

# Local Control Accountability Plan and Annual Update (LCAP)

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Guadalupe Union School District (K-8) is located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents. A new housing development has begun construction with an expected 800 homes. This will greatly increase our need for a third school bringing an estimated 560 more students. For the first time in GUSD history, Guadalupe citizens voted in two bond measures, M & N, which will be used to improve infrastructure, build new classrooms and a gymnasium, and provide much needed technology.

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in October 2016, was 1,280 students in Kindergarten through 8th Grade. The student population is 96.8% Hispanic, 1.72% White, .47% Black, .55% Asian and .23% American Indian or Alaska Native, .0% Pacific Islander and .23% Other.

Our mission is "the Guadalupe Union School District will provide each student the academic and social skills that will assist them in becoming high school graduates as well as college and career ready, independent thinkers, lifelong learners, and responsible, productive members of society. We will educate students in a safe environment and in a continuing partnership with parents and community."

## LCAP HIGHLIGHTS

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

Our five goals were created based on the GUSD School Board's vision:

1. Student achievement, as based on State and local targets, will increase.
2. School environment will be well maintained, sustainable, safe, welcoming and used by the community.
3. Student participation in technology related College & Career Ready (CCR) and 21<sup>st</sup> Century Skills programs will increase.
4. Student understanding and demonstration of positive societal values will increase.
5. Parents, schools and community will work as partners to ensure students reach their full potential as global leaders of tomorrow.

We continue to work towards consistent implementation of the New State Standards curriculum backed by concentrated professional development. Intervention is an on-going priority to all stakeholders.

Facilities will continue to be upgraded and remain safe and welcoming to the public.

We maintain our goal of 1 to 1 technology availability to better prepare our students for the SBAC and next generation skills and learning.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Fifty-four percent of our student population are English Learners, EL. Ninety-seven are socio-economically disadvantaged. We are most proud of the following areas of growth:

- On the SBAC English Language Arts assessment we had a 12.6 point growth, as distanced from level 3, for all students, 14.8 points for socio-economically disadvantaged and 12 points for students with disabilities
- On the SBAC Math assessment we had a 12.4 point growth, as distanced from level 3, for all students, 13.6 for socioeconomically disadvantaged and 13.5 for students with disabilities.

The English Learner (EL) subgroup scores also improved at the same rate as that of their English Only peers:

- ELA: 11.6 points closer to level 3
- Math: 13 points closer to level 3

We attribute this growth to improved curriculum, professional development and increased use of technology. We plan to continue to round out our New State Standards aligned curriculum to include science and social studies, work towards 1 to 1 technology and improve instructional practice due to ongoing professional development and Professional Learning Communities (PLCs).

We also had a record 96.1 % in attendance, demonstrating increased student engagement. Student incentives and Breakfast in the Classroom are contributing factors to this strong attendance rate. Suspension rates dropped by 65% attributed to Restorative Justice practices, which we will augment next year with the addition of

## GREATEST PROGRESS

student led groups.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

We ranked in the “red” on suspension rates, however this data was taken from the 13-14 and 14-15 school year. CURRENT local data shows a decrease in suspension of sixty-nine percent at Mary Buren and sixty-one percent at McKenzie. We expect these improvements to be reflected as data in the accountability dashboard becomes more up to date. We continue our efforts in Restorative Justice practices to further improve this rate.

We also ranked in the “red” on English Learner growth. Again this data was taken from the 13-14 and 14-15 data. CURRENT local data shows a growth of five percent for the less than five-year cohort and a growth of eleven percent for the long term English Learner. This growth is attributed to a complete overhaul in the EL and ELA curriculum, focusing directly on each individual child’s level and needs.

We are “orange” in academic indicators, but expect to see continued improvement as mentioned in our “greatest progress” section.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

## **PERFORMANCE GAPS**

At this time we show no significant performance gaps for any particular student group.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

As LCFF funds begin to level off, we do not plan on adjusting our goals. We are demonstrating gains in all areas and expect to see this growth to continue as we maintain our improved services to students such as: increased usage of technology, standards aligned curriculum implementation, improved instructional practice as a result of professional development and PLCs, growth of our intervention program, a strong AVID district-wide program, Restorative Justice Practices, Breakfast in the Classroom and a varied and engaging elective program, including band, visual and performing arts, marine biology, wood working, knitting and quilting, and ball room dance.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year	\$15,384,093
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$13,687,045

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Instructional Supplies	240,000.00
Substitutes	280,000.00
Coaches & Stipends & Xtra Hours	220,000.00
Professional Development	68,000.00
PARS	140,000.00
Outside Services (Legal, Advert, Fingerprints, etc)	145,000.00
Desks/Furniture	41,000.00
Equipment	68,000.00
Site Support Services	85,000.00
Prop 39 - Clean Energy Jobs Act	270,000.00
Donor Funds	140,000.00
<b>Total</b>	<b>1,697,000.00</b>

**\$ 12,582,231**

Total Projected LCFF Revenues for LCAP Year