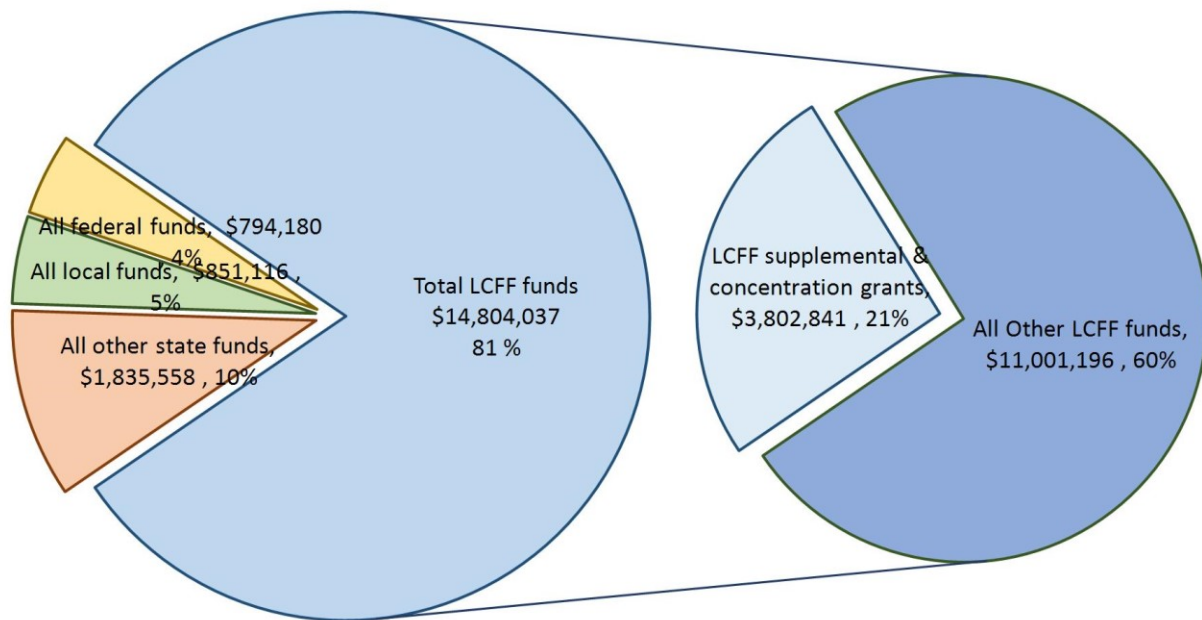
 Emilio Handall, Ed.D

 Superintendent

 (805) 343-2114

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $794,180 4%

All local funds, $851,116 , 5%

All other state funds, $1,835,558 , 10%

Total LCFF funds $14,804,037 81 %

LCFF supplemental & concentration grants $3,802,841 , 21%
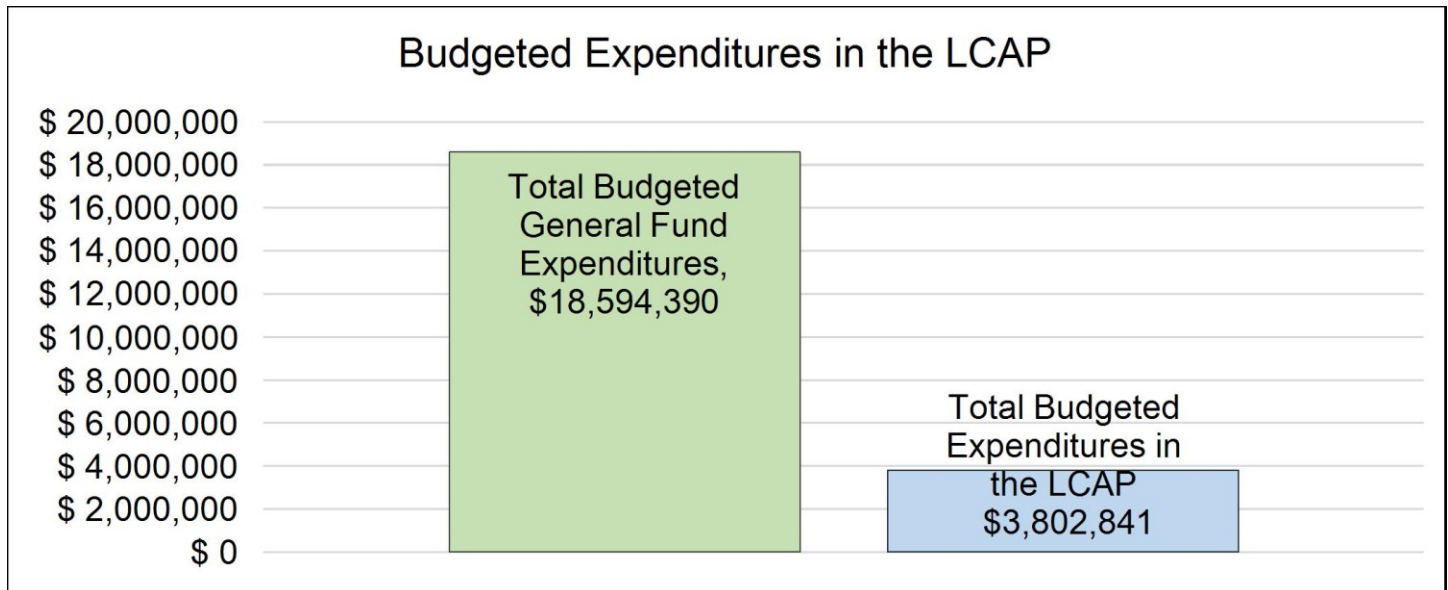
All Other LCFF funds, $11,001,196 , 60%

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

The total revenue projected for Guadalupe Union School District is $18,284,891, of which $14,804,037 is Local Control Funding Formula (LCFF), $1,835,558 is other state funds, $851,116 is local funds, and $794,180 is federal funds. Of the $14,804,037 in LCFF Funds, $3,802,841 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $18,594,390

Total Budgeted Expenditures in the LCAP $3,802,841

This chart provides a quick summary of how much Guadalupe Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Guadalupe Union School District plans to spend $18,594,390 for the 2021-22 school year. Of that amount, $3,802,841 is tied to actions/services in the LCAP and $14,791,549 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

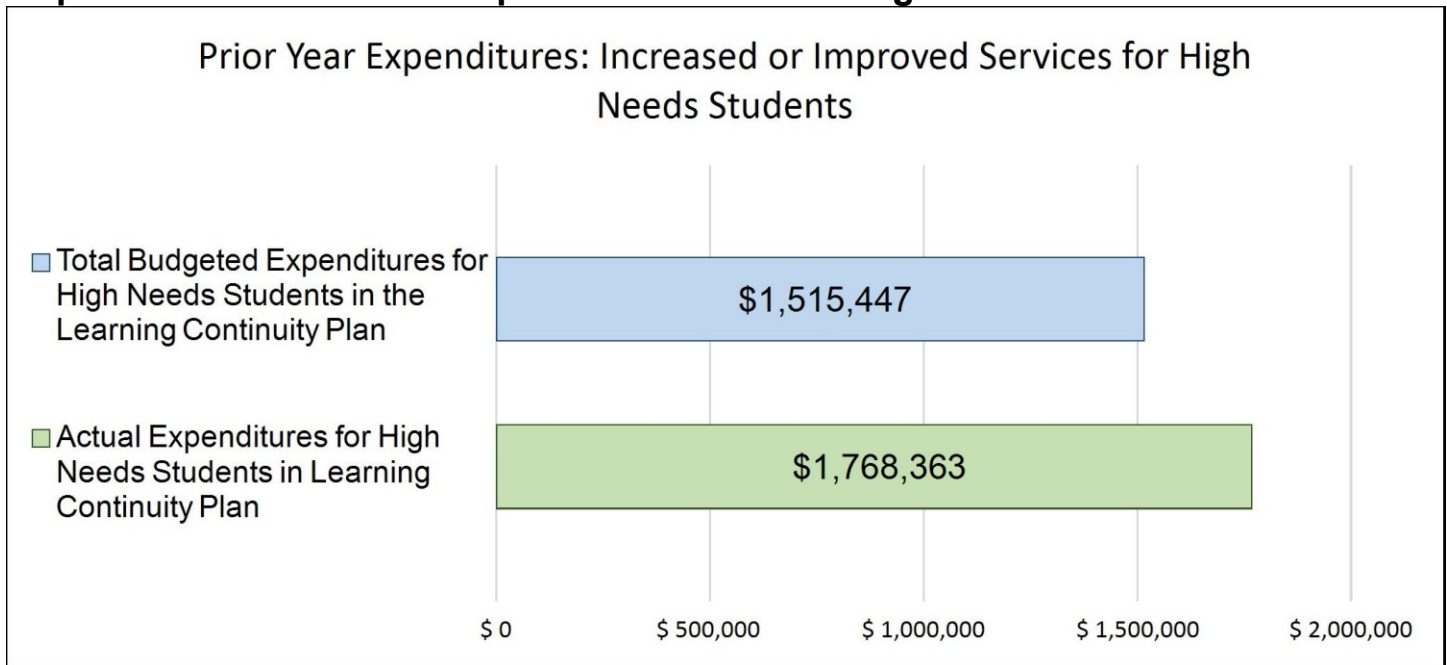General fund expenditures not included in the LCAP include:
- Salaries & benefits for certificated staff
- Salaries & benefits for classified support staff, Superintendent, Chief Business Official, Board of Trustees
- Certificated stipends for leadership and other educational advisory groups
- Operational costs for facilities, including utilities and transportation
- Contributions to restricted programs, such as Special education
- Payment of retirement incentives

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Guadalupe Union School District is projecting it will receive $3,802,841 based on the enrollment of foster youth, English learner, and low-income students. Guadalupe Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Guadalupe Union School District plans to spend $3,802,841 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $1,515,447

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $1,768,363

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Guadalupe Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Guadalupe Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Guadalupe Union School District's Learning Continuity Plan budgeted $1,515,447 for planned actions to increase or improve services for high needs students. Guadalupe Union School District actually spent $1,768,363 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Guadalupe Union School District	Emilio Handall, Ed.D Superintendent	ehandall@gusdbobcats.com (805) 343-2114

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Student Achievement, as measured by State and local targets, will increase.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:
(1) Fully implement English language, math, social studies and science State standards at all grade levels; (2) Provide professional development on student assessments and data analysis to evaluate learning and enhance instructional strategies; (3) Implement specific services to promote the growth of all students.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Points of all students approaching level 3 each year in SBAC English Language Arts as indicated in the California Accountability Dashboard **19-20** District expects that the All Students group will increase out of the Red (Very Low) level to Orange (Low) in ELA Academic Performance on Smarter Balanced. To do this, Buren would need to at least maintain its current level, and McKenzie would need to increase from the Red to Orange levels. **Baseline** District ranked very low, 72.1 points below level 3, with a 12.6 increase for 2015-2016. (orange)	Due to the suspension of CAASPP testing in 2020, we do not have ELA scores. However, Renaissance STAR Reading local assessment data can be used to measure proficiency level percentages using a measure called the STAR Unified Scale Score against California State Benchmarks. As an ELA metric, the following Longitudinal Report graphs represent site-based performance over the past 3 years. Because the measures are different in the absence of 2020 CAASPP results, we are not able to determine if the expectation was met.

Expected	Actual

Metric/Indicator
Points of all students approaching level 3 each year in SBAC math assessment as indicated in the California Accountability Dashboard.

19-20
District expects that the All Students group will increase out of the Red (Very Low) level to Orange (Low) in Mathematics Academic Performance on Smarter Balanced.
To do this, Buren would need to at least maintain its current level, and McKenzie would need to increase from the Red to Orange levels.

Baseline
District ranked very low, at 105.1 points below level 3 with a 12.4-point increase for 2015-2016. (orange)

Due to the suspension of CAASPP testing in 2020, we do not have Math scores.

However, Renaissance STAR Reading local assessment data can be used to measure proficiency level percentages using a measure called the STAR Unified Scale Score against California State Benchmarks. As a Mathematics metric, the following Longitudinal Report graphs represent site-based performance over the past 3 years.

Because the measures are different in the absence of 2020 CAASPP results, we are not able to determine if the expectation was met.

Expected	Actual

Expected	Actual
Metric/Indicator Points of the district's English Learners, ELs, approaching level 3 each year in SBAC ELA as indicated in the CA Accountability Dashboard. **19-20** District expects that the English Learner group will maintain or increase out of the Red (Very Low) level to Orange (Low) in ELA Academic Performance on Smarter Balanced. **Baseline** District ranked very low, at 101 points below level 3 with a 21.7-point increase for 2015-2016.	Due to the suspension of ELPAC testing in 2020, we do not have ELA scores for English Learners.
Metric/Indicator Points of the district's English Learners, ELs, approaching level 3 each year in SBAC math as indicated in the CA Accountability Dashboard. **19-20**	Due to the suspension of ELPAC testing in 2020, we do not have Math scores for English Learners.

Expected	Actual
District expects that the English Learner group will maintain or increase out of the Red (Very Low) level to Orange (Low) in Mathematics Academic Performance on Smarter Balanced. **Baseline** District ranked very low, at 124.9 points below level 3 with a 20.8-point increase for 2015-2016.	
Metric/Indicator Appropriate Teacher Credential **19-20** Maintain 100% rate. **Baseline** 100% of teachers had appropriate credentials.	MET: The rate of appropriate teacher credentialing was maintained at 100% for the 2019-20 school year. **Misassigned Credentials** | Location	2018-19	2019-20	2020-21
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Mary Buren Elementary	0	0	0
Kermit McKenzie Intermediate	0	0	1
GUSD	-	-	1	
Metric/Indicator Williams Textbook Sufficiency **19-20** Maintain textbook sufficiency. **Baseline** District has sufficient textbooks for all students.	MET: As a result of the site evaluation completed by the Santa Barbara County Education Office on September 3, the following item(s) were identified: Facilities: No items to resolve Instructional Materials: No items to resolve Textbook sufficiency was maintained for the 2019-20 School Year.
Metric/Indicator California Standards aligned curriculum	MET: Newly adopted California Standards aligned curriculum is in place for K-5 English and Spanish Language Arts and English Language

Expected	Actual
19-20 District will adopt and staff will implement the addition of ELA/ELD curriculum in Grades TK-5 and K-8 History-Social Studies, so that all grades have California Standards aligned curriculum in these content areas. **Baseline** ELA and Math curriculum align with the new California standards.	Development. New standards-aligned History-Social Studies instructional materials were also provided K-8. Implementation efforts will continue into the 2021-22 school year.
Metric/Indicator English Learner Progress Rate **19-20** Percentage of students performing above Level 3 (Moderately Developed) on the ELPAC will increase by 2% from the current 62.3%. **Baseline** District-wide 54.1 students made one year of progress.	Due to the suspension of ELPAC testing in 2020, we do not have EL Progress scores for English Learners that determine whether this expectation was met or not. However, we do have the following achievement as a result of participation in the optional Summative ELPAC make-up assessment window from the Fall of 2020. The optional 2020 Fall Summative ELPAC assessment window was applied to students who had a high likelihood of earning a qualifying Overall Proficiency Level 4 for the purpose of Reclassification (RFEP) consideration. Students with a 3 or higher from the 2019 Summative ELPAC were administered the optional Fall Summative. Of the 40 students in this group, 5 students (12.5%) dropped a level between 2019 and 2020, 28 (70%) maintained their former level, and 7 (17.5%) increased a level. From this information on a small subset of English Learners, we can determine that the expected growth in annual progress was not met.
Metric/Indicator EL Proficiency Rate **19-20** Percentage of students performing at Level 4 (Well Developed) on the ELPAC will increase by 2% from the current 23.3%. Level 4 has been selected to mirror the CDE reclassification criteria for proficiency.	MET, under special circumstances: Due to the suspension of ELPAC testing in 2020, we do not have EL Proficiency Rate for all English Learners. However, the results for students who were able to complete the 2019-20 Summative ELPAC prior to the COVID-19 school closure were used for reclassification consideration. Additionally, students who scored an Overall Proficiency of at least a Level 3 in the 2018-19 Summative ELPAC, participated in the Optional 2019-20

Expected	Actual
Baseline 20.3% for the less than 5 year cohort and 44% for LTELS, Long Term English Learners.	Summative ELPAC Administration in the Fall of 2020 in order to collect data in support of the reclassification criteria on English Proficiency. The 2018-19 Summative Assessment results show that of the 567 students tested, 63 (11.1%) performed at a Level 4 Overall Proficiency Level. Of the subgroup of 85 students who participated in the Optional 2019-20 Summative ELPAC Administration in the Fall of 2020, 13 (15.3%) performed at a Level 4 Overall Proficiency Level, The percentage of students achieving Level 4 (Well Developed) increased by 4.2%.
Metric/Indicator Implementation of Standards **19-20** Standards in Mathematics, ELA/ELD, and History-Social Studies will be measured by implementation of California approved, standards-aligned instructional materials. Scope and sequence, lesson delivery, program-based interim and benchmark assessments, and district Renaissance (STAR Early Literacy, STAR Reading, and STAR Math) benchmark assessments. Progress toward Next Generation Science Standards implementation will take place in the form of professional development and progress toward identification of new instructional materials. **Baseline** Math and Language Arts task forces at the elementary level and have created school wide benchmarks for both. We also have departmental PLCs at the intermediate level working on implementation of standards aligned curriculum. WE use districtwide AVID strategies to help students achieve standard.	MET: Standards aligned instructional materials for Language Arts, ELD, Mathematics, and History-Social Studies have been implemented throughout and since the 2019-20 school year. Scope and Sequence, Unit and weekly planning practices, program based and district benchmark assessments monitor implementation and standards attainment. Progress toward implementation of the Next Generation Science Standards (NGSS) took place through professional development in Grades K-5, and a pilot of instructional materials in Grades 7 & 8. The pilot was interrupted by the COVID-19 school closures, and was reinitiated in the Fall of 2020 for Grades 6-8.
Metric/Indicator EL access to core standards	MET: Due to COVID-19 school closures and actions taken by the California Department of Education, the requirement to deliver and

Expected	Actual
19-20 Maintain access to core courses for all EL students. **Baseline** All EL students have access to the courses of math, social studies, science, ELA and PE.	assess Physical Education was waived during the Spring of the 2019-20 school year. Otherwise, access to all core courses for all English Learners, including Newcomers, Migrant, Long-Term, and At Risk of Becoming Long-Term English Learners has been maintained, and is monitored through master scheduling in Aeries, our student information system (SIS).
Metric/Indicator EL access to ELD standards **19-20** Access to ELD Standards will be maintained through the delivery and integration of daily Designated and Integrated ELD instruction. **Baseline** ELD standards are integrated into core content and EL courses	MET: English Learner access to ELD standards continues to be an area of focus and support, and is measured by the delivery and monitoring of daily Designated and Integrated ELD instruction in all grade levels.
Metric/Indicator 8th grade students receiving less than a 2.0 GPA. **19-20** Increase the number of 8th Grade students receiving a 2.0 cumulative GPA or higher by 2. **Baseline** 23 students received less than a 2.0 GPA.	NOT MET: The number of 8th graders receiving a 2.0 cumulative GPA has not increased. In the 2018-19 Baseline year, 121 students (83%) received a GPA of 2.0 or higher, 23 did not. In 2019-20, 115 students (74%) received a GPA of 2.0 or higher, 41 did not. The percentage decreased by 9% points. The actual number of students receiving a 2.0 or higher decreased by 6.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Maintain competitive salary schedules with neighboring districts, to appropriately assign fully credentialed teachers in all subject areas to provide the best pedagogy available to students. This includes providing preliminary credential holders with an induction program mentor to support progress toward the acquisition of a CLEAR credential.	1000/3000 Base $5,097,468 1000/3000 Special Education $510,900 Teacher Induction Program Mentor 5000-5999: Services And Other Operating Expenditures Base 20,000 1000/3000 Education Protection Acct $570,970 Not Applicable Not Applicable 0	1000/3000 General Fund - Unrestricted $4,447,247 1000/3000 Special Education $795,487 Science teacher, Mary Buren - Peattie Science Grant 1000/3000 Other $65,159 1000/3000 Education Protection Acct $510,160 1000/3000 Supplemental and Concentration $450,144 TOSA - Migrant Program 1000/3000 Other $60,864 TOSA - Cal Poly Teacher Quality Program 1000/3000 Other $88,532
#2 14.78 FTE instructional support positions in Special Education, DBE and kindergarten will assist with lower achieving students. The IAs provide additional support by working with small groups within the classroom to allow the teacher more time to flexibly group and deliver personalized support and instruction to students.	2000/3000 Supplemental and Concentration $188,366 2000/3000 Special Ed - IDEA $150,133 2000/3000 Special Education $363,802 2000/3000 Mental Health $41,668 2000/3000 Education Protection Acct $36,464 2000/3000 Title I $0	2000/3000 Supplemental and Concentration $7,629 2000/3000 Special Ed - IDEA $158,419 2000/3000 Special Education $282,911 2000/3000 Mental Health $39,047 2000/3000 General Fund - Unrestricted $79,361 2000/3000 Title I $30,469 2000/3000 Title III $89,982 2000/3000 Title II $30,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#3 1.0 FTE district certificated Librarian and two 1.0 FTE Library Media Specialists support learning and access to printed literature. Weekly library visits and information resource lessons provided students additional skill development, as well as enabling grade level professional collaboration among teachers.	1000/3000 Supplemental and Concentration $112,567 2000/3000 Supplemental and Concentration $95,930 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000	1000/3000 Supplemental and Concentration $111,062 2000/3000 Supplemental and Concentration $94,681 Software for library services. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,752
#4 Removed	Not Applicable Not Applicable $0	$0
#5 2.0 FTE Instructional leadership positions (AP and TOSA/Dean of Students) help promote student attendance, positive behavior/restorative practices, and daily operations to support overall instructional program and student learning.	1000/3000 Supplemental and Concentration $127,855 1000/3000 Base $152,714	1000/3000 Supplemental and Concentration $133,381 1000/3000 Supplemental and Concentration $153,903
#6 Enrich the core ELA and math instructional programs through supplemental resources, such as but not limited to: Renaissance, Lexia, Dreambox, School City, Scholastic News, Mystery Science, Rosetta Stone, Social Studies Weekly, HWOT. The use of supplemental materials will be streamlined and reduced as a result of adopting a new comprehensive ELA/ELD program and instructional materials.	4000-4999: Books And Supplies Supplemental and Concentration $249,500 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $27,902 4000-4999: Books And Supplies Lottery - Restricted $50,500 5000-5999: Services And Other Operating Expenditures Lottery - Restricted $25,000 5000-5999: Services And Other Operating Expenditures Lottery $6,725 5000-5999: Services And Other Operating Expenditures Title I $7,905	4000-4999: Books And Supplies Supplemental and Concentration $237,523 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0 4000-4999: Books And Supplies Lottery - Restricted $505 5000-5999: Services And Other Operating Expenditures Lottery - Restricted $0 5000-5999: Services And Other Operating Expenditures Lottery $0 Lexia 5000-5999: Services And Other Operating Expenditures Title I $22,300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title III $7,000	4000-4999: Books And Supplies Title III $0 Instructional Materials Funding Realignment Program (IMFRP) 4000-4999: Books And Supplies Other $170,136
#7 The Assistant Superintendent coordinates all instructional programs and assessment systems across Grades TK-8. Facilitation of Curriculum Council and Academic Task Forces (ELA/Literacy, Math, DBE/DLI, Technology, ASES) assessed current performance levels, staff and student needs, coordinated improvement efforts, data analysis, and piloting of CA core standards aligned instructional materials. Services and programs for unduplicated students, family and community engagement, English Learner programs, and LCAP oversight, participation in and the delivery of professional development related to state and federal funding, accountability and compliance issues, local assessment and data collection, and coordination of services are supervised and provided by this position. ASES and Technology staff are supported and supervised through this position.	Certificated Salaries 1000/3000 Supplemental and Concentration $192,253 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7,200	1000/3000 Supplemental and Concentration $194,661 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $13,534
#8 Removed - These are important functions of the base program for Special Education services. As they do not principally support unduplicated pupils, this action has been removed.	Not Applicable Not Applicable 0 Not Applicable $0	$0 $0
#9 1.0 FTE psychologist will work with Student Study Teams (SST), Professional Development and Crisis Prevention Intervention, and to additionally serve students in crisis.	1000/3000 Supplemental and Concentration $144,452	1000/3000 Supplemental and Concentration $129,564
#10 Student truancies, suspensions, and expulsions are monitored by the Director of Pupil Services and supported Special Education and Health Services staff. Additionally, the Director oversees the instructional program for Students with Disabilities with interaction with the SELPA office, and participates in professional development to maintain up-to-date information.	1000/3000 Supplemental and Concentration $119,059 1000/3000 Special Education $50,956 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7,200	1000/3000 Supplemental and Concentration $68,940 1000/3000 Special Education $0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,647

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#11 1 FTE intervention teacher provide tiered intervention services for students in need of strategic or intensive intervention in ELA. Progress monitoring provided targeted instruction, remediation, and reteach opportunities in coordination with the classroom teachers.	1000/3000 Supplemental and Concentration 126,054	Position was not filled in 2019-20 1000/3000 Supplemental and Concentration $0
#12 Offer Summer Academy (TK-K) program that is focused on instruction and experiences to develop social and early education skills to prepare students for the upcoming school year.	1000/3000 Supplemental and Concentration $9,768 2000/3000 Supplemental and Concentration $11,384 4000-4999: Books And Supplies Supplemental and Concentration $977 1000/3000 Title I $20,100 2000/3000 Education Protection Acct $4,914	1000/3000 Supplemental and Concentration $47,833 2000/3000 Supplemental and Concentration $0 4000-4999: Books And Supplies Supplemental and Concentration $0 1000/3000 Title I $0 2000/3000 Education Protection Acct $0
#13 Removed - any form of professional development toward the practice of instructional rounds will occur in the form of informal learning on the part of site administration at no cost for at least this year.	$0	$0
#14 After school tutoring will be offered to students through voluntary teacher identification. Teachers will select groups of students from their own class and/or grade levels to provide additional instruction, remediation, reteach, or extension activities in a small group, after school setting based on interim and benchmark ELA and Math assessment data.	1000/3000 Title I $0 1000/3000 Supplemental and Concentration $14,330	1000/3000 Title I $0 No program after March 2020 due to COVID-19 closure. 1000/3000 Supplemental and Concentration $5,158
#15 Provide professional development to ensure full implementation of SBE approved ELD instruction (TK-8) .	1000/3000 Supplemental and Concentration $5000 4000-4999: Books And Supplies Supplemental and Concentration $0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $15,000	1000/3000 Supplemental and Concentration $0 4000-4999: Books And Supplies Supplemental and Concentration $0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Title IV $8,480
#16 Ongoing professional development in AVID/SDAIE strategies will be provided at the district, site, grade, and individual teacher levels, as planned and supervised by our AVID Coordinator, to ensure successful implementation of effective, research-based pedagogy and practices in all core content areas.	Objects 1000/3000 Certificated Salaries 1000/3000 Supplemental and Concentration $23,869 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,800	1000/3000 Supplemental and Concentration $25,970 No conferences in Summer 2020 due to COVID-19 restrictions. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $126
#17 Removed – action is included in Goal 1, Action 14	See 1.14	
#18 Removed – included in Goal 1 Action 6	n/a	
#19 Removed – No dollar amounts budgeted for this action	Not applicable n/a	
#20 Removed -See Action 16		
#21 Removed	Not applicable	
#22 Removed – included within the instructional day.	Not applicable	
#23 Removed	Not applicable	
#24 Removed	Not applicable	
#25 Three off-calendar professional learning days dedicated to supporting unduplicated pupils.	1000/3000 Supplemental and Concentration $426,631 Duplicated in Goal 1 Action 1 1000/3000 Special Education $0	1000/3000 Supplemental and Concentration $0 1000/3000 Special Education $0
#26 Two FTE staff members will allow teachers additional collaboration time to address the needs of unduplicated students.	1000/3000 Supplemental and Concentration $238,854	1000/3000 Supplemental and Concentration $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 restrictions and limitations, the following actions were not implemented:
1. Action 11, additional intervention position was not filled in 2019-20 due to ongoing restructuring of district and school systems to focus on preventative support structures in alignment with the Multi-Tiered System of Supports (MTSS).
2. Action 14, afterschool tutoring, did not occur for the entire year as it was suspended during the March-June COVID-19 school closure.
3. Actions 15 and 16, having to do with professional development were either not held or postponed due to COVID travel and social distancing guidelines.

Some funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff by expanding additional supports for migrant education, a dedicated teacher to support NGSS, and to services for improved teacher quality through a partnership with Cal Poly University.

All other Actions and Services under Goal 1 were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some Actions and Services were suspended due to Spring 2020 COVID-19 school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pre-COVID, significant efforts were being made to establish a strong foundational implementation of new K-5 Language Arts and Designated ELD curriculum. Professional development, coaching, instructional and assessment planning was underway in attempts to increase our ability to provide a high quality standards-aligned program. The same was happening in both our English and Spanish biliteracy programs. School attendance was satisfactory.

The impacts of COVID presented extreme challenges in our ability to deliver core instruction, as the shift to fully remote distant learning took place. K-5 Instructional staff had just begun to get acquainted with the new curriculum and all its components as it pertained to in-person delivery when they were forced to rapidly learn and apply strictly digital versions. Support in the form of professional development and collaboration was strained given the shelter in place and local restrictions enacted by federal, state, and local health guidelines as the world dealt with the pandemic.

In spite of those extreme challenges, some successes were found in our ability to maintain full staffing, without a reduction to certifcated or classified instructional staff. Our librarian and Science specialist transitioned the delivery of their subject matter in innovative ways that allowed a continuation of service to students. Our PE teachers provided content applicable to distant learning, and also played an integral role in implementing new Social Emotional curriculum across TK-8th Grade supporting student lessons and staff collaboration in SEL. Our Instructional Support Assistants (ISAs) were able to continue supporting teachers, students, and families throughout the transition to remote teaching and learning. Further, access to digital supplemental programs aided the implementation of our distance learning program, particularly during times of asynchronous learning. The ways in which daily attendance were measured and recorded changed once in distance learning, which posed a challenge to data entry and tracking within our Student Information System (Aeries). And finally, the ability to offer and support our traditional Migrant Summer Academy and Special Education Extended School Year (ESY) programs were impacted by the restrictions to in-person instruction. A distance learning version was carried out with success, which is testimony to the dedication and perseverance of students, staff, and our GUSD families.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 61.3% of responders indicated that they felt adequate progress was made on this goal.

Goal 2

School environment will be well maintained, sustainable, safe, welcoming and used by the community.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	(1) Ensure clean, adequate and safe facilities; (2) Coordinate training for all staff to monitor student and staff safety; (3) Provide staffing to promote a positive and productive learning environment for the whole-child.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of 5th grade students that feel very safe at school as measured by the California Healthy Kids Survey, CHKS, every other year. **19-20** Using the California Healthy Kids Survey (CHKS), increase the percentage of 5th grade students reporting that they feel safe at school "All or Most of the Time" from 80% to 85% and increase the percentage of 7th graders in the same response categories from 50% to at least 80%. **Baseline** 80% of 5th grade students feel safe or very safe at school. **Metric/Indicator** Percentage of 5th grade students that report high levels of caring relationships with an adult at school as measured by the CHKS every other year. **19-20** Using the California Healthy Kids Survey (CHKS), increase the percentage of 5th grade students reporting that there are caring	NOT MET: 69% of all 7th Grade students reported that they feel safe at school "All" or "Most of the Time". Although the target of 80% was not met, there was significant increase from the prior 2018-19 survey, which reported 50%. NOTE: Because GUSD remained in Distance Learning for all of the 2020-21 school year, there is an absence of 5th grade CHKS data pertaining to safety in school. The module on perceptions of school violence, victimization, and safety were only applicable to in-person and hybrid learning models. NOT MET: 5th grade students who reported that there are caring adults at school "most" or "all" of the time decreased from 81% to 70%. NOT MET: Although the target to increase the percentage from 46.6% to at least 70% for 7th grade students was not met, a significant increase was noted. 67% of 7th grade students reported that the

Expected	Actual
adults at school (average reporting "Yes, most of the time" or "Yes, all of the time") from 81% to 85%. For 7th grade students, increase the percentage of students responding that there are caring adults at school (average reporting "Pretty" or "Very" Much True) from 46.6% to at least 70%. **Baseline** 68% of 5th grade students report high levels of caring relationships at school.	statement of having caring adults at school was "pretty" or "very much" true.
Metric/Indicator Percentage of faculty reporting feelings of safe environment on the CHKS, staff survey every other year. **19-20** Using the California Schools Staff Survey (CSSS) component of the CHKS, increase the percentage of staff reported that they "Strongly Agree" or "Agree" that the school is a safe place for students from 80% to 85%. Also, increase the percentage of staff reported that they "Strongly Agree" or "Agree" that the school is a safe place for staff from 83% to 85%. **Baseline** Not used as metric.	NOT MET: The target related to increasing the percentage of staff that feel the school is a safe place for students was not met. The percentage remained at 80%, with 40% of staff reporting that they "Strongly Agree" and 40% reporting "Agree". MET: The target related to increasing the percentage of staff that feel the school is a safe place for staff was met, and actually exceeded expectation. The total percentage increased from 83% to 100%, with 40% reporting that they "Strongly Agree" and 60% reporting "Agree".

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 The Operations Department maintains safe, clean and inviting facilities and provide appropriate transportation.	Classified Salaries 2000/3000 Education Protection Acct $562,040	2000/3000 General Fund - Unrestricted $545,327 On-going and Major Maintenance 2000/3000 General Fund - Unrestricted $237,034

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		4000-4999: Books And Supplies Education Protection Acct $94,618 4000-4999: Books And Supplies General Fund - Unrestricted $14,953 4000-4999: Books And Supplies Lottery - Unrestricted $6,506 On-going and Major Maintenance 4000-4999: Books And Supplies General Fund - Unrestricted $40,158
#2 15 Campus Safety Supervisors ensure a safe and welcoming learning environment for students. Crossing guards ensure safe student travel to and from school.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $140,458 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $42,833 2000/3000 Education Protection Acct $19,300	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $34,258 2000/3000 Supplemental and Concentration $153,245 2000/3000 Education Protection Acct $15,704
#3 Transportation services, such as fuel, vehicles, repairs, etc. keep students and staff safe.	Classified Salaries 2000/3000 Education Protection Acct $96,391 4000-4999: Books And Supplies Education Protection Acct $13,000 5000-5999: Services And Other Operating Expenditures Education Protection Acct $26,470	Bus drivers 2000/3000 Education Protection Acct $95,791 Supplies 4000-4999: Books And Supplies Education Protection Acct $4,610 Maintenance and repairs 5000-5999: Services And Other Operating Expenditures Education Protection Acct $16,523

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Rental of van to transport homeless students residing outside the district. 5000-5999: Services And Other Operating Expenditures Title I $5,426
		Transportation of students in Migrant Academy 2000/3000 Title I $935
		Purchase of van for student transportation 6000-6999: Capital Outlay General Fund - Unrestricted $32,491
		Driver for transporting homeless students residing outside the district. 2000/3000 Title I $2,486
		Car seat for transporting homeless student. 4000-4999: Books And Supplies Title I $63
#4 Removed - General campus surfaces will be maintained throughout the District as referenced in Action 1.	Not Applicable Not Applicable 0	
#5 Two full time outreach consultants assist with discipline and attendance issues.	Classified Salaries 2000/3000 Supplemental and Concentration $113,305	2000/3000 Supplemental and Concentration $113,190
#6 Steps to Respect, K-5 and Second Step, 7-8, anti-bullying program and positive behavior programs improve discipline and positive school relationships.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $18,090	Speaker service at KM; Safe School Conference, Family Services Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $54,556
#7 Not applicable.	See 1.17	
#8 Boys and Girls Club and People's Self Help will provide staff for ASES programs.	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures After School Education and Safety (ASES) $120,910	Expenditures After School Education and Safety (ASES) $114,197
#9 ASES will purchase district adopted New State standard aligned supplemental materials to support student academic achievement.	4000-4999: Books And Supplies After School Education and Safety (ASES) $4,390	4000-4999: Books And Supplies After School Education and Safety (ASES) $0
#10 Removed	Not Applicable	
#11 Add 1.0 FTE PE teacher at Kermit McKenzie Intermediate School to provide physical education for additional students (5th grade) to allow professional collaboration around meeting the needs of unduplicated students.	Certificated Salaries 1000/3000 Supplemental and Concentration $191,202	1000/3000 Supplemental and Concentration $190,162
#12 Removed	Not applicable $0	$0
#13 Remove - This action is included in 2.2	$0 $0	$0 $0
#14 Student Resource Officer (SRO) collaborates with the school district to provide additional school safety supports and ensure a safe learning environment.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $42,580	Department of Justice Tobacco Use Prevention Grant 5800: Professional/Consulting Services And Operating Expenditures Other $42,868
#15 Removed - Action is included in 2.2	$0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 restrictions and limitations, the following actions were not implemented:
1. Action 2, Crossing Guards and Campus Safety were suspended during school closures
2. Action 3, transportation services - as services were suspended in March of 2020
3. Action 8, ASES program was suspended during school closures

Some funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff by expanding social emotional learning programs and counseling support services. Transportation services and improvements to related equipment were increased to enable safe and reliable transport to homeless, migrant, and other high needs students.

All other Actions and Services under Goal 2 were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some Actions and Services were suspended due to Spring 2020 COVID-19 school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pre-COVID, steady success was experienced in all actions and services related to this goal. General operations and maintenance of facilities, grounds, and equipment were underway with typical upkeep and plans for scheduled projects. The ASES program was providing afterschool care at two locations serving both school sites.

Challenges experienced by COVID affected this goal in the requirements to custodial staff with regard to cleaning and sanitizing practices. New protocol, Personal Protective Equipment (PPE), social distancing, health screenings, etc. posed immediate challenges to former operations and management.

Success include the phenomenal ways in which personnel experienced changes to daily duties during the transition, adapting to new requirements and regulations. The ASES program, once allowable under state and local health guidelines, modified and increased their program to be able to offer increased venues as distance learning centers, providing a safe place for students to receive supervised access to the remote learning program including reliable internet connectivity. This continued to provide an incredible level of service and support throughout the remainder of the school year.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 77.6% of responders indicated that they felt adequate progress was made on this goal.

Goal 3

Student Participation in technology related College & Career Ready (CCR) and 21st Century Skills programs will increase.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	(1) Maintain a One to Web device environment with appropriate staffing to support student access to the internet and learning software applications; (2) District-wide access to high-speed internet; (3) Provide professional development on strategies to enhance the use of technology as a teaching tool.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase student access to computers based on number of computers supplied to classrooms, library and lab. **19-20** Sustain 1: Web ratio **Baseline** 764 computers	MET: The 1:1 Student to Device ratio has been sustained, and computers are supplied to all Preschool - Grade 8 students, teachers, computer labs, libraries, and afterschool/distance learning centers.
Metric/Indicator Technology based project **19-20** Not applicable this year **Baseline** Students produce projects based on teacher design	N/A: No specific funding or other resources were applied to technology-based projects this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Networking configurations ensure that the internet provider's maximum bandwidth is available for student, staff, and family use.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $15,207 5000-5999: Services And Other Operating Expenditures Education Protection Acct $83,795	5900: Communications Supplemental and Concentration $15,527 5900: Communications Education Protection Acct $41,016 5900: Communications General Fund - Unrestricted $1,200
#2 Maintenance to servers, access points, switches, etc. guarantee that successful access to the wireless environment on all devices was maintained. This assures that the internet gets out into learning/work spaces for staff and student use.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $79,951 5000-5999: Services And Other Operating Expenditures Base $20,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $39,454 5000-5999: Services And Other Operating Expenditures Base $0 4000-4999: Books And Supplies Supplemental and Concentration $1,691
#3 1.0 FTE Technology Support position assists students and staff in support of the district's 1:Web implementation. Professional development is also provided for this position to maintain up-to-date knowledge and expertise on all things related to technology use.	Classified Salaries 2000/3000 Supplemental and Concentration $95,764 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,871	2000/3000 Supplemental and Concentration $95,654 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,119
#4 All classrooms and shared learning spaces meet the district approved minimum acceptable technology standard. This includes maintenance, replacement, upgrades, and increase of classroom equipment and supplies such as power cords, computer carts, covers, and monitoring apps.	4000-4999: Books And Supplies Supplemental and Concentration $18,600 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $55,530	4000-4999: Books And Supplies Supplemental and Concentration $13,666 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $28,093

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Lottery - Unrestricted $14,500	4000-4999: Books And Supplies Lottery - Unrestricted $0
#5 Removed		
#6 Maintain the purchase plan for a 1:Web environment, including leases for Chromebooks and other devices.	4000-4999: Books And Supplies Supplemental and Concentration $45,000	4000-4999: Books And Supplies Supplemental and Concentration $37,455
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0
	1:1 Device Leases 7438-7439 Debt Service Principal and Interest 7000-7439: Other Outgo Supplemental and Concentration $131,931	7000-7439: Other Outgo Supplemental and Concentration $152,499
#7 Sustain computers maintain the 1:Web technology plan through lab supplies, replacement parts, repairs, and other general expenses.	4000-4999: Books And Supplies Supplemental and Concentration $5,000	4000-4999: Books And Supplies Supplemental and Concentration $1,657
#8 Professional development for staff to advance our 1:Web initiative by increasing teacher capacity to lead and design instructional activities whereby students use the technology available for deeper critical thinking, problem solving, and communicative learning tasks.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0
	1000/3000 Supplemental and Concentration $5,000	1000/3000 Supplemental and Concentration $0
		Computer Lab On-line Curriculum 4000-4999: Books And Supplies Supplemental and Concentration $3,595

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The duration of some Actions and Services, such as professional development, were suspended due to Spring 2020 COVID-19 school closures.

Some funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff by expanding technology equipment and programming such as curriculum to build digital citizenship and literacy.

All other Actions and Services under Goal 3 were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to COVID, our actions and services to achieve this goal were successful and focused on incremental upgrades/improvements to ensure sustainability for the 1:1 student device initiative and technology vision for the district.

COVID forced extreme challenges to our instructional Technology (IT) Dept, and community based capacities to support the demand needed for distance learning. Fortunately, we were already a district that had a device assigned to every student. The challenge was in distributing those in grades Preschool - 5th grade, as they were not previously used at home. To the amazing credit of our internal teams, students and families received their remote learning devices, log in information, technical support, and access to digital content within the first two weeks of the school closures. The second wave of challenge came in trying to coordinate internet access and connectivity to the hundreds of homes that did not formerly have it. Through initial rounds of working with local internet providers, some families were able to connect for temporary, low or no cost internet service, but this was complicated by communication and technological barriers, not to mention the complexities of eligibility, housing parameters, and the challenges of attempting to serve as liaison within varying terms of service and family limitations. Ultimately, through district-sponsored distribution and service provisions of portable wifi hotspots, more and more families were able to establish connectivity and access to the remote learning program. We are all grateful for the efforts of our IT Dept, teachers, site and district support staff, and admin and the tremendous role they played in distributing student devices, wifi hotspots, communications, and technical support that allowed continuity to our education program and ability to engage our learners.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 80.0% of responders indicated that they felt adequate progress was made on this goal.

Goal 4

Student understanding and demonstration of positive societal values will increase.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement)
Local Priorities:	(1) Utilize programs and strategies to promote character development; (2) Provide and promote student participation in athletic, educational, and/or visual and performing arts programs; (3) Provide presentations and field trips to expand student knowledge of local and culturally diverse communities.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism **19-20** Based on the CA Schools Dashboard, we will decrease our Chronic Absenteeism rate for All Students from 10.6% to the current state rate of 9%. For the SWD subgroup, we will decrease our rate from 21% chronically absent to the current state rate of 15.1% **Baseline** 89: Kermit McKenzie Intermediate School 135: Mary Buren Elementary School	Due to the impacts of COVID-19 related school closures, local data from our student information system (Aeries) was used to report the following: MET: The target for Chronic Absenteeism for ALL STUDENTS was met, as the rate was decreased to 3.1% - well below the target state rate for chronic absenteeism. The target for Chronic Absenteeism for STUDENTS WITH DISABILITIES was also met, as the rate decreased to 5%.
Metric/Indicator Attendance Rate **19-20** Using the reporting for P2 2019-20, we will increase our attendance rate to at least 96%. **Baseline**	MET: In 2019-20, our districtwide attendance rate was 95.01% according to the Aeries Monthly Attendance Summary or Month 8 (Feb-Mar). For 2020-21, our districtwide attendance rate was 97.39%, which reflects an increase of 2.38%.

Expected	Actual
We had a 96.1% districtwide attendance rate.	
Metric/Indicator Disciplinary Referrals **19-20** As reported by Aeries inquiry, the percentage of total disciplinary referrals, including all coding for administrative actions, will decrease by at least 10% at both sites. **Baseline** 26: KMJS 39:MBES	At Mary Buren, the target was met. The decrease in disciplinary referrals exceeded 10% from 2018-19 (76 referrals) to 2019-20 (27 referrals). Due to a change in Aeries entry at KMIS to provide additional detail regarding dispositions and subsequent actions, the data from 2018-19 and 2019-20 differ in reporting categories. In 2019-20, "Administrative Actions" were recorded in the following Aeries coding: • "Conference with an Administrator" • "Behavior Contract" • "Check In/Check Out" Historically, a "referral" was generated after 3 incidence of the same offense. In order to remain consistent for reporting, the 3 incidence rule was applied to the 2019-20 Aeries coding, whereby 3 incidences of the same type would equate to 1 referral. Under this formula, KMIS had 37 disciplinary referrals in 2019-20. The target was met, as there was a decrease in referrals from 53 to 37 - which exceeded 10%.
Metric/Indicator Suspension and Expulsions **19-20** Based on the CA Schools Dashboard, the percentage of All Students suspended at least once in a given school year will decline from 3.8% to 3.5%, which matches the state average. For SWD, we will decrease from 8.3% to at least 6.8%, the state average. **Baseline** 36 Suspensions: MBES 89: Suspensions: KMJS	CA Dashboard Data: PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year. For more information about the impact of COVID-19 on data reporting for the 2019–20 academic year, please visit the CDE COVID-19 and Data Reporting webpage. MET:

Expected	Actual
1 Expulsion: KMJS	CA Dashboard/CDE DataQuest Suspension Data: 2018-19 ALL Students - 5.2% District Suspension Rate, 71 unduplicated count of students suspended. Buren 10 unduplicated count of students suspended; 1.3% rate. KMIS 61 unduplicated count of students suspended; 10% rate. SWD - 9.4% District Suspension Rate, 12 unduplicated count of students suspended. Buren 1 students suspended; 1.4% rate. KMIS 11 students suspended; 20.4% rate. CDE DataQuest Data: 2019-20 ALL Students - 2.2% District Suspension Rate, 30 unduplicated count of students suspended. Buren 3 unduplicated count of students suspended; 0.4% rate. KMIS 27 unduplicated count of students suspended; 4.6% rate. SWD - N/A, To protect student privacy, the report filtering capability for "Students with Disabilities" and "Program Subgroups" filters is disabled on the state Discipline Reports MET: CA Dashboard/CDE DataQuest Expulsion Data: See tables below

Expected	Actual
	Buren Elementary Suspensions:

Report Totals 2018-19 BUREN Suspensions: ALL

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Mary Buren Elementary	748	17	10	1.3%	90.0%	10.0%
Guadalupe Union Elementary	1,360	95	71	5.2%	80.3%	19.7%
Santa Barbara County	71,006	3,907	2,530	3.6%	71.4%	28.6%
Statewide	6,329,883	354,516	219,446	3.5%	70.0%	30.0%

Report Totals 2018-19 BUREN Suspensions: SWD

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Mary Buren Elementary	73	1	1	1.4%	100.0%	0.0%
Guadalupe Union Elementary	127	17	12	9.4%	75.0%	25.0%
Santa Barbara County	8,589	1,120	599	7.0%	62.4%	37.6%
Statewide	821,050	101,181	52,440	6.4%	60.0%	40.0%

Report Totals 2019-20 BUREN Suspensions: ALL

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Mary Buren Elementary	755	3	3	0.4%	100.0%	0.0%
Guadalupe Union Elementary	1,339	41	30	2.2%	70.0%	30.0%
Santa Barbara County	70,857	2,538	1,722	2.4%	73.5%	26.5%
Statewide	6,306,934	233,753	154,718	2.5%	72.7%	27.3%

Buren Elementary Expulsions:

Report Totals 2018-19 Buren Expulsions

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Mary Buren Elementary	748	0	0	0.0%
Guadalupe Union Elementary	1,360	0	0	0.0%
Santa Barbara County	71,006	44	44	0.06%
Statewide	6,329,883	5,236	5,191	0.08%

Report Totals 2019-20 Buren Expulsions

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Mary Buren Elementary	755	0	0	0.0%
Guadalupe Union Elementary	1,339	0	0	0.0%
Santa Barbara County	70,857	27	27	0.04%
Statewide	6,306,934	3,263	3,245	0.05%

Kermit McKenzie Intermediate Suspensions:

Report Totals 2018-19 KMIS Suspensions: All

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Kermit McKenzie Intermediate	612	78	61	10.0%	78.7%	21.3%
Guadalupe Union Elementary	1,360	95	71	5.2%	80.3%	19.7%
Santa Barbara County	71,006	3,907	2,530	3.6%	71.4%	28.6%
Statewide	6,329,883	354,516	219,446	3.5%	70.0%	30.0%

Report Totals 2018-19 KMIS Suspensions: SWD

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Kermit McKenzie Intermediate	54	16	11	20.4%	72.7%	27.3%
Guadalupe Union Elementary	127	17	12	9.4%	75.0%	25.0%
Santa Barbara County	8,589	1,120	599	7.0%	62.4%	37.6%
Statewide	821,050	101,181	52,440	6.4%	60.0%	40.0%

Report Totals 2019-20 KMIS Suspensions: ALL

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Kermit McKenzie Intermediate	584	38	27	4.6%	66.7%	33.3%
Guadalupe Union Elementary	1,339	41	30	2.2%	70.0%	30.0%
Santa Barbara County	70,857	2,538	1,722	2.4%	73.5%	26.5%
Statewide	6,306,934	233,753	154,718	2.5%	72.7%	27.3%

Report Totals 2019-20 KMIS Suspensions: SWD

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Kermit McKenzie Intermediate	62	8	5	8.1%	60.0%	40.0%
Guadalupe Union Elementary	148	8	5	3.4%	60.0%	40.0%
Santa Barbara County	8,604	787	442	5.1%	63.6%	36.4%
Statewide	815,964	70,626	39,681	4.9%	63.3%	36.7%

Kermit McKenzie Intermediate Expulsions:

Report Totals 2018-19 KMIS Expulsions

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Kermit McKenzie Intermediate	612	0	0	0.0%
Guadalupe Union Elementary	1,360	0	0	0.0%
Santa Barbara County	71,006	44	44	0.06%
Statewide	6,329,883	5,236	5,191	0.08%

Report Totals 2019-20 KMIS Expulsions

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Kermit McKenzie Intermediate	584	0	0	0.0%
Guadalupe Union Elementary	1,339	0	0	0.0%
Santa Barbara County	70,857	27	27	0.04%
Statewide	6,306,934	3,263	3,245	0.05%

Metric/Indicator	MET:
Middle School drop-out rates will remain at 0.	The Middle School drop-out rate has remained at 0.

Expected	Actual
19-20 Maintain 0 drop-outs at KMIS, as reported by CDE's DataQuest. **Baseline** 0: KMJS	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 AVID district-wide, including AVID Excel for EL students, increases access to core curriculum.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,499	District AVID membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $9,149
#2 Expand and enrich current before-school, in school and after-school programs (VAPA, digital media, reading club and athletics), to include possible partnerships with non-profit and community agencies and the Migrant Education Program for programs and staffing.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $22,852
#3 Contract with SMJUHSD for a before school band class at KMIS to include direct services to students and travel to and from the school site.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $20,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $18,387
#4 1.0 FTE ASES Coordinator provides extended day enrichment and academic experiences for students at three locations.	Classified Salaries 2000/3000 After School Education and Safety (ASES) $61,945 2000/3000 Supplemental and Concentration $37,399	2000/3000 After School Education and Safety (ASES) $32,000 2000/3000 Supplemental and Concentration $73,217
#5 Removed	Not applicable	
#6 Attendance incentive program supplies are offered to improve attendance. Efforts include regular public presentations of site-level attendance records and parent notification. Training on increased methods to improve attendance including outreach, communication, and follow-up (locally and through the SARB process) will take place this year.	4000-4999: Books And Supplies Supplemental and Concentration $2,000	4000-4999: Books And Supplies Supplemental and Concentration $1,224

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#7 Removed	Not applicable	
#8 Maintain health services staffing @ 1 FTE Certificated Registered Nurse and 2 Health Aides (1 0.75 FTE and 1 0.50 FTE).	1000/3000 Supplemental and Concentration $124,472 2000/3000 Supplemental and Concentration $35,342 Medi-Cal 2000/3000 Other $15,763.27	1000/3000 Supplemental and Concentration $139,456 2000/3000 Supplemental and Concentration $41,135 Medi-Cal 2000/3000 Other $15,381 Medi-Cal Billing Service 5000-5999: Services And Other Operating Expenditures Other $16,054
#9 The Director of Pupil Services promotes academic achievement by overseeing the instructional program for Students with Disabilities (SWD), additionally monitoring student attendance, truancy, behavior referrals, suspensions, and expulsions. Also, supervising and supporting Special Education and Health Services staff.	Duplicate Expenditure from Goal 1.10 $0	$0
#10 Increase student understanding and demonstration of positive societal values through the implementation of programs such as Step to Respect, Second Steps, and restorative justice practices. Also part of Goal 2.	4000-4999: Books And Supplies Supplemental and Concentration $75	Student behavior incentives at Kermit McKenzie 4000-4999: Books And Supplies Supplemental and Concentration $666

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff by increases to restorative justice practices and student behavior motivations. Some technical changes took place in billing for health services.

All other Actions and Services under Goal 4 were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some Actions and Services were suspended due to Spring 2020 COVID-19 school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pre-COVID, efforts on attendance, behavior referrals, suspensions and expulsions, and middle school drop-out rates were resulting in continued improvements and success. Specific analysis and monitoring of the rates for Students with Disabilities (SWD) were underway, and showing progress, as this was an area of great concern and need for improvement in recent years. AVID courses for 7th/8th grade students were offered in support of a successful pathway that would feed into their high school experience toward college readiness. Ongoing attention to enrichment and extra-curricular opportunities were being pursued and coordinated with local community partners and programs.

Many of these factors were significantly changed by COVID, such as behavior referrals, suspensions, and expulsions. The absence of having students physically on campus naturally reduced incidences and the need for intervention. Likewise, extra-curricular and enrichment opportunities were negatively impacted by the nature of shelter in place and social distancing protocols.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 78.7% of responders indicated that they felt adequate progress was made on this goal.

Goal 5

Parents, schools, and community will work as partners to ensure students reach their full potential as global leaders of tomorrow.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
Local Priorities:	(1) Supply guidance and instruction to parents and families on methods that promote academic achievement; (2) Provide support opportunities for parent and family social and school community-building events; (3) Provide multiple methods of communication toparents and guardians regarding academic progress and school activities.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase parent enrollment in GED, Parenting and Technology courses. **19-20** Continue to offer, and increase attendance at, parent classes offered on a range of topics to inform and equip families as partners in the education of their children. Increase the participation of parents of Students with Disabilities at these learning events. **Baseline** 190 enrolled parents Jan.-May.	In the fall of 2019, 25 parents received certificates of completion for their participation in the parent education classes on "Preventing and Changing Destructive Adolescent Behavior". Also in the fall of 2019, 30 parents attended an ELPAC training workshop. In the Winter of 2020, 30 parents attended the Padres Adelante (MALDEF Parent-School Partnership) classes.
Metric/Indicator Increase parent attendance at DELAC meetings **19-20** Apply increased efforts to recruit, train, and support parent participation in both ELAC and DELAC. Increase parent attendance by at least 5 parents on each committee. **Baseline** Not collected	An increase in parent participation in DELAC was supported by the combination of meetings and participant attendance between DELAC, Migrant Education Program Parent Advisory Council, and Title III information sessions.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 A media consultant provides information to the public, parents, and community on school achievements and events, including partnerships with The Dunes Center, Barajas Foundation, and the Elks Rodeo as means to improve and increase services to unduplicated students.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $4,200	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,400
#2 Offer classes for parents focused on the theme of parents as partners and leaders to assist in supporting their children academically, parenting, understanding of the California educational system, technology, health and wellness, etc. This may include FSA/CALM Services and other partnerships with local and regional agencies.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $50,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $50,000 2000/3000 Supplemental and Concentration $1,139 4000-4999: Books And Supplies Supplemental and Concentration $4,124 5800: Professional/Consulting Services And Operating Expenditures Title I $11,280
#3 Removed - See Action 5.2	$0 – Refer to 5.2	
#4 Removed - See Action 5.2	See 5.2	
#5 Removed - See Action 5.2	See 5.2	
#6 Removed	Not Applicable	
#7 N/A	Not applicable	
#8 2.0 7 hour/day Community Liaisons I increase student attendance and family communication.	2000/3000 Supplemental and Concentration $48,374 2000/3000 Title I $39,523	2000/3000 Supplemental and Concentration $78,669 2000/3000 Title I $0
#9 2.0 8 hour/day Community Liaisons II increase student attendance and family communication.	2000/3000 Supplemental and Concentration $106,401	2000/3000 Supplemental and Concentration $88,201
#10 Diversity Training for All Staff		Opening Doors-Cultural Proficiency / Diversity Training 4000-4999: Books And Supplies Title II $4,522

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Opening Doors: Cultural Proficiency / Diversity Training 5800: Professional/Consulting Services And Operating Expenditures Title II $6,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 restrictions and limitations, the following actions were not fully implemented:
- Action 2, parenting classes were suspended in March of 2020

Some funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff by expanding FSA/CALM community agency services and through diversity training, resources, professional learning supports for all employees.

All of the Actions and Services under Goal 5 were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some Actions and Services were suspended due to Spring 2020 COVID-19 school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pre-COVID attempts to increase parent participation were seeing success results, with continued and increased attendance in parent classes, positive repetition of attendance to new offerings, committees, information sessions, etc.

Unfortunately, the challenges imposed by COVID and the restrictions to in-person options reduced some prior offerings, and/or brought forth an unexpected end to parent programs previously scheduled. There were, however, some unexpected positive effects of COVID that - once internet connectivity and basic technological functioning were established - it was easier and more convenient to meet with parents and families remotely via video conferencing than previously experienced when needing to make arrangements for in person meetings.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 78.7% of responders indicated that they felt adequate progress was made on this goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Actions to protect and safeguard staff, students, and visitors include PPE, protective barriers, hand-washing stations, sanitizing and cleaning supplies, custodial training, signage and information to post for appropriate social distancing, furniture and structures to provide use of outdoor learning spaces. Additionally, storage facilities and moving expenses to allow for increased space between individuals in closed settings. Finally, extra hours for increased parent trainings, parent-teacher support sessions, and related supports are included.	$360,491	360491	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the actions and services related to our in-person instructional offerings were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some actions and/or services were delayed or suspended due to the changing COVID circumstances and continued school closures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

N/A
GUSD remained in distant learning throughout the 2020-21 school year.

However, 72.2% of responders indicated that they felt adequate progress was made toward continuity of our learning program and the preparations for in-person instructional offerings, according to the feedback provided by our GUSD LCAP Stakeholder Survey,

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing, monitoring, and sustaining an effective distance learning program include many actions and services spanning the areas defined above. In order to ensure continuity of instruction, communication tools such as Zoom, Google Voice, and SeeSaw were added. Internet hotspot devices and connectivity services were needed and continue to be addressed based upon frequent surveying of student household needs. Significant increases and upgrades to student and teacher computer devices were needed to provide adequate connections and usability in our new video/audio reliant environments. Additional technology equipment such as secondary monitors for teachers, device stands, earbuds with microphones for students, and document cameras were needed for efficient, effective delivery of virtual instruction. Digital content, assessments, tutoring, and monitoring of Special Education services provide continuity and enhanced services in these times of distance learning. Bilingual programs, communication, and interpretation services provide equitable access to services and district offerings. Professional Development specific to distance learning and virtual teaching includes Google certification, coaching and consultation by core curricular program publishers, and time for self-paced, self-directed participation in virtual learning modules, trainings, and webinars. Changes and additions to personnel include training for PE staff to increase their support of Social-Emotional Learning, Instructional Assistant professional development for ELPAC Administration in lieu of outside, contracted language examiners, and additional hours for a Health Aide.	$678,749.00	678749	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All of the actions and services related to our distance learning program were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some actions and/or services were delayed or suspended due to the changing COVID circumstances and continued school closures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As shared in the 2019-20 LCAP update, the impacts of COVID presented extreme challenges in our ability to deliver core instruction, as the shift to fully remote distant learning took place. K-5 Instructional staff had just begun to get acquainted with the new curriculum and all its components as it pertained to in-person delivery when they were forced to rapidly learn and apply strictly digital versions. Of course, this required an incredible draw on our technology resources, including the devices, equipment, internet connectivity, community engagement, and the personnel to support it. The demand placed on our systems, staff, students and families posed challenges and obstacles never before faced by any educational organization. An additional challenge to our ability to support came in the limited form of professional development and collaboration given the strains of the shelter in place and local restrictions enacted by federal, state, and local health guidelines as the world dealt with the pandemic.

In spite of those extreme challenges, some successes were found in our ability to maintain full staffing, without a reduction to certifcated or classified instructional staff. Our instructional Technology (IT) Dept, admin, teachers, site and district support staff played a tremendous role in distributing student devices, wifi hotspots, communications, and technical support that allowed continuity to our education program and ability to engage our learners. Our librarian and Science specialist transitioned the delivery of their subject matter in innovative ways that allowed a continuation of service to students. Our PE teachers provided content applicable to distant learning, and also played an integral role in implementing new Social Emotional curriculum across TK-8th Grade supporting student lessons and staff collaboration in SEL. Our Instructional Support Assistants (ISAs) were able to continue supporting teachers, students, and families throughout the transition to remote teaching and learning. Further, access to digital supplemental programs aided the implementation of our distance learning program, particularly during times of asynchronous learning. The ways in which daily attendance were measured and recorded changed once in distance learning, which posed a challenge to data entry and tracking within our Student Information System (Aeries). New terms and systems of monitoring student engagement with distant learning had to be developed, communicated to staff and families, and implemented on a daily/sometimes hourly basis. And finally, the ability to offer and support our traditional Migrant Summer Academy and Special Education Extended School Year (ESY) programs were impacted by the restrictions to in-person instruction. A distance learning version was carried out with success, which is testimony to the dedication and perseverance of students, staff, and our GUSD families.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 73.4% of responders indicated that they felt adequate progress was made on this goal.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to identify and implement strategies to address pupil learning loss, a complete and thoughtful battery of assessments is needed. Additional digital assessments were included for mathematics in Grades TK-5 as well as the introduction of an online virtual, bilingual tutoring service. Special Education assessments and digital tracking tools ensure progress monitoring and evaluation of student achievement, growth, and need. Concentrated efforts to take advantage of newly available assessments of pupil learning and progress within existing programs and subscriptions is also underway, for example Renaissance Curriculum Based Measures (CBM), Schoolzilla Starter, Smarter Balanced Interim Assessments, and ELPAC Practice tests. The addition of intersession learning academies for the times when school is not in session, such as the Thanksgiving, Winter, and Spring breaks will help address any pupil learning needs throughout the year.	$60,320.00	$60,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All of the actions and services related to pupil learning loss were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some actions and/or services were delayed or suspended due to the changing COVID circumstances and continued school closures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 60.8% of responders indicated that they felt adequate progress was made on this goal.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 69.2% of responders indicated that they felt adequate progress was made on this goal.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 68.8% of responders indicated that they felt adequate progress was made on this goal.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

According to the feedback provided by our GUSD LCAP Stakeholder Survey, 87.4% of responders indicated that they felt adequate progress was made on this goal.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Second Step Social Emotional Learning curriculum for all grades has been purchased. Implementation will be supported by professional development, parent education and involvement, support from the PE Dept, collaboration and alignment of support and counseling services, and instructional planning time for teachers. 1 additional counselor has been added to staff to increase services and support to students in need.	$82,037.00	$82,037	Yes
Pupil Engagement and Outreach	Childcare services and supervised learning centers provide support to families in need of support during regular school hours. A dedicated program Coordinator provides oversight, direction, and staff/family support for these services, including coordination and collaboration with partners throughout the Guadalupe community. Used Supplemental & Concentration, ASES, Coronavirus Relief (CRF) and Elementary & Secondary Relief (ESSER I) funds.	$329,981.00	$583,086	Yes
School Nutrition	Continuation of breakfast and lunch services have remained consistent throughout the COVID school closures and summer intersession. Meal services have addressed and responded to large and small scale needs in order to offer nutritional meals to district, and even out-of-district students. Some actions related to communications, preparation, and tracking of meal distributions require additional costs (i.e. postage for mailing student meal cards).	$3,869.00	$4,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Most of the actions and services related to our distance learning program were implemented, with varying funding source adjustments (i.e. Title funds, grants, COVID relief, etc.). The duration of some actions and/or services were delayed or suspended due to the changing COVID circumstances and continued school closures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Success and challenges experienced by and with students, family, and staff have helped identify focused goals for the coming year. The identification of targeted services and actions, input from stakeholders, and reflections on the lessons learned have been set forth in the 2021-24 LCAP.
Examples include a continued need for professional development, especially in the areas of implementation of our core curricular programs, identification of multi-tiered systems of support (MTSS), progress monitoring, and social emotional learning. Increased actions and services that will add more inclusive practices between Special Education and General Education have been identified in the new LCAP. We know that we have built new technological skills as an overall community and will leverage that with students, families, staff, and across our systems to maximize the capacity that was built during this extensive distance learning period. We understand the importance of family engagement and outreach and will invest in actions and services that continue to support critical partnerships. A clearly stated emphasis on the advancement of language proficiency with our students who are adding English (English Learners/ELs) has been added to our LCAP 2021-24 in hopes of improving our supports and increasing our reclassification rates. And one final example is the very targeted focus on increasing and improving enrichment and extra-curricular opportunities for students upon our return to campus.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP through the Identification and improved implementation of metrics such as formative and progress monitoring assessment tools and practices. Improvements include reorganized structures for data teaming among both General Education and Special Education staff to be able to collaborate and plan according to performance data on the students they serve. Additional professional development and support structures will be put in place to ensure this collaborative process. Additional staff will help with the identification and interventions needed for students who struggle and/or benefit from more flexible learning options, such as those recommended by the Universal Design for Learning framework. Additional training and resources to support social emotional needs are included in the LCAP, Zones of Regulation and continued equity/cultural proficiency trainings and implementation structures will be in place.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences have been described in the preceding individual sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

While COVID affected our ability to collect and analyze many of the metrics traditionally used to reflect on student outcomes, we were able to highlight and rely on local measures in different ways which afforded expanded opportunities to inform the development of the 21-22 through 23-24 LCAP. Based on these impacts and the analysis of our successes and challenges through 2019-20 and 2020-21, the following metrics continue to inform and improve our planned actions toward our main goal areas:

1. Academic Achievement and Pupil Outcomes-
Renaissance STAR quarterly assessment data for Early Literacy, Reading, and Math (in both English and Spanish, according to participation in our bilingual programs)
Curriculum based, standards aligned formative and benchmark assessment data and program monitoring practices
High quality professional development and feedback to teachers and students on instructional implementation of our literacy initiative
English Learner progress indicators and reclassification rates
Implementation of multi-tiered systems of support and the practices to enhance implementation, such as inclusion and UDL principles

2. Environment and Basic Learning Conditions:
Student Attendance, Engagement, and Interventions monitoring as collected and reported in Aeries (SIS)

3. Climate and Engagement
Implementation of social emotional needs practices and services, including implementation fo Second Step curriculum and internal coordination of service referrals
Parent & family outreach and engagement opportunities
Enrichment offerings and participation

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan
Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	11,811,281.27	11,425,150.00
	0.00	0.00
After School Education and Safety (ASES)	187,245.00	146,197.00
Base	5,290,182.00	0.00
Education Protection Acct	1,413,344.00	778,422.00
General Fund - Unrestricted	0.00	5,397,771.00
Lottery	6,725.00	0.00
Lottery - Restricted	75,500.00	505.00
Lottery - Unrestricted	14,500.00	6,506.00
Mental Health	41,668.00	39,047.00
Not Applicable	0.00	0.00
Other	15,763.27	458,994.00
Special Ed - IDEA	150,133.00	158,419.00
Special Education	925,658.00	1,078,398.00
Supplemental and Concentration	3,616,035.00	3,148,948.00
Title I	67,528.00	72,959.00
Title II	0.00	40,522.00
Title III	7,000.00	89,982.00
Title IV	0.00	8,480.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	11,811,281.27	11,425,150.00
	0.00	0.00
1000/3000	8,264,474.00	7,617,683.00
2000/3000	2,124,208.27	2,401,607.00
4000-4999: Books And Supplies	410,542.00	637,672.00
5000-5999: Services And Other Operating Expenditures	674,346.00	220,015.00
5800: Professional/Consulting Services And Operating Expenditures	205,780.00	305,440.00
5900: Communications	0.00	57,743.00
6000-6999: Capital Outlay	0.00	32,491.00
7000-7439: Other Outgo	131,931.00	152,499.00
Not Applicable	0.00	0.00
	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	11,811,281.27	11,425,150.00
		0.00	0.00
	Not Applicable	0.00	0.00
1000/3000	Base	5,250,182.00	0.00
1000/3000	Education Protection Acct	570,970.00	510,160.00
1000/3000	General Fund - Unrestricted	0.00	4,447,247.00
1000/3000	Other	0.00	214,555.00
1000/3000	Special Education	561,856.00	795,487.00
1000/3000	Supplemental and Concentration	1,861,366.00	1,650,234.00
1000/3000	Title I	20,100.00	0.00
2000/3000	After School Education and Safety (ASES)	61,945.00	32,000.00
2000/3000	Education Protection Acct	719,109.00	111,495.00
2000/3000	General Fund - Unrestricted	0.00	861,722.00
2000/3000	Mental Health	41,668.00	39,047.00
2000/3000	Other	15,763.27	15,381.00
2000/3000	Special Ed - IDEA	150,133.00	158,419.00
2000/3000	Special Education	363,802.00	282,911.00
2000/3000	Supplemental and Concentration	732,265.00	746,760.00
2000/3000	Title I	39,523.00	33,890.00
2000/3000	Title II	0.00	30,000.00
2000/3000	Title III	0.00	89,982.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	4,390.00	0.00
4000-4999: Books And Supplies	Education Protection Acct	13,000.00	99,228.00
4000-4999: Books And Supplies	General Fund - Unrestricted	0.00	55,111.00
4000-4999: Books And Supplies	Lottery - Restricted	50,500.00	505.00
4000-4999: Books And Supplies	Lottery - Unrestricted	14,500.00	6,506.00
4000-4999: Books And Supplies	Other	0.00	170,136.00
4000-4999: Books And Supplies	Supplemental and Concentration	321,152.00	301,601.00
4000-4999: Books And Supplies	Title I	0.00	63.00
4000-4999: Books And Supplies	Title II	0.00	4,522.00
4000-4999: Books And Supplies	Title III	7,000.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Base	40,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Education Protection Acct	110,265.00	16,523.00
5000-5999: Services And Other Operating Expenditures	Lottery	6,725.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery - Restricted	25,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	16,054.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	484,451.00	151,232.00
5000-5999: Services And Other Operating Expenditures	Title I	7,905.00	27,726.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	8,480.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	120,910.00	114,197.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	42,868.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	84,870.00	131,095.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	11,280.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	6,000.00
5900: Communications	Education Protection Acct	0.00	41,016.00
5900: Communications	General Fund - Unrestricted	0.00	1,200.00
5900: Communications	Supplemental and Concentration	0.00	15,527.00
6000-6999: Capital Outlay	General Fund - Unrestricted	0.00	32,491.00
7000-7439: Other Outgo	Supplemental and Concentration	131,931.00	152,499.00
Not Applicable	Not Applicable	0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	9,278,170.00	8,557,567.00
Goal 2	1,390,969.00	1,815,101.00
Goal 3	583,149.00	433,626.00
Goal 4	310,495.27	369,521.00
Goal 5	248,498.00	249,335.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$360,491.00	$360,491.00
Distance Learning Program	$678,749.00	$678,749.00
Pupil Learning Loss	$60,320.00	$60,000.00
Additional Actions and Plan Requirements	$415,887.00	$669,123.00
All Expenditures in Learning Continuity and Attendance Plan	$1,515,447.00	$1,768,363.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$360,491.00	$360,491.00
Distance Learning Program	$678,749.00	$678,749.00
Pupil Learning Loss	$60,320.00	$60,000.00
Additional Actions and Plan Requirements	$415,887.00	$669,123.00
All Expenditures in Learning Continuity and Attendance Plan	$1,515,447.00	$1,768,363.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Guadalupe Union School District	Emilio Handall, Ed.D Superintendent	ehandall@gusdbobcats.com (805) 343-2114

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Guadalupe Union School District (GUSD) is a TK-8 district located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The City of Guadalupe is in Santa Barbara County and has a population of approximately 7,000 residents. Guadalupe lies in the rural farming section of the greater Santa Maria Valley, with agriculture as the largest industry in and around the city.

The district's mission states that "The Guadalupe Union School District will provide each student the academic, social, and technological skills that will prepare them for a successful high school experience. In collaboration with parents and community, we will assist our students in becoming independent thinkers, lifelong learners, college and career oriented, and responsible, productive members of society." There are two school sites in the district: Mary Buren Elementary School hosts approximately 724 students in Preschool through Grade 4, and Kermit McKenzie Intermediate School has 565 students in Grades 5-8.

2019-20 Census Day Enrollment for the district was 1,289 students. which has remained fairly steady for the past several years. The unduplicated count of English Learner, Low-Income, and Foster Youth students is 1144, 88.75% of the student population. 52% of students are English Learners, most having Spanish as their primary language and a small number (2.6%) of students with Mixteco as their heritage language. The rate of students who were Reclassified Fluent English Proficient in 2020-21 is 10.3%, slightly above the Santa Barbara County average (8.8%) and the average across the state (7.5%). GUSD proudly offers a growing bilingual dual language immersion program in grades K-8, advancing English and Spanish biliteracy and biculturalism.

Reflections: Successes

Due to the COVID-19 pandemic, state law (Senate Bill 98) has suspended the reporting of state and local indicators on the 2020 Dashboard. Furthermore, data typically reported on the California Schools Dashboard, such as the College/Career Measures and Graduation Rate Reports do not apply to our TK-8 student population.

In lieu of the Dashboard, local data has been used and reviewed to identify successes and/or progress in the following areas: Early Literacy Foundations, English Language Arts, Math, Spanish Language Arts, and climate surveys.

Reflections: Identified Need

According to the review of local data, significant progress is needed in overall academic achievement. Continued, and increased gaps in literacy development, language arts and math performance, English language acquisition, and English Learner Reclassification rates persist and require intensive steps to address these needs.

LCAP Highlights

The effects of the COVID-19 pandemic have served as a spotlight to help focus the district's LCAP on the most effective resources and research-based practices to meet our goals. A reorganization of goal areas, targeted actions, and strategic services has provided an efficient approach to serving the needs of our district community.

Key features include a focus on three overarching goal areas: Academic Achievement, Basic Conditions of Learning, and Climate, Involvement & Environment. Each of these encompass a number of specific actions to achieve desired progress and outcomes in the coming year. Areas of emphasis were identified through a process of ongoing reflection and stakeholder input as we endured the many challenges brought about by the COVID-19 pandemic and its impact on our school systems. Resources and areas of support for our highest needs subgroups were identified, strategic instructional practices and professional development were implemented, and the barriers associated with technology and remote learning were brought to the forefront. The resulting implications for immediate and future services are woven throughout this LCAP in effort to support each and every member of the GUSD community.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Before finalizing the LCAP, stakeholder engagement played a key role in the identification of progress noted and progress needed in multiple aspects of past and current experiences. Stakeholder surveys, community meetings and information sessions, and ongoing correspondence with parents/family members, certificated & classified staff and their respective bargaining units, principals and district administration, Santa Barbara County Special Education Local Plan Area (SBCSELPA), students, and community partners took place throughout the spring of 2020 and the 2020-21 school year. Across all stakeholder groups, representation from Special Education, English Learners, Homeless & Foster Youth, and SocioEconomically Disadvantaged Students (parents, staff, and students) were included in meetings, forums, and surveys.

Specifically for the purpose of developing the LCAP, additional stakeholder conversations and presentations took place at committee meetings such as GUSD Curriculum Council, DELAC/Migrant Parent Advisory Council, public School Board meetings, LCAP Stakeholder Subgroup meetings, and community LCAP forums. A community wide LCAP Stakeholder survey was conducted in April of 2021 to collect input for the 2019-20 LCAP annual update, the 2020-21 Learning Continuity Plan update, and the upcoming 2021-24 LCAP.
MEETING DATES-
LCAP Stakeholder Subgroup Committee: 2/23/21, 3/9/21, 5/3/21, 5/25/21
GUSD Community Stakeholder Zoom: 4/28/21
Curriculum Council: 2/18/21, 3/18/21, 4/15/21, 5/20/21
Migrant Education Program Parent Advisory Council: 3/16/21, 4/20/21
DELAC: 9/15/20, 3/16/21, 5/18/21
Board Meeting presentations: 2/10/21, 3/10/21, 4/15/21, 5/12/21, 6/9/21

We have also conducted our first large scale student LCAP survey. In student-friendly terms, students were asked to rate and comment on aspects of our 2021-24 LCAP goal areas that are of most interest and relevance to them. Approximately 500 students in Grades 3-8 completed the survey, with an average range of 200-300 individual comments submitted in each of the three sections: Academic Achievement, Environment and Learning Conditions, and Climate and Engagement. The data will be reviewed over the summer and shared for site and district analysis early into the 2021-22 school year. Based upon initial observation and feedback from teachers who were present before/after students completed the survey, there was a general appreciation and liking by students in being given the opportunity to share their input.

Continual evaluation of the input during this COVID-19 schools closure and distant learning period has provided crucial information, insight, and perspective on the needs and services that bring support and/or barriers to student learning and overall success. The collective experience and the expectations of anticipated needs as a result, play a significant factor in the identification of goals, focus areas, actions and services to be included and emphasized in the 2021-24 LCAP.

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

In late April/Early May, GUSD conducted a district- and community-wide survey for the 2021-24 LCAP via Google Form. The survey was presented in both English and Spanish, and was publicized via district and school communications, website and social media postings, printed notification with digital QR code access, and throughout committee and subgroup meetings. For Migrant Education Program and DELAC family input, group administration and Zoom meeting polling provided collective input into the survey.

80 responses were submitted and the stakeholder feedback provided by the survey is summarized below. The results were shared and evaluated during multiple subsequent stakeholder meetings:

1. Feedback on progress made on LCP Goals during the 2020-21 School Year

 A. 73.4% of responses indicated satisfactory levels of progress made in the area of our Distance Learning Program

 B. 60.8% of responses indicated satisfactory levels of progress made in the area of our Pupil Learning Loss

 C. 69.2% of responses indicated satisfactory levels of progress made in the area of our Mental Health and Social

 Emotional Well-Being

 D. 68.8% of responses indicated satisfactory levels of progress made in the area of our Parent & Family Engagement

 and Outreach

 E. 87.4% of responses indicated satisfactory levels of progress made in the area of our School Nutrition Program

 F. 72.2% of responses indicated satisfactory levels of progress made in the area of our Continuity of Learning/

 Preparations for In-Person Instructional Offerings

2. Feedback on progress needed in 2021-22, correlated to the three goal areas of the 2021-24 LCAP

 A. 83.5% of responses indicated medium to high levels of progress needed in the area of Academic Achievement and

 Pupil Outcomes

 B. 74.7% of responses indicated medium to high levels of progress needed in the area of Environment and Basic

Learning Conditions

C. 83.5% of responses indicated medium to high levels of progress needed in the area of Climate and Engagement

A summary of all narrative, written comments collected in the survey can be reviewed
https://drive.google.com/file/d/18hIDLBvIkxQnvQlaCj9GLLI_xHGd_MER/view?usp=sharing.

Strengths, challenges, and needs were analyzed for their consideration and inclusion in the LCAP, according to alignment to goal areas, allocation of Supplemental and Concentration grant funds for actions and services in support of unduplicated students, and priority of needs.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP that were influenced by specific stakeholder input were:
1. Allocations to increase the number of classified and certificated personnel in the coming years to provide improved attention, services, and support to students, families, and staff.
2. High-quality professional development in support of strengthening research-based, standards aligned instructional delivery with specific focus on improving overall literacy advancement for students.
3. Specialized attention to the actions, services, and supports for students adding English and the development of English and bilingual language proficiency
4. Continuation of professional development and maintenance of district-wide equity practices.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Since the launch of the California Dashboard and accountability system, Guadalupe schools have shown performance well below grade level expectations in how well students are meeting English Language Arts and Mathematics standards. The Dashboard reports statewide and local data back to 2015, based on student performance on the Smarter Balanced Summative Assessments taken each spring in grades 3-8.

- ELA-
2015: 77.3 points below standard 2016: 70.8 points below standard 2017: 71.4 points below standard 2018: 95.8 points below standard 2019: 60.1 points below standard

- MATHEMATICS-
2015: 143.6 points below standard 2016: 125.3 points below standard 2017: 141.6 points below standard 2018: 147.7 points below standard 2019: 111.8 points below standard

Local measures of Renaissance STAR Early Literacy, Reading, and Math performance portrays the same high number of students not able to meet or exceed grade level expectations at each grade level.

- STAR Early Literacy-
2018: 29% At/Above Proficiency 2019: 37% At/Above Proficiency 2020: 28% At/Above Proficiency

- STAR Reading-
2016: 21% At/Above State Benchmark 2017: 22% At/Above State Benchmark 2018: 25% At/Above State Benchmark 2019: 23% At/Above State Benchmark 2020: 22 % At/Above State Benchmark

- STAR Math-
2018: 9% At/Above State Benchmark 2019: 19% At/Above State Benchmark 2020: 15% At/Above State Benchmark

Additionally, our subgroups report similar performance results on local STAR data:

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

Given the role that overall literacy plays in academic success, the longitudinal data presented above, and the need to accelerate learning in the wake of COVID Distance Learning, Goal 1 is centered on improving academic achievement, with a focus on Literacy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Performance as reported on the California Schools Dashboard, Local Indicator: Implementation of Academic Standards	2019 California Schools Dashboard, Implementation: Standard Met				Continue to report that the Local Indicator for Implementation of Academic Standards has been met.
District Performance as reported on the California Schools Dashboard, Local Indicator: Access to a Broad Course of Study	2019 California Schools Dashboard, Access: Standard Met				Continue to report that the Local Indicator for Access to a Broad Course of Study has been met.
District Performance as reported on the California Schools Dashboard: English Learner Progress	2019 California Schools Dashboard, English Learner Progress: 54.9% making progress towards English language proficiency				The California Dashboard will report an increase of no less than 10% of students making annual progress toward English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual District Reclassification Rate for English Learners who reach fluent proficiency	2021 Reclassification Rate: 10.30%				The English Learner Reclassification rate will have increased to at least 20%.
District Performance as reported on the California Schools Dashboard: English Language Arts	2019 California Schools Dashboard reports ALL Students 60.1 points below standard, represented by the Yellow Performance Level. Also in Yellow are the Hispanic (@ 61 points below), and Socioeconomically Disadvantaged (@ 66.1 points below) subgroups. English Learners (72.2 points below) and Students with Disabilities (99.6 points below), are represented by the Orange Performance Level. Within the English Learner subgroup, Current ELs scored 112.9 points below standard, Reclassified English Learners				All student subgroups will increase points toward standards by 10% and/or advance by one Performance Level per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	scored 21.6 points below standard - as compared to English Only students who scored 44.9 points below standard.				
District Performance as reported on the California Schools Dashboard: Mathematics	2019 California Schools Dashboard reports ALL Students 111.8 points below standard, represented by the Orange Performance Level. Also in Orange are the English Learners (@ 121 points below), Hispanic (@ 113.1 points below), and Socioeconomically Disadvantaged (@ 115.5 points below), and Students with Disabilities (@ 127.5 points below) subgroups. Within the English Learner subgroup, Current ELs scored 146.9 points below standard, Reclassified English Learners scored 88.8 points below standard - as				All student subgroups will increase points toward standards by 10% and/or advance by one Performance Level per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
compared to English Only students who scored 99.7 points below standard.					
Performance as indicated by local Renaissance assessments: STAR Early Literacy in English for all students in Structured English Immersion (SEI) classes, Grades TK-1/2	Pending (Renaissance Schoolzilla Dashboard set up)				STAR Early Literacy Mid-Year data will report that no more than 33% of students perform below State Benchmark (40 Percentile Ranking).
Performance as indicated by local Renaissance assessments: STAR Early Literacy in Spanish for all students in Dual Language Immersion (DLI) classes, Grades TK-1/2	Pending (Renaissance Schoolzilla Dashboard set up)				STAR Early Literacy Mid-Year data will report that no more than 33% of students perform below State Benchmark (40 Percentile Ranking).
Performance as indicated by local Renaissance assessments: STAR Reading in English for all students in Structured English Immersion (SEI) classes, Grades 2-8	Pending (Renaissance Schoolzilla Dashboard set up)				STAR Reading Mid-Year data will report that no more than 33% of students perform below State Benchmark (40 Percentile Ranking).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance as indicated by local Renaissance assessments: STAR Reading in English for all students in Dual Language Immersion (DLI) classes, Grades 3-8	Pending (Renaissance Schoolzilla Dashboard set up)				STAR Reading Mid-Year data will report that no more than 33% of students perform below State Benchmark (40 Percentile Ranking).
Performance as indicated by local Renaissance assessments: STAR Reading in Spanish for all students in Dual Language Immersion (DLI) classes, Grades 2-8	Pending (Renaissance Schoolzilla Dashboard set up)				STAR Reading Mid-Year data will report that no more than 33% of students perform below State Benchmark (40 Percentile Ranking).
Performance as indicated by local Renaissance assessments: STAR Math in English for all students in both Structured English Immersion (SEI) and bilingual classes, Grades 3-8	Pending (Renaissance Schoolzilla Dashboard set up)				STAR Math Mid-Year data will report that no more than 33% of students perform below State Benchmark (40 Percentile Ranking).

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Curriculum and Instructional Materials	Thorough implementation of adopted core Language Arts, Mathematics, History-Social Studies, and Science programs, we can	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ensure access to grade level content area standards and learning expectations.		
2	1.2 Advancement in language proficiency for students adding English	Professional development in the California English language development (ELD) standards and ELA/ELD instructional framework, research-based practices for designated and integrated ELD, language assessments and analysis of progress monitoring data, and reclassification criteria. Additional supports for bilingual programs, Newcomer English Learners, Migrant Education students, Long-Term English Learners (LTELs) and At-Risk of Becoming LTELs through personnel and supplemental programs.	$25,400.00	Yes
3	1.3 Instructional Personnel	Instructional personnel, such as staffing for Learning Loss Mitigation/Class Size Reduction, Academic School Counselor, Education Specialists inclusion support for Tier I and Tier II instruction, Staffing for Data Teaming (i.e. PE, Library), and Instructional Support Assistants, provide cohesion and continuity of instructional support systems. Teacher Quality Pathways Liaison TOSA, in partnership with Cal Poly University; SLO, provides coordination of professional development and targeted coaching to instructional staff in support of the district's most basic services related to academic and instructional programs. Ongoing curricular implementation, coaching, student engagement, and alignment of assessments and progress monitoring systems are strengthened under this level of instructional leadership.	$942,863.00	Yes
4	1.4 Professional Development	Instruction design and delivery in support of all content areas, and especially toward our districtwide literacy initiative, is strengthened by professional development. Scheduled planning days/hours for instructional staff, TNTP Literacy Initiative professional learning, ongoing training and professional support for core instructional programs, Multi-Tiered System of Support (MTSS), CoTeaching, and	$114,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Universal Design for Learning (UDL) will improve and sustain high-quality learning experiences for students.		
5	1.5 Academic Supports	Supplemental programs and services to support core instruction and the MTSS model, include but are not limited to Renaissance assessment & student learning products, IXL language arts & math programs, Imagine Learning, Zearn, Mystery Science. Site-based strategic Speech & Language support and professional development will be provided. Students which have an Individualized Education Plan (IEP) are given a range of supports according to their needs. This could include modification of high-quality learning opportunities, targeted instruction t according to their IEP goals, sessions with a resource teacher, sessions with a speech teacher, support from an adaptive physical education teacher, or support from an instructional assistant. Annual IEP Meetings continue, including transitional IEPs for our 6th grade students. In this way, all students with special needs are well served.	$280,112.00	Yes
6	1.6 Early Learning Expansion	Planned actions to Increased Early Learning program classes, personnel, instructional materials, and services will provide high-quality, age-appropriate learning experiences and early child development opportunities to the community, and to students eventually feeding into the TK-8 school system.	$25,750.00	Yes
7	1.7 Extended Learning Opportunities	Before and After School learning programs and academic tutoring, Extended Summer Learning Program afford additional opportunities for social, emotional, linguistic, and academic development and progress monitoring beyond the provisions afforded during the instructional day.	$109,613.00	Yes
8	1.8 District Leadership	Expertise in leadership as it pertains to curriculum, instruction, and assessments provides cohesion across multiple district and school	$379,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		initiatives, programs, and services. Especially given the current TK-8 Literacy Initiative, coordination of professional development, support structures, implementation systems, coaching, and progress monitoring are essential for systemic change. The Assistant Superintendent of Curriculum and Instruction oversees all instructional programs, state and local assessment systems, and federal accountability systems including Title programs and the LCAP. Under this leadership, coordination of services for unduplicated students, family and community engagement, English Learner programs, and professional development are provided. The Assistant Principal provides site-based support to schoolwide programs, systems, and personnel. The level of targeted coaching, monitoring of implementation, follow up, and continual growth helps to ensure continual progress in academic achievement and in this case, advancement of literacy skills.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act annual review of instructional materials, teacher credentials, and facilities	Met all requirements with no incidence in 2019-20				Continue to maintain that all requirements are met, with no incidences.
District Performance as reported on the California Schools Dashboard Local Indicator: Basics-Teachers, Instructional Materials, and Facilities	2019 California Schools Dashboard, Basics: Met				Continue to report that the Local Indicator for Basics has been met.
Facilities Inspection Tool (FIT)	2019 FIT ranking: "Good" in all categories				Maintain "Good" ranking in all categories
District Performance as reported on the	2019 California Schools Dashboard				All student subgroups will decrease

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Schools Dashboard: Suspension Rates	reports 10% of All Students in Kindergarten through Grade 8 were suspended at least once that year, represented by the Orange Performance Level. Also in Orange were the Hispanic (@ 10.1%), and Socioeconomically Disadvantaged (@ 10.8%) subgroups. 13.7% of English Learners and 20.4% of Students with Disabilities were represented by the Red Performance Level.				suspensions by 10% and/or advance by one Performance Level per year.
California Healthy Kids Survey: School Safety • made up of questions related to perceptions of school as safe, experiences of	As this section of the CHKS is recommended for Hybrid or In-Person instruction, and because 2020-21 was fully remote, we will establish a baseline upon return to in-person learning for the 2021-22 school year.				At least 75% of students taking the CHKS report "Agree" or "Strongly agree" with statement in the area of School Safety.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
harassment or bullying, rumors and lies, fear of being beat up, being in a physical fight, seeing weapons at school.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 School Connectedness Leadership Personnel	Beyond district and site administration, additional leadership personnel provide focused support to programs, staff, and services directly related to student success. The Dean of Student Services promotes student attendance, positive behavior/restorative practices, and daily operations and programs to support the overall instructional program and school climate.	$130,460.00	No Yes
2	2.2 Community Engagement Personnel	Community Engagement Personnel such as Outreach Consultants (ORC), Community Liaison II positions, Family Support Agency (FSA) Counselors contribute to an overall positive sense of caring and safety for students, staff, and families. Through ongoing monitoring and coordination of services, these positions provide support and assistance related to counseling services, positive behavior, discipline, and attendance programs.	$379,295.00	Yes
3	2.3 Health and Safety Personnel	Health and Safety personnel provide programs and services to sustain safe and positive environments and conditions for students, families, staff, and the community.	$385,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Health Services personnel provide additional health care services for students. School Resource Officer (SRO) works closely with site and district leadership to coordinate proactive and responsive safety services. Campus Safety Staff and Crossing Guards provide a safe and welcoming learning environment for students, including but not limited to ensuring safe student travel to and from school.		
4	2.4 Technology	Information Technology (IT) services, devices, supplies/equipment, and personnel provide to assist students, staff, and families under the district's 1:Web implementation. Leadership, management, services and maintenance ensure sustainability of the programs overall functioning.	$571,155.00	Yes
5	2.5 Facilities/Safety Improvements and Enhancements	Improvements to and maintenance of facilities, safety/security, and operations ensure clean, adequate and safe campuses and grounds for all students, staff, families, and community members.	$125,745.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Performance as reported on the California Schools Dashboard: Chronic Absenteeism Rate	2019 California Schools Dashboard reports 6.6% of All Students as Chronically Absent, represented by the Green Performance Level. Also in Green are the English Learner (@ 5.5%), Hispanic (@ 6.5%), and Socioeconomically Disadvantaged (@ 7.4%) subgroups.				Maintain the Green Performance Level on the California Schools Dashboard for All Students, and our English Learner, Hispanic, and Socio-Economically Disadvantage subgroups. The Students with Disabilities subgroup will increase to, and maintain the Green Performance Level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	16.7% of Students with Disabilities were Chronically Absent, represented by the Yellow Performance Level.				
District Performance as reported on the California Schools Dashboard Local Indicator: Parent and Family Engagement	2019 California Schools Dashboard, Parent and Family Engagement: Met				All student subgroups will decrease suspensions by 10% and/or advance by one Performance Level per year.
District Performance as reported on the California Schools Dashboard, Local Indicator: Local Climate Survey	2019 California Schools Dashboard, Local Climate Survey: Met				Continue to report that the Local Indicator for Parent and Family Engagement has been met.
California Healthy Kids Survey (CHKS): School Connectedness - made up of questions related to feeling close to people at school, happiness at school, feeling a part of the school, feeling that teachers treat students fairly, and feeling safe at school.	As this section of the CHKS is recommended for Hybrid or In-Person instruction, and because 2020-21 was fully remote, we will establish a baseline upon return to in-person learning for the 2021-22 school year.				At least 75% of students taking the CHKS report "Agree" or "Strongly agree" in the area of School Connectedness.
California Healthy Kids Survey: Caring Relationships - made	2020-21 7th and 8th Grade students averaged reporting				An increase of at least 10% will be reported each year for CHKS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
up of questions related to teachers/adults who care about me, notice when I'm not there, and listen to me when I have something to say.	"Pretty much true" or "Very much true" that there were caring relationships in school: 7th: 67% 8th: 54%				responses about Caring Relations at School.
Seventh and eighth grade students eligible for AVID as an elective at KMIS	For the 2020-21 School Year, 87 7th and 8th grade students applied to AVID courses. 72 were enrolled, which represents 25% of the overall student population. The 83% acceptance rate is based on eligibility criteria that includes, but is not limited to the availability in a student's schedule for electives based on a lack of required ELD.				AVID course participation will at least be maintained for students in grades 7 and 8.
Ernest Righetti High School former GUSD student-freshmen who complete the 9th grade AVID-9A course as an elective.	Class of 2018: 7 students completed AVID-9A. Class of 2019: 14 students completed AVID-9A.				Successful student enrollment and completion of AVID courses at ERHS will increase by 10% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Class of 2020: 13 students completed AVID-9A.				
Rates of former GUSD students who graduate with AVID participation/completio n all 4 years of high school	Class of 2018: 17 of the 24 GUSD students who started with the AVID Freshmen course AVID-9A, also completed Senior AVID SR Seminar B. Class of 2019: 11 of the 25 GUSD students who started with the AVID Freshmen course AVID-9A, also completed Senior AVID SR Seminar B. Class of 2020: 10 of the 23 GUSD students who started with the AVID Freshmen course AVID-9A, also completed Senior AVID SR Seminar B.				Successful student enrollment and completion of AVID courses for all 4 years at ERHS will increase by 10% per year.
Enrollment in Career Technical Education (CTE) courses at KMIS	88 7th/8th grade students participated in CTE, 30% of the overall 7/8 population. 99% of the students				Participation in CTE courses will be at least maintained at. KMIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	earned a passing grade.				
Local Stakeholder input on ASES Program	N/A A new process for collecting and analyzing stakeholder input for the ASES program				
TK - 8 student participation in College and Career Readiness (CCR) Pathway activities	N/A This program will launch in 2021-22				

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Coordination of Services	The Director of Expanded Learning and Wellness will oversee academic, social, emotional, and engagement services to coordinate the identification and provision of local and regional student services, especially in the advent of COVID needs and issues related to the safe, successful, and healthy re-opening of schools.	$0.00	Yes
2	3.2 Social Emotional Learning and Wellness	Curriculum, professional development, services, and resources will provide and support social emotional wellness for students, staff, and families. SBCSELPA archived and future professional development sessions will be accessed for additional topics of Social Emotional Wellness.	$12,200.00	Yes
3	3.3 Positive School Climate	Regular, targeted systems for academic recognitions, incentive programs, climate surveys for students, staff, and families support and reinforce positive school climate and wellness. Services are informed	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by student and family responses and the resulting information to ensure the identification of needs and attention to continual improvement efforts.		
4	3.4 Special Programs and Enrichment	Extended Learning partnerships (YMCA, Boys & Girls Club, United Way Fun in the Sun), ASES, AVID, After School athletics and student activities, visual and performing arts integration, transportation for enrichment events, Career Technical Education (CTE) promote expanded enrichment and special programming opportunities for students.	$313,977.00	Yes
5	3.5 Meaningful Family & Community Engagement	Positive community and family engagement is enhanced and fostered through translation and interpretation services, family workshops and support sessions, and communication and information services to the families and community partners that support student success.	$6,400.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.76%	$3,802,841

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

88.75% of our student population is made up of foster youth, English Learners, and low-income students. Analysis of their needs, conditions, and circumstances has led to the identification of literacy development as our most pressing area of focus. We have designed a literacy initiative in response to this population, with professional development, instructional practices, and progress monitoring specifically meant to support success and improvements in achievement.

- Additional staff allow for increased collaboration, data teaming, and professional growth whereby the needs of unduplicated students are met and monitored on a regular basis.
- Positions of instructional support, specifically designed to provide support to unduplicated students in high-risk subgroups including but not limited to Newcomer English Learners, students in need of strategic supports, and Students with Disabilities.
- Supplemental programs such as Rosetta Stone, Freckle, IXL, Imagine Learning and others are used in support of core instruction and include provisions of additional scaffolds as needed. They each have the ability to assign and monitor individual student participation, while allowing small group instruction and learning opportunities with classroom teachers.
- An administrator responsible for the coordination of curriculum, instruction, and assessments, all curricular supports and LCAP activities provides leadership and accountability to academic achievement and positive pupil outcomes.

In the Guadalupe community, families and other stakeholder groups have made it perfectly clear that expanded programming, enrichment opportunities, and safe reliable transportation to and from school are essential given our context. Effective and collaborative communication in our diverse, multilingual community requires dedicated liaisons and consultants to ensure engagement and understanding. In order to address the needs with appropriate supports, the following services and programs are provided on a districtwide basis:

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

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

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

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

GUSD intends to increase and improve services for our unduplicated pupils (foster youth, English learners, and low-income students) by at least 35.76% as compared to what we would provide for all students as part of a minimum base program. This plan enumerates and describes how these services, with their related expenditures, meets the increased the increased apportionment for our students. Throughout the plan, we have also described the qualitative improvements that will create coherence and ensure effective delivery and implementation. As stated above, and throughout the plan, our focus is on literacy development and overall academic achievement. Our data, stakeholder input, and research show that creating conditions for learning, building school climate and environment, and providing additional services are all necessary to meet these goals and improve student achievement. As such, our increased and improved services can be grouped into three categories:

- Academic Achievement and Pupil Outcomes: Instructional Support Assistants (ISAs), Title II Professional Development, CalPoly partnership for teacher quality recruitment and support, literacy development, and implementation support for core programs, Multi-Tiered System of Support (MTSS), and principles of a Universal Design for Learning (UDL).

- Environment and Basic Conditions of Learning: Safety Grant: Mental Health Counselor and School Resource Officer (SRO).

- Climate and Engagement: Academic Counselor, Social Emotional Learning and Wellness programs, extended day and enrichment programming, Career Technical Education/College and Career Readiness, Public/Private Partnerships with Guadalupe Kids Come First, Audacious Foundation, Santa Barbara United Way, YMCA, Boys & Girls Club, etc.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,802,841.00				$3,802,841.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,353,046.00	$1,449,795.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Curriculum and Instructional Materials					$0.00
1	2	English Foster Youth Low Income	1.2 Advancement in language proficiency for students adding English	$25,400.00				$25,400.00
1	3	English Foster Youth Low Income	1.3 Instructional Personnel	$942,863.00				$942,863.00
1	4	English Foster Youth Low Income	1.4 Professional Development	$114,500.00				$114,500.00
1	5	English Foster Youth Low Income	1.5 Academic Supports	$280,112.00				$280,112.00
1	6	English Foster Youth Low Income	1.6 Early Learning Expansion	$25,750.00				$25,750.00
1	7	English Foster Youth Low Income	1.7 Extended Learning Opportunities	$109,613.00				$109,613.00
1	8	English Foster Youth Low Income	1.8 District Leadership	$379,800.00				$379,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All English Foster Youth Low Income	2.1 School Connectedness Leadership Personnel	$130,460.00				$130,460.00
2	2	English Foster Youth Low Income	2.2 Community Engagement Personnel	$379,295.00				$379,295.00
2	3	English Foster Youth Low Income	2.3 Health and Safety Personnel	$385,071.00				$385,071.00
2	4	English Foster Youth Low Income	2.4 Technology	$571,155.00				$571,155.00
2	5	English Foster Youth Low Income	2.5 Facilities/Safety Improvements and Enhancements	$125,745.00				$125,745.00
3	1	English Foster Youth Low Income	3.1 Coordination of Services					$0.00
3	2	English Foster Youth Low Income	3.2 Social Emotional Learning and Wellness	$12,200.00				$12,200.00
3	3	English Foster Youth Low Income	3.3 Positive School Climate	$500.00				$500.00
3	4	English Foster Youth Low Income	3.4 Special Programs and Enrichment	$313,977.00				$313,977.00
3	5	English Foster Youth Low Income	3.5 Meaningful Family & Community Engagement	$6,400.00				$6,400.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,802,841.00	$3,802,841.00
LEA-wide Total:	$3,777,091.00	$3,777,091.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$25,750.00	$25,750.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Advancement in language proficiency for students adding English	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,400.00	$25,400.00
1	3	1.3 Instructional Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$942,863.00	$942,863.00
1	4	1.4 Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,500.00	$114,500.00
1	5	1.5 Academic Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,112.00	$280,112.00
1	6	1.6 Early Learning Expansion	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mary Buren Elementary TK	$25,750.00	$25,750.00
1	7	1.7 Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,613.00	$109,613.00
1	8	1.8 District Leadership	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,800.00	$379,800.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	2.1 School Connectedness Leadership Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,460.00	$130,460.00
2	2	2.2 Community Engagement Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,295.00	$379,295.00
2	3	2.3 Health and Safety Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$385,071.00	$385,071.00
2	4	2.4 Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$571,155.00	$571,155.00
2	5	2.5 Facilities/Safety Improvements and Enhancements	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,745.00	$125,745.00
3	1	3.1 Coordination of Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	2	3.2 Social Emotional Learning and Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,200.00	$12,200.00
3	3	3.3 Positive School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00
3	4	3.4 Special Programs and Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$313,977.00	$313,977.00
3	5	3.5 Meaningful Family & Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,400.00	$6,400.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose
Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions
Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.