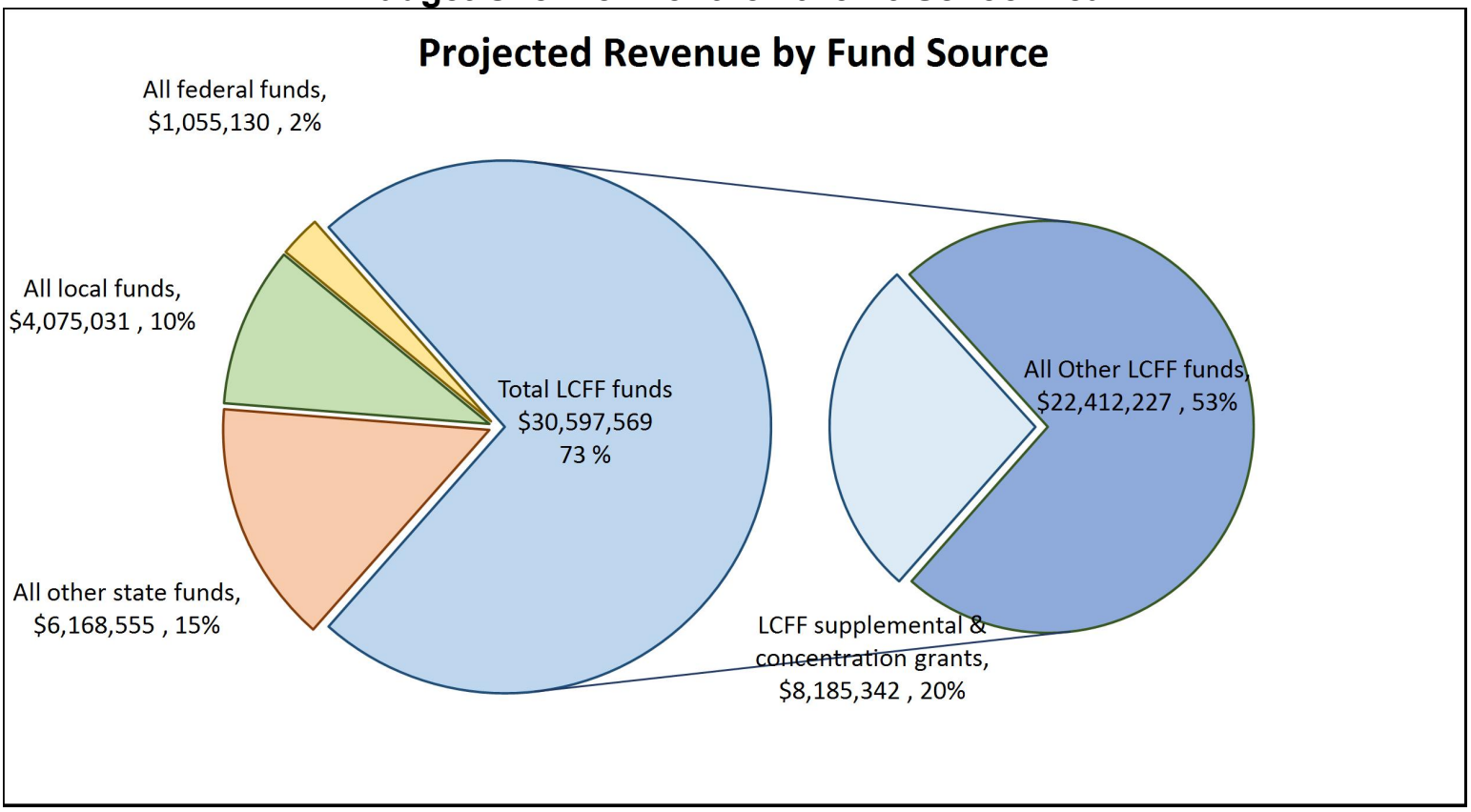
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gonzales Unified School District
CDS Code: 27754730000000
School Year: 2025-26
LEA contact information:
Dr. Joey Adame
Superintendent
jadame@gonzales.k12.ca.us
831.675.0100

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 2025-26 School Year

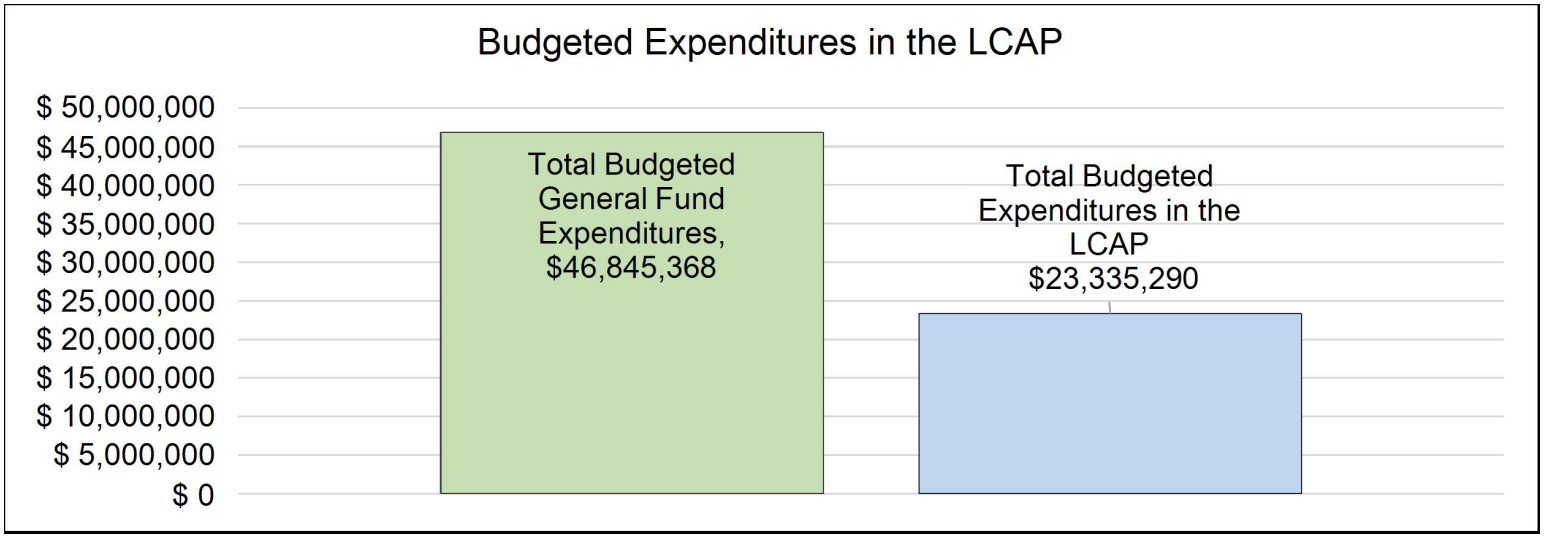


This chart shows the total general purpose revenue Gonzales Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gonzales Unified School District is $41,896,285, of which $30,597,569 is Local Control Funding Formula (LCFF), $6,168,555 is other state funds, $4,075,031 is local funds, and $1,055,130 is federal funds. Of the $30,597,569 in LCFF Funds, $8,185,342 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.



This chart provides a quick summary of how much Gonzales Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gonzales Unified School District plans to spend $46,845,368 for the 2025-26 school year. Of that amount, $23,335,290 is tied to actions/services in the LCAP and $23,510,078 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

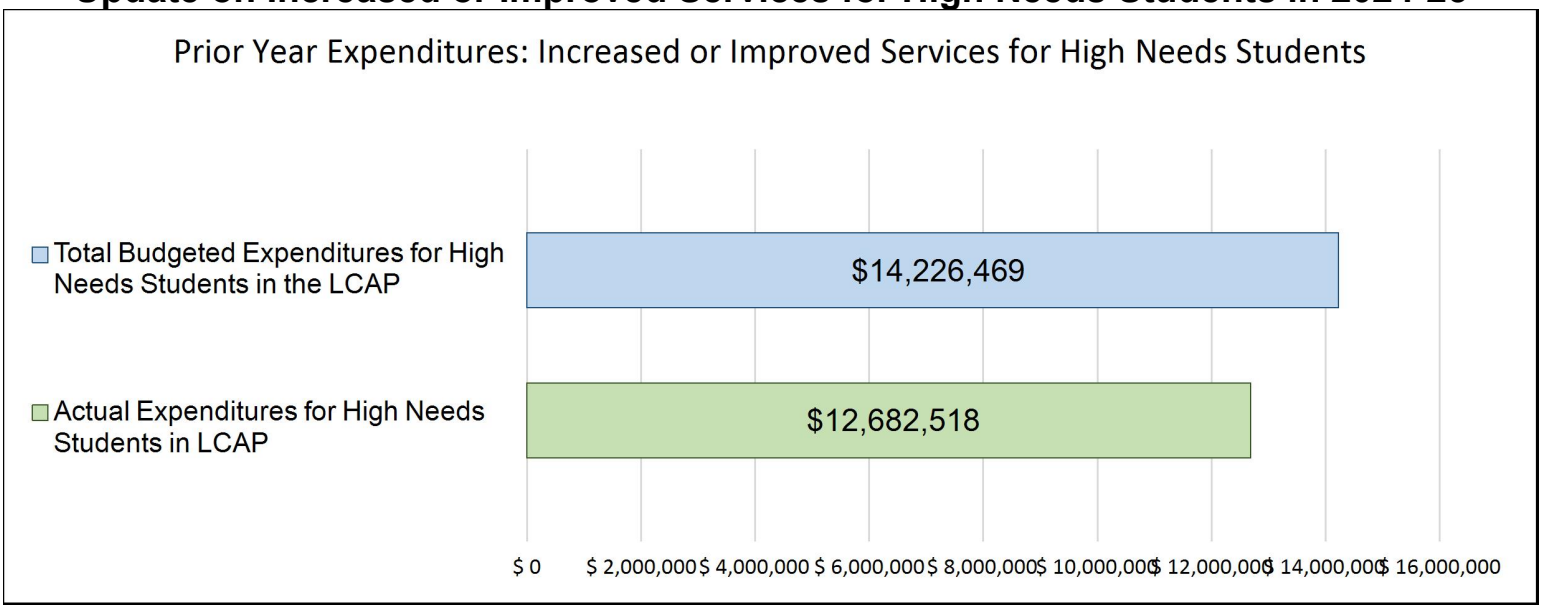
General Fund expenditures not included in the Local Control and Accountability Plan consist of base program services and resources like, site principals to lead the learning and provide support needed for students, staff, and parents; district leadership to continuously monitor and support the academic and social emotional needs for all personnel, students, and families at the school sites; office and clerical staff at the district and school sites, food services staff, campus supervisors and maintenance staff to ensure that all students receive nutritious meals daily.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Gonzales Unified School District is projecting it will receive $8,185,342 based on the enrollment of foster youth, English learner, and low-income students. Gonzales Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gonzales Unified School District plans to spend $14,212,833 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 2024-25



This chart compares what Gonzales Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gonzales Unified 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.

The text description of the above chart is as follows: In 2024-25, Gonzales Unified School District's LCAP budgeted $14,226,469 for planned actions to increase or improve services for high needs students. Gonzales Unified School District actually spent $12,682,518 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,543,951 had the following impact on Gonzales Unified School District's ability to increase or improve services for high needs students:

There was no impact on the district's ability to support the needs of high-needs students. The plan contained more proposed expenditures than necessary. All actions were implemented.

Local Control and 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
Gonzales Unified School District	Dr. Joey Adame Superintendent	jadame@gonzales.k12.ca.us 831.675.0100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Gonzales Unified School District (GUSD) is located in the small, rural, community of Gonzales located in the heart of the Salinas Valley in Southern Monterey County. The primary industries in Gonzales include agriculture, health care, and education. The district serves approximately 2017 preschool to 12th-grade students and adult learners. Schools in the district include La Gloria Elementary School for preschool to 5th grade students, Fairview Middle School for students from 6th to 8th, Gonzales High School for students from 9th to 12th grade, and an adult school. 97.5% of the students in the district are of Hispanic or Latino descent, and out of these students, 44.2% are classified as English Language Learners. 68.5% of the total student population is identified as low socio-economic, 0.2% as Homeless/Foster, and 13% are students with disabilities.

The LCAP is intended to provide a roadmap that supports the success of unduplicated students, i.e., students from low socio-economic backgrounds, English Learners, and Foster Youth, who comprise 90% of the Gonzales Unified School District's student population, and to address the eight priority areas set forth by the State of California. The eight priority areas include: basic conditions of learning, state standards for learning, parent involvement, student achievement, student engagement, school climate, course access, and supports for student outcomes to include professional learning, equity, and curriculum. For each student identified within the “unduplicated” group, the school receives additional Supplemental and Concentration funds above the base funding. These Supplemental and Concentration funds are used to increase teacher efficacy, to provide and enhance equitable educational programs, and to close the achievement gap for students who come from low socio-economic backgrounds, are identified as English Learners, foster youth, or low socioeconomic.

The District recognizes students as the most precious resource in the community and is committed to developing the structures and conditions that provide students with a high-quality education. The district, through the work done at the school sites and through the programs offered to students and families, makes decisions based on the overall best interests of the students. The district's mission is to provide safe, healthy, and caring learning environments, to provide all students with rigorous, diverse, and innovative curricula that provide dynamic learning opportunities, and to recognize and celebrate students' individual and group talents and accomplishments.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2024 Dashboard: Graduation Rates Progress Indicator

- The district graduation rate increased 0.7% from 91.3% to 92% in 2024
- Socioeconomic disadvantaged students increased 0.9% from 90.9% to 91.8%
- English Language Learner students increased 1.1% from 86.6% to 87.7%
- Caucasian students were not factored in due to the low number of students.
- Hispanic students decreased 0.3% from 91.5% to 91.8%

Plan of Action to Maintain and Improve Graduation Rates

- Implement Cyber High on-line credit recovery program with periods during the day after school, Saturday, and Summer School
- Continue opportunities to assist SPED students in meeting diploma track requirements
- Monitor students at-risk of not meeting graduation requirements early
- Review grading practices to ensure there is a school-wide MTSS focus to helping students

Suspension Progress Indicator

- Overall, the district increased suspensions 0.9% from 5.1% to 6.0%
- Socioeconomically disadvantaged students increased 1.3% from 5.4% to 6.7%
- Students with disabilities increased 4.4% from 5.2% to 9.6%
- Caucasian students were not factored in due to a low number of students.
- Hispanic students suspensions increased 0.8% from 5.1% to 5.9%
- English Learner students suspensions increased 1.7% from 5.5% to 7.2%

Plan of Action to Maintain and Improve

- District will continue to provide PBIS support systems for each school site.
- District will provide Restorative Justice professional development to all teachers.
- K-8 schools will implement the Peer Mediator conflict resolution program.
- Implement Social Skill Streaming groups for students in need of support for all three schools.
- Increase the capacity to understand student behavior and improve classroom management strategies as a preventative measure.
- Each site administrator will monitor school suspensions and ensure re-offenders are provided assistance to improve their behavior.

Math Progress Indicator

· Grades 3-8 and 11 in the district increased 0.93% from 16.67% to 17.6%
The district maintained the red color band in the dashboard indicator.
· English Learners increased 4.3 points and are 108 points distance from standard with a color of orange.
· Socioeconomic disadvantaged students increased 1.4 points and are 103.4 points distance from standard with a color of red.
· Students with disabilities are 166.7 points below standard and declined 10.7 points with a color of red.
· Hispanic students increased 2.5 points and are now 98.1 points below standard with a color of red.
· Caucasian students were not factored in due to the low number of students.

Plan of Action to Improve

· Vertical articulation between grades 3-12 to ensure curriculum alignment and lesson discussions
· Continue to implement Communities of Practice for Math across all sites
· Implement teacher lead instructional rounds centered around high leverage instructional strategies
· Implement EL Achieve Constructive Meaning and Systematic ELD professional development for all teachers
· District Admin PLC review to monitor key indicators of performance and provide sites with support in areas of need and scale-out best practices
· Implement performance task alignment to Project based learning
· Continue to work with MCOE Math Consultant to provide PD and support for teachers
· Implement SBAC focused interim block assessments using the Illuminate program with analysis and SMART goal monitoring

College and Career Readiness Indicator
· The district increased 17.9% points from 35.1% to 53% of students being prepared and an overall color dashboard indicator of green.
· Socioeconomic disadvantaged students increased 18.1% from 34.5% to 52.6% being prepared for college and career and had a color of green.
· Hispanic students increased 17.6% from 35.5% to 53.1% being prepared with a color of green.
· Caucasian students were not factored in due to the low number of students.

Plan of Action to Maintain and Improve

· Continue to increase dual enrollment opportunities for students.
· Continue to offer more A-G courses and ensure students have the support to be successful in those courses.
· Offer online college courses with core teachers as facilitators.
· Continue to increase CTE course enrollment and industry certifications.
· Continue to increase AP course offerings and increase AP exam passing rates.

Chronic Absenteeism Progress Indicator
· The districtwide chronic absenteeism rate decreased 4.8% from 25.4% to 20.6% and stayed yellow on the California School Dashboard.

· Socioeconomically disadvantaged students decreased 3.5% from 25.2% to 21.7% and stayed yellow on the California School Dashboard.
· Students with disabilities decreased 4.5% from 35% to 30.5% and stayed yellow on the California School Dashboard.
· Caucasian students were not factored in due to the low number of students.
· Hispanic students' chronic absenteeism decreased 5% from 25.3 to 20.3% and stayed yellow on the California School Dashboard.
· English Learners decreased 1.9% from 25.3% to 23.4% and moved from yellow to orange on the California School Dashboard.

Plan of Action to Improve

· Each site Principal will monitor and review monthly ADA counts and meet with students experiencing chronic absences.
· Student support staff will provide Social Skill Streaming support for students who are chronically absent.
· Early preventative meetings will be held with parents and students to provide support.
· SST's will be held early to support students.
· Home visits will be conducted to identify and locate students.

English Language Arts Progress Indicator
Identified Need
· Grades 3-8 and 11 in the district increased by 3.2 points and is 48.5 points below standard with a color of yellow on the California School Dashboard.
· English Learners increased 7.1 points and are 67.2 points below standard and moved from yellow to orange on the California School Dashboard.
· Hispanic students increased 4.1 points to 49.3 points below standard and maintained yellow.
· Socioeconomic disadvantaged students increased 2.8 points to 53.1 points below standard and moved from yellow to orange.
· Caucasian students were not factored in due to the low number of students.

Plan of Action to Improve
· Increase the use of academic language across all grade level and courses.
· Implement district-wide writing benchmarks for grades 3-11 with rubric analysis using Word Generation and SBAC Writing Prompts
· Implement SBAC Illuminate block assessments with analysis and SMART goal monitoring.
· Implement and revise curriculum guides
· Continue to use i-Ready and Illuminate to monitor progress and fill in gaps.
· Implement differentiation and ELD strategies.

Reflections/Annual Performance
State indicators in "Red" and "Orange" for the Gonzales Unified School District are Suspensions and Math. The California School Dashboard 5x5 chart shows GUSD with a status of "orange" in suspensions and "red" in Math.
The Gonzales Unified has examined all the indicators and identified the following student subgroups' performance areas are among the lowest performance levels (red) for the 2023-24 school year, as indicated by the California School Dashboard:
All Students: Math

Hispanic: Math
Homeless Youth: Suspension Rates are yellow in 2024, and from red to yellow in English Language Arts
Socioeconomically disadvantaged: Math
Students with disabilities: Math and Suspensions are also Red for 2024
LTELs are also Red for Suspensions

Plan of Action
· Refine inclusion practices.
· Ensure modifications and accommodations are in place for each student receiving special education services and monitor for improvement.
· Continue to embed academic language and EL/SDAIE teaching strategies for all students including; students with disabilities, socioeconomic disadvantaged, and foster youth.
· Continue to offer I-Ready to fill in gaps.

Math Progress Indicator
Identified Need
· Hispanic, socioeconomically disadvantaged, and students with disabilities are identified as being low (red) on the California School Dashboard

Plan of Action
· Refine our inclusion practices
· Ensure modifications and accommodations are in place for students receiving special education services.
· Continue to embed academic language and EL/SDAIE teaching strategies for all students including; students with disabilities, socioeconomic disadvantaged, and foster youth.
· Continue to offer i-Ready to fill in gaps.

Increased or Improved Services

Professional Learning Communities (PLC)
Provide PLC training for all teachers and implement analysis of assessment data using the PLC handbook and the new Illuminate data disaggregation program. SMART goals will be created and monitored to validate or inform instruction for all subgroups.

Academic Intervention and Support
This specific action is directed to increase support to school sites to provide interventions and support to remediate skill deficits and accelerate learning to close the achievement gaps. These supports are offered within the classroom during independent practice. After school tutorial and re-teaching Interventions and supports are targeted and uniquely designed to take into account additional and unique risk factors for at-risk students, socio-economically disadvantaged students, English Learners, and students identified as Homeless Youth.

Continue to implement i-Ready within the school day to provide students with an adaptive, common core-aligned practice support platform. The data from i-Ready will be disaggregated to determine in-class instructional strategy changes.

The updated English Language Learner District Master Plan continues to outline monitoring support for English Learners. EL Monitoring forms are housed in the ELLevation platform. Designated and integrated ELD has been implemented to support EL students at La Gloria Elementary School within core classes. Designated ELD is provided for 6th-8th grade students at Fairview Middle School and 9th-12th grade students at Gonzales High School. One period of ELD support is provided and FMS and GHS. SDAIE (Specially Designed Academic Instruction in English) and academic language instructional strategies will be a focus of implementation and professional development during the 2025-26 school year.

School Climate and Student Engagement
GUSD has been implementing PBIS practices. Ongoing training has taken place for several years. PBIS (Positive Behavior Intervention Systems) training will continue to be provided for all staff during the 2025-26 school year to ensure continuity of practice. Discipline and school-wide student behavior expectations methods will be reviewed and updated annually to match the components of PBIS.

Conflict Resolution/Peer Mediator programs will be implemented in K-12 during the 2025-26 school year. Students will be selected based on specific criteria, and staff will be trained on the purpose of these programs. Restorative practices and mediation will be used as alternatives to school-wide discipline.

Student Academic Achievement
Implement District-wide ELA and Math benchmarks four times a year and use Illuminate to disaggregate the data for baseline and student growth. Provide EL/SDAIE teaching strategy professional development for teachers as well as PBL (Project Based Learning).

Offer Summer School and After School Tutorials that are aligned to standards-aligned daily core instruction and credit recovery options.

Offer credit recovery at GHS using Cyber High during the school day, after school and summer school.

English Learner Progress Indicator (Grades K-12)

2022	2023	2024
49.1%	41.6%	54.9%

Districtwide Attendance Rates

2022	2023	2024
91.92%	82.8%	92%

Districtwide Expulsion Rates

2022	2023	2024
0%	0.3%	0.1%

Suspension Rates

School 2022-23 2023-24 2024-25
LGE 3.7% Red 1.0% Blue TBD
FMS 7.8% Green 9.2% Orange TBD
GHS 5.1% Green 9.8% Red TBD

Absenteeism Rates
District 2022-23 2023-24 2024-25
GUSD 25.4% Yellow 20.6% Yellow TBD

The Gonzales Unified School District conducted a student climate survey as part of measuring Priority Local Indicator 6, School Climate:

Analysis:
(727) 3rd-12th grade students participated in the student LCAP survey.

Areas of Strength:
Positive School Communication: A strong majority (65.2%) of students reported that their schools communicate effectively with them, indicating successful practices in keeping students informed and engaged in school matters.
Student-Adult Connections: With 68.2% of students stating they know an adult at school they can talk to if they need help, GUSD demonstrates strength in fostering supportive relationships, which are essential for student well-being and safety.
Emotional Well-Being: More than half of students (58.5%) reported feeling happy at school most or all of the time, suggesting a generally positive school climate for many students.
Academic Feedback Satisfaction: Over half (56.4%) of students expressed satisfaction with the academic feedback they receive, pointing to effective instructional communication from many educators.

Identified Needs:
Support for Student Mental and Emotional Well-Being: While the majority of students report feeling happy at school, a significant portion (41.5%) experience only partial or low levels of happiness. This indicates a need for enhanced social-emotional supports, especially for students in historically underserved subgroups.
Consistency in Academic Feedback: Although a majority of students feel satisfied with academic feedback, 14.7% report rarely receiving it, and 4% report never receiving it. This inconsistency highlights a need for clearer, more regular communication about academic progress across all classrooms and student groups.
Improved Engagement for At-Risk Students: Roughly 9.4% of students report they do not have a trusted adult at school. Targeted relationship-building strategies are needed to support connection and trust for students who may feel isolated or disconnected.
Strengthening Family Engagement: Only one-third (32.6%) of students report that their parents frequently attend school events, while 25.4% report that their parents rarely or never attend. This suggests a need to reduce barriers to family participation through flexible scheduling, translation services, virtual offerings, and culturally responsive outreach.

The Gonzales Unified School District conducted a parent engagement survey as part of measuring the Local Priority Indicator 3, Parent and Family Engagement:

Analysis:
(233) parents participated in the survey. 88.4% of parents report feeling welcome and encouraged to participate at their students) school. 83.9% of parents indicate they have positive relationships with school staff. This highlights the district's priority of maintaining open lines of communication, fostering a welcoming environment at all sites, and creating a culture where family engagement is valued. Continuing progress on this indicator suggests that the district's and school sites' efforts to connect with families, through consistent updates, inclusive practices, and accessible opportunities for involvement, are effectively supporting collaboration and developing trust between home and school.

Conclusion:
Overall, the results of the survey reveal that parents feel connected to their student(s) school and a large majority indicate positive comments regarding the academic support their student(s) receives.

Fit Results per School: 2024/2025:
GHS 96.41% = Good
FMS 95.69% = Good
LGE 91.84% = Good
Source: 2024-25 FIT Report

A-G Completion Rates 2023/2024: 53.5%

AP 2023/2024 Data:
AP Enrollment: 81
AP Passing: 23.1%

CTE Course Completion 2023/2024: 54.5%
CTE Course Completion 2022/2023: 42.7%

College and Career Readiness Indicator 2023/2024:
53% increased by 17.9%: Green Dashboard Indicator

GUSD held the following stakeholder meetings:

Meeting Date:
April 2, 2025 Community Collaborative
April 9, 2025 GUSD DELAC/DAC
May 7, 2025 LGE ELAC/SSC

May 21, 2025 FMS ELAC/SSC
May 22, 2025 GHS ELAC/SSC

Who Attended:
Parents, Teachers, Classified Staff, Administrators

What was reviewed?
1. Review of the LCAP Process Including State Priorities
2. Stakeholder Input
3. Data Points
4. California Dashboard Measures
5. LCAP Goal Review
7. Review of Student Achievement Data per Goal
8. Review of Actions and Services
9. Review of Metrics
10. Timeline Review

Pending Meeting Date: Announcement of LCAP Public Inspection Dates and Public Hearing
June 10, 2025

Who Attended:
Various individuals, including Parents, Teachers, Classified Staff, Students, and Community Members

Pending Meeting Date:
June 24, 2025

Who Attended:
Various individuals, including Parents, Teachers, Classified Staff, Students, and Community Members

What was reviewed?
Public Hearing of the LCAP

Pending Meeting date:
June 25, 2025

Who Attended:
Various individuals, including Parents, Teachers, Classified Staff, Students, Community Members, and Board Members

What was reviewed?
Public Adoption of the LCAP

Data Reviewed by LCAP Committee and Public Forums:
1. CAASPP Subgroup Student Achievement
2. Points Below Level 3 Sub Group Data per ELA and Math
3. English Learner ELA Proficiency
4. Chronic Absenteeism Rates
5. Attendance Rates
6. Suspension Rates
7. Expulsion Rates
8. Graduation Rates
9. A-G Completion
10. AP Data
11. CTE Course Completion
12. Students “At-Risk” of becoming LTEL’s
13. Percent of LTEL’s

Metric/Indicator
i-Ready Assessment Results 2025-26
Growth Target will be established once CAASPP baseline data is reviewed in Fall 2025.

Board Goals and Actions
All students will graduate from high school prepared for College or Career.
All students will meet the necessary credit requirements for a high school diploma
Increase the number of students completing A-G courses
Increase the number of students completing Career Pathway Academies
Increase the number of students passing EAP through the 11th grade CAASPP
Continue emphasizing a college-going culture K-12

Maintain a positive school climate
Continue to create a welcoming and supportive environment at all schools
Continue to create an environment of mutual respect between students, parents, and staff
Ensure all schools have updated safety plans
Implement PBIS (Positive Behavioral Intervention Systems) district-wide
Continue to review and update interventions within the discipline policies
Increase student school participation

All Administrators and Teachers will participate in Professional Learning Communities (PLCs)District-wide

Through the PLC format, all grade levels and departments will regularly review data to drive instruction
Develop Multiple Common Formative Assessments

Continue to implement Common Core State Standards
Implement Next Generation Science Standards
Continually review priority common core standards to align instructional lessons and units of study.

Provide a Consistent, Articulated Instructional Program K-12
Continue K-12 vertical articulation, alignment, and collaboration, school-to-school at least two (3) times per year (Include all grade levels and departments K-12)

Technology is accessible to all students and teachers
1:1 devices for grades 1-12
K-12 alignment of technology devices
Provide Professional Development for the Integration of Technology into Instruction

All Students, including English Language Learners, will become proficient in ELA and Math
All K-12 teachers will use explicit instructional strategies to support all students
Monitor Long-Term English Learners (LTEL)
The number of curriculum guides per school
Curriculum adoptions
Develop common assessments by grade level and subject area, followed by data analysis
Weekly teacher collaboration, PLC-aligned agendas, and logs
Admin weekly classroom visits are linked to Common Core standards and high-leverage instructional strategies

Curriculum Adoptions:
GHS Math: 2024
FMS Math: 2024
LGE Math: 2024

2023/2024 California Science Test Results (CAST)
1.01% Exceeded Standard
12.93% Met Standard
61.01% Standard Nearly Met
25.05% Standard Not Met

· Continue to offer after-school tutoring founded in standards-based core instruction

· Continue to provide summer school
· Provide Professional Development for writing across the curriculum K-12
· Cost of substitutes for all staff professional development and training
· Testing motivation materials to promote increased motivation for improved test scores
· Continue to offer safety training
· Continue to offer CPI Training
· Complete annual walkthroughs and use of the Facility Inspection Tool (FIT) to maintain an accurate record of facility needs and conditions district-wide
· Facilities to comply with the Williams Act
· Continue to fund school counselors
· Continue to fund Health Techs
· Maintain fleet of vehicles
· Continue with credit recovery options: Cyber High
· Maintain and grow the number of A-G course offerings
· Support CTE Pathway implementation components
· Increase and maintain CTE course offerings
· Implement College and Career Readiness Standards
· Continue to focus alignment of standards-based instruction to high-leverage State Standards to improve performance on EAP for Juniors
· Increase the number of Dual Enrollment Courses
· Provide a summer school program to students who are credit deficient and those wishing to accelerate
· Continue to implement K-5 Designated and Integrated ELD
· Continue to implement 6-12 Designated ELD
· ELD Standards Training for all Teachers
· Provide classified staffing (Bilingual Paraprofessionals) for English Language Support
· Continue to purchase Chromebooks to ensure 1:1 device implementation
· Plan to repair, upgrade, replace, etc., for student 1:1 devices (Chromebooks)
· Implement project-based learning, which includes training and materials
· Flexible seating pilot classrooms at each site with plans to expand to all classrooms in the future
· Continue to implement PBIS/Restorative Practices district-wide: Train all teachers and staff
· Continue with MTSS training
· Implement Peer Mediator Program at LGE & FMS
· Peer Mediator educational trips/motivational materials
· Implement assessment programs to assist with the cycle of inquiry to inform instruction. Programs include: I-Ready Assessment and Intervention Program, Illuminate Data Disaggregation software, and CAASPP preparation.
· Support continued implementation of Common Core State Standards. Increase proficiency in CAASPP Science Performance. Purchase textbook adoptions in grades 6-12. Increase professional development in literacy and
writing standards across core subject areas.
· Increase analysis of student achievement data using PLC format.
· Monitor SMART goals per site to inform instruction.

· Provide PLC training for teachers
· Implement and monitor data analysis using a data management system.
· GUSD will support extra duty compensation for a designated teacher to assist in building teacher capacity, facilitate professional learning, and provide support to both teachers and administrators.
· GUSD will ensure support for students by funding School Counselors, Social Workers, Health Techs, and a District Nurse. These positions are critical for the continued implementation of PBIS, MTSS, and student health services. GUSD will continue to conduct a Student School Climate and Parent Engagement survey as part of the Local Indicator reporting measures.
· PBIS (Positive Behavior Intervention Systems) and MTSS (Multi-Tiered Systems of Support) professional development will be provided to all teachers in 2025-26. A district-level PBIS and MTSS team will be developed to oversee the continued implementation and development of these programs. An incentive program for students who meet PBIS standards will be maintained.
· The District will provide opportunities for engagement in athletic and creative endeavors outside the school day. The District will provide stipends for extra-curricular activities.
· GUSD will continue to provide transportation to all students regardless of socioeconomic status. GUSD vehicles will be properly maintained and in safe working order.
· A Peer Mediator Program will be developed at La Gloria Elementary School and Fairview Middle School
· GUSD will continue to support the development of Modernization Projects, which consist of working with local and governmental agencies to ensure full implementation. GUSD will continue to maintain facilities that are safe and conducive to a positive learning environment.
· GUSD will continue offering CTE Pathways that meet the qualifications of CDE, which include: student work-based learning, job shadows, industry certifications, student internships, and cross-curricular CTE-themed instruction.
· GUSD will continue to support the implementation of a credit recovery program at GHS. Students at-risk of not meeting A-G and Diploma requirements will be provided this intervention as early as 10th grade.
· The GHS master schedule will provide course sections for credit recovery. Summer school credit recovery will provide students with another option to meet necessary credit requirements. Students who need A-G acceleration for post-secondary will also be given this opportunity.
· GUSD will support dual enrollment courses at GHS.
· GUSD will support after-school tutorial assistance to students at GHS to ensure they pass their A-G courses.
· GUSD will continue to develop and maintain the infrastructure necessary to support sufficient devices to maintain widespread access, with 1:1 access provided for students in grades 1-12. Replace, repair, and/or upgrade 20% of all student devices annually.
· Provide PBL (project-based learning) for all sites. This will include sending two or more site-level teams to the PBL conference. Training in the form of "mini modules" will be provided for teachers during the 2025-26 school year.
· PBL lesson development release time will be provided at the discretion of site administration.
· Flexible Seating pilot classroom(s) will be implemented at each site with plans to expand to all classrooms.
· Ensure ELD supports are in place for students K-12. This includes ELD instruction at the high school level. Designated and Integrated ELD K-5 and ELD instruction at the Middle School grades.

· Purchase necessary supplemental materials to ensure students have access to core and ELD instructional materials.

· GUSD will provide professional development in the implementation of ELD standards for all teachers in 2025-26.
· To ensure all components of the EL Master Plan are in place, GUSD will support extra duty compensation for designated teachers to provide ELPAC testing coordination and EL reclassification for each site.

The district has unexpended LREBG funds for the 2025-26 school year. Gonzales Unified School District conducted a comprehensive needs assessment, which included an analysis of California School Dashboard indicators and disaggregated subgroup performance. The data revealed that all student groups with reportable data are performing in the “Low” or “Very Low” status across Chronic Absenteeism (CHRO), English Language Arts (ELA), and Mathematics (MATH) indicators. Of particular note is that subgroups such as English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless Youth are scoring 4/4 in all three areas—indicating system-wide underperformance that spans both academic and engagement measures.

In response to these urgent and widespread needs, GUSD has aligned its 2025–26 Learning Recovery Emergency Block Grant (LREBG) funded actions with evidence-based strategies allowable under EC Section 32526. The following actions address the root causes identified in the needs assessment and are designed to accelerate academic recovery and student well-being:
Goal 1 action 1: Small group instruction
Goal 1, Action 3: Technology instructional material
Goal 1 action 4: Professional development
Goal 3 action 4: Counseling
Goal 3 action 6: Coursenling, MS
Goal 3 action 7: Counseling, HS
Goal 5 action 1: EL Curriculum

GUSD’s actions are strongly aligned with LREBG allowable uses, including learning recovery programs, targeted instruction, and mental health and counseling supports. These investments are evidence-based and directly responsive to the systemic equity gaps identified in the heatmap and needs assessment. All actions are monitored using state metrics such as CAASPP ELA (Metric 2.4), ELPI (Metric 5.3), and Suspension Rate (Metric 3.8), ensuring continuous evaluation through 2027–28.

These actions align with allowable fund uses in the area of learning recovery programs.

Districtwide, the following student subgroups' performance areas are among the lowest performance levels for the 2023 California School Dashboard:
All Students: Math
Hispanic: Math
Homeless Youth: Math, ELA, Suspension Rates
Socioeconomically disadvantaged: Math
Students with disabilities: ELA

At La Gloria Elementary School, the following student subgroups' performance areas are among the lowest performance levels for the 2022-23 school year as indicated by the California School Dashboard:
All students: Suspensions
Students with disabilities: ELA
Homeless Youth: ELA and Suspensions
Hispanic: Suspensions
Socioeconomically disadvantaged: Suspensions
English learners: Suspensions and ELPI

At Fairview Middle School, the following student subgroups' performance areas are among the lowest performance levels for the 2022-23 school year as indicated by the California School Dashboard:
All students: Chronic Absenteeism and Math
Students with disabilities: ELA and Chronic Absenteeism
Homeless Youth: ELA, Math, and Chronic Absenteeism
Hispanic: Math
Socioeconomically Disadvantaged: Math and Chronic Absenteeism
English learners: ELPI

Goal 5 added in 2025-26.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Gonzales Unified School District qualified for Technical Assistance (TA) in the 2023-24 academic year due to the identification of homeless students performing at the lowest performance indicator (red) in English Language Arts, Math, and Suspension rates. The district qualified for Technical Assistance (TA) in the 2024-25 academic year in the 2024-25 academic year due to the identification of Students with disabilities performing at the lowest performance indicator (red) in Priority 4 (English Language Arts and Math) and Priority 5 (Chronic Absenteeism).

Following comprehensive internal discussions and reflections, we have pinpointed Mathematics as the primary area for improvement for the homeless student subgroup.

A specialized team, comprising district and site administration alongside other educators, has been formed to join the Monterey County Office of Education’s (MCOE) Mathematics Community of Practice (Math COP). By leveraging the Continuous Improvement Science methodology, we have thoroughly investigated potential root causes, gathered empathy interview data, and formulated our Problem of Practice.

The District will maintain its engagement with Math communities of practice (COP) in the 2025-26 academic year, participating in Plan-Do-Study-Act (PDSA) professional learning cycles. This process will be supported by personalized coaching from MCOE, aimed at implementing necessary changes to achieve our goal of providing equitable and rigorous mathematics learning opportunities for all students, with a focused emphasis on our homeless students.

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.

No schools in CSI

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other school personnel, SELPA, MCOE	Teachers, principals, administrators, and other staff such as counselors, and support staff engaged in the LCAP process by participating in surveys, focus groups, and attending meetings where their input on instructional strategies, resource allocation, and student needs were sought. They provided valuable insight into what initiatives are effective in the classroom and offer suggestions for improvement. District personnel and site leadership played a key role in the LCAP process by facilitating discussions among staff, parents, and community members to gather input for the plan. Multiple meetings were held where stakeholders were able to express their opinions on priorities for student success, school climate, and resource allocation. District personnel coordinated the development of the LCAP overseeing the collection of data, analysis of student outcomes, and allocation of funds to support programs and services that address the needs identified in the plan. Administrators collaborated with stakeholders to ensure transparency and accountability in the decision-making process. Other school personnel, such as counselors, and support staff contributed to the LCAP by sharing their expertise on student well-being, academic support services, and interventions. They

Educational Partner(s)	Process for Engagement
	participated in surveys and meetings to provide feedback. The LCAP was sent to SELPA for review. The Monterey County Office of Education has been an ongoing partner in student data analysis, the LCAP writing process, and as a professional development partner.
Parents, Students, ELAC, Parent Advisory Committee	The school district and the school sites distributed surveys to parents and students to gather feedback on various aspects of education, including curriculum, extracurricular activities, school climate, and support services. Participating in these surveys allowed students, parents, and staff to voice their opinions and provide input on areas that need improvement. District personnel attended meetings specifically focused on gathering input for the LCAP. Parents and students attended these meetings to share their thoughts, concerns, and suggestions for enhancing educational programs and services. These forums provide a platform for dialogue between stakeholders and decision-makers. The surveys, site, and district-level English Language Acquisition Committees, Advisory Committees, and Site Leadership Teams were important avenues through which parents and students engaged in discussions about the LCAP. Advisory committees were composed of parents, students, educators, and community members to provide input on the development of the LCAP. These committees include parents of students with disabilities.
Local bargaining units of the LEA (certificated and classified)	The school district communicated with the local bargaining units to distribute surveys. Members of the district's bargaining units participated on the district LCAP committee.

Educational Partner(s)	Process for Engagement
	The bargaining units may provide input on areas such as professional development opportunities, class sizes, support services, and resources for educators on an ongoing basis.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) outlines the school district's goals, actions, and expenditures to support student achievement and address disparities. Educational partners, including teachers, administrators, parents, and community members played a significant role in shaping the LCAP through their feedback and input. Teachers, principals, administrators, other school personnel, parents, and students provided valuable insights into the specific needs and challenges faced by students, schools, and the community. Their feedback helped in identifying priority areas for improvement, such as addressing achievement gaps in mathematics, enhancing school climate, and expanding access to educational resources. Input from each of the groups informed the development of goals and actions within the LCAP. Stakeholder engagement influenced the LCAP through direct conversational input, stakeholder notes, and survey results. Students, parents, and teachers highlighted the need for increased time to support learning. math concepts, increasing skill and knowledge among staff members, and focusing specifically on English language development and Mathematics. Additional professional development opportunities, math communities, of practice, and new math curricula are being implemented to improve instructional practices specific to mathematics. Specific goals and actions related to student achievement, teacher training, and English language development support are included in the LCAP as a result of stakeholder feedback, as can be seen in the goals and actions listed.

Student Engagement:
Students in grades 3-12 completed the district survey related to school climate, school safety, parent involvement, school facilities, and quality of instruction.

Parent Engagement:
Parents from La Gloria Elementary, Fairview Middle School, and Gonzales High School completed the district survey related to school climate, school safety, parent involvement, school facilities, and quality of instruction.

Staff Engagement:
Staff members from La Gloria Elementary, Fairview Middle School, and Gonzales High School completed the district survey related to school climate, school safety, parent involvement, school facilities, and quality of instruction.

Staff and Community Engagement:
February - Mid-Year LCAP Update
LCAP Input Meeting Dates:
April 2, 2025 Community Collaborative
April 9, 2025 GUSD DELAC/DAC
May 7, 2025 LGE ELAC/SSC

May 21, 2025 FMS ELAC/SSC
May 22, 2025 GHS ELAC/SSC

Who Attended:
Parents, Teachers, Classified Staff, Administrators, Board Members

What was reviewed?
1. Review of the LCAP Process Including State Priorities
2. Stakeholder Input
3. Data Points
4. California Dashboard Measures
5. LCAP Goal Review
7. Review of Student Achievement Data per Goal
8. Review of Actions and Services
9. Review of Metrics
10. Timeline Review

The adopted LCAP for Gonzales Unified School District (GUSD) was directly shaped by extensive input from educational partners across multiple engagement formats, including surveys, focus groups, site-level SSC/ELAC meetings, advisory committees (e.g., DELAC/DAC), and districtwide collaborative forums. Feedback was gathered from students, families, teachers, classified staff, administrators, and bargaining unit representatives at all school sites, as well as community partners and the Monterey County Office of Education.

Key priorities identified through stakeholder engagement included the urgent need to address persistent achievement gaps in English Language Arts (ELA) and Mathematics, as confirmed by the heatmap of low/very low performance for nearly all student groups. Responding to this, Goal 1 includes actions such as small group instruction, updated curriculum, and professional development aimed at accelerating academic proficiency.

Feedback also emphasized the importance of expanding student support services and improving school climate. This led to the inclusion of Goal 3 actions focused on counseling supports, specifically differentiated by grade spans (elementary, middle, and high school), to address high rates of chronic absenteeism and suspension.

Parents and staff additionally voiced the need for enhanced support for English Learners. In response, Goal 5 incorporates new learning recovery programs and EL curriculum aligned with the ELPI (Metric 5.3), backed by LREBG funding.

Throughout Spring 2025, partners reviewed Dashboard data, existing LCAP metrics, and proposed services. Adjustments were made based on input from forums held April through May, including at La Gloria Elementary, Fairview Middle, and Gonzales High, culminating in final public review sessions in June 2025.

The resulting LCAP aligns with both stakeholder-identified needs and statutory priorities, and directs unexpended LREBG funds toward allowable, research-supported interventions.

June 10th - Scheduled Public Hearing to present the draft of the LCAP
June 24th - Scheduled Board Meeting date for approval of the 24-25 LCAP

District and Community Agency Collaboration:
In addition to the above, the district consults with the Educational Services Team at the Monterey County Office of Education on a regular basis.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GUSD is committed to providing safe, clean school facilities with a welcoming environment that promotes participation from all students (including ELLs, low-income students, and foster youth), staff, family, and community members. Students will have access to appropriately credentialed teachers and state-adopted core, supplemental, and intervention curricula. All GUSD families, including those of students who qualify as unduplicated, will be engaged in the decision-making process and will be encouraged to attend school events, including virtual ones.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Gonzales Unified School District values having fully credentialed teachers by grade level and subject matter to teach students, safe and clean facilities for all students, in addition to standards aligned curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services Percentage of "Clear" FTE will be measured by the Teacher Assignment Monitoring Outcomes report. Source: DataQuest	The percentage of clear FTE for the Gonzales Unified School District for 2021-22 as measured by DataQuest was 77.9%	The percentage of clear FTE for the Gonzales Unified School District for 2022-23 as measured by DataQuest was 77.3%		The target for Year 3 is to provide students with 100% appropriately credentialed teachers as measured by DataQuest and/or local data.	-0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Priority 1: Safe, clean functional facilities maintained Source: Facility Inspection Report (FIT Report)	GHS rating was 95.02% = Good FMS rating was 90.15% = Good LGE rating was 88.69% = Fair Source: 2023-24 FIT	GHS rating was 96.41% = Good FMS rating was 95.69% = Good LGE rating was 91.84% = Good Source: 2024-25 FIT Report		The target for Year 3 is that all three sites (LGE, FMS, and GHS), receive a minimum 90% FIT rating of Good.	Increases: GHS: 1.39% FMS: 5.54% GHS: 3.15% All sites are now rated as Good according to the FIT report.
1.3	Priority 1: Access to modern tools that enhance teaching and learning	GHS has a 1:1 device allocation FMS has a 1:1 device allocation LGE has a 2:1 student to device ratio. Year: 2023-24	GHS has a 1:1 device allocation FMS has a 1:1 device allocation LGE has a 2:1 student to device ratio. Year: 2024-25		The target for year 3 is that GHS and FMS maintain a 1:1 student-to-device allocation and students at La Gloria maintain a 2:1 student-to-device allocation in the classroom.	Maintenance of effort has been accomplished.
1.4	Priority 1: Implementation of the state board adopted academic content and performance standards for all students.	In 2023-24, State standards were observed to be mostly implemented across all grade levels and classrooms as observed through routine classroom walk-throughs.	In 2024-25, State standards were observed to be mostly implemented across all grade levels and classrooms as observed through routine classroom walk-throughs.		The target for Year 3 is that 100% of GUSD academic courses will be taught in alignment with current state adopted standards.	0%
1.5	Priority 1: Implementation of contemporary learning methodologies such as C-STEM, project-based	LGE Innovation Center FMS Innovation Center GHS Innovation Center 1 Computer Science Class at GHS	LGE Innovation Center FMS Innovation Center GHS Innovation Center		The target for 2027-28 is to have up to ten teachers complete courses 1-4 of the U.C.	0/10 teachers have completed the U.C. Davis C-STEM training.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learning, and building thinking classrooms. Added 2024-25	4 Multi-Media Classes at GHS Year 2024-25	1 Computer Science Class at GHS 4 Multi-Media Classes at GHS Year 2024-25		Dave C-STEM training.	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

"The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year for actions 1.1-1.5.

SUCCESSFUL IMPLEMENTATION: 1.2, 1.3, 1.5
Focused attention by the MOT department on cleanliness and repairs, and facility upgrades have supported success in achieving metric 1.2. The IT department maintains close monitoring of student devices and talks with students about caring for their devices. Students who take good care of their Chromebooks and the department's quick response time in repairing devices as well as having loaner devices available have lead to success in metric 1.3. Staff was hired to support student supervision and engage in activities to promote safe school environments. (1.5)

IMPLEMENTATION CHALLENGES: 1.1
The percentage of clear FTE for the Gonzales Unified School District decreased by 0.6% for 2022-23. Turnover in positions in the human resources department and a national teacher shortage are considered the primary challenges to this goal.

MODIFIED IMPLEMENTATION: 1.4
Shift of implementation moved from targeted professional development (PD) to the following to observe PD in practice: The education services department began conducting walkthroughs in classrooms at all three sites beginning in the fall of 2024. Classroom walkthrough forms have been shared with site administrators. Site administrators began informal walkthroughs with teacher feedback in the spring of 2025.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.4 experienced a material difference. This is due to:
The district under-budgeted the estimated expenditures, and supplemental materials and substitutes were less than expected. Some of these expenditures are made up of combined funding sources: 0950 Concentration, 1100 State Lottery, 4203 Title III, Lottery 6300, and Dual Enrollment Funds 7339, and so lower than anticipated LCFF funds were spent.
Action 1.5: This was under budget due to materials that were less than anticipated. Safety drills and restorative practices are all implemented with little to no cost.
Actions 1.1, 1.2, and 1.3 had no material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

GONZALES USD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal:
Action(s): 1.1 HQT
Effectiveness of Action(s): 3
Metric(s): 1.1. Metric 2.4 and 2.5
Analysis Statement: All teachers with preliminary credentials are enrolled in induction programs, and all administrators with preliminary credentials will clear them by June 2025. Intern teachers receive targeted district and site-based support.
Despite these investments in educator quality, CAASPP results show ongoing gaps. ELA proficiency rose slightly to 33.1%, with homeless students scoring 67.5 points below standard and students with disabilities at La Gloria 136.2 points below. Math proficiency increased to 17.6%, yet homeless and socioeconomically disadvantaged students remain over 100 points below standard. Continued credentialing and targeted instructional support are essential to close these gaps.

Action(s): 1.2 Safe Facilities
Effectiveness of Action(s): 3
Metric(s): 1.2
Analysis Statement: All FIT report ratings have improved from baseline to Year One. All facilities scored in the "good" range.

Action(s): 1.3 Technology
Effectiveness of Action(s): 3
Metric(s): 1.3, Metric 2.7

Analysis Statement: LGE students maintain a 1:1 student-to-device ratio, and FMS and GHS students maintain a 2:2 ratio, ensuring consistent access to instructional technology. CAST scores improved districtwide from 13.13% to 13.94% proficiency, with notable gains among homeless students (+10.74%) and students with disabilities (+2.38%). Although the target of 70% proficiency remains distant, the upward trend suggests that sustained access to technology is beginning to support science achievement, particularly for historically underserved groups.

Action(s): 1.4 Differentiated Instruction for EL, SED, FY
Effectiveness of Action(s): 2
Metric(s): 1.3, Williams Compliance
Analysis Statement: Progress toward ensuring that English Learners (ELs), low-income students, and foster youth have access to high-quality, differentiated instruction has been supported by targeted professional development for educators in both mathematics and English Language Arts (ELA). Training on implementing the math curriculum and participating in Math Communities of Practices (COPs) has equipped teachers with strategies to address diverse learning needs, increasing equitable access to rigorous instruction. Professional development at LGE focused on the effective implementation of the reading intervention curriculum. Emphasis has been placed on structure and consistency, with a focus on phonemic awareness, phonics, and reading fluency. These efforts have strengthened educators' ability to differentiate instruction, support language development, and provide targeted interventions. All sites are compliant with Williams and have access to materials.

Action(s): 1.5 School safety to lower absenteeism
Effectiveness of Action(s): 3
Metric(s): Chronic absenteeism: a significant reduction in chronic absenteeism is noted across all three sites, including LGE, FMS, and GHS
Analysis Statement: The decrease in chronic absenteeism is attributed to the implementation of a multifaceted approach that includes increased student activities, staff training, safety drills, and restorative practices. By expanding student engagement opportunities, the school has fostered a stronger sense of belonging and motivation, reducing the likelihood of absenteeism. Regular safety drills have contributed to a more secure learning environment, alleviating concerns about campus safety. The adoption of restorative practices has improved student-teacher and peer-to-peer relationships with conflict resolution techniques. Collectively, these strategies have created a more supportive and inclusive school culture, leading to a measurable decline in chronic absenteeism.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to the current goal, focusing on providing safe, clean school facilities with a welcoming environment that promotes participation from all students, staff, family, and community members. The goal for students to have access to appropriately credentialed teachers and state-adopted core, supplemental, and intervention curricula remains the same.

Metric Modifications:

No modifications to metrics.

Action Modifications:
No modifications to actions. LREBG Funded added to action 1.1, 1.3, 1.4.

Expected Outcomes:
No modifications to expected outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	To support highly qualified teaching staff to ensure rigorous, standards-aligned lessons, the district will provide the following increased services for English learners, low-income, and foster youth: A. Design and implement a plan to recruit and retain appropriately credentialed teachers with a focus on addressing the needs of English learners, homeless, and socioeconomically disadvantaged students across all grade levels and subject areas. B. Revise staff evaluation protocols and expectations to include measures of performance in supporting developmental relationships, creating positive learning environments, and addressing the specific needs of priority student groups such as English learners, homeless, and socioeconomically disadvantaged students. C. Provide qualifying new teachers in the district with an Induction program to clear their California Teaching Credential (CTC) with targeted support for educators working with high-need student populations. D. Allocate funding for recruitment and retention of credentialed staff, with special attention to hard-to-fill positions in areas such as math, science, special education, and bilingual instruction to better serve English learners and other priority students.	$13,246,955.92	Yes

Action #	Title	Description	Total Funds	Contributing
		E. Provide an induction program for year 1 and year 2 teachers to obtain clear professional credentials, with additional coaching and mentoring focused on equipping them to effectively teach English learners, homeless, and socioeconomically disadvantaged students. F. Implement K-3 class size reduction to create more individualized learning environments, prioritizing schools and classrooms serving English learners, homeless, and socioeconomically disadvantaged students. **LREBG Funded Action: The LEA will support students with small group learning supports. Research shows that small-group instruction significantly enhances student learning outcomes, particularly for students who are below grade level. According to the National Reading Panel and subsequent meta-analyses, targeted small-group instruction led by trained educators allows for differentiation based on student needs and has been found to be more effective than whole-class instruction in improving literacy and comprehension. In alignment with California's emphasis on learning recovery and the use of evidence-based interventions (per EC Section 32526), small group supports offer a high-leverage strategy to close achievement gaps, especially in literacy. The metric being used to monitor the action is 2.4; CAASPP ELA. LREBG Funds supporting this action: $134091.49 per year through 2027–2028.		
1.2	Priority 1: Maintain safe clean functional facilities	The MOT department will: A. Maintain school facilities that are clean and in good repair. B. Complete facility projects and upgrades district-wide.	$3,273,513.43	No

Action #	Title	Description	Total Funds	Contributing
	that are in good repair. Source: Facility Inspection Report (FIT Report) Metric 1.2	C. Allocate funding to maintain facilities that are in good repair.		
1.3	Priority 1: Technological Support & Connectivity	To support Goal 1, Access to 21st-century tools that enhance teaching and learning, the district will: A. Maintain 100% of technology devices to students on a 1:1 basis B. Provide training, such as U.C. Davis C-STEM training, to staff and students on utilizing ED Tech Tools including accessibility tools for devices that will support students' access to material. C. Provide programming and robotic kits for each site. LREBG Funded Action: The LEA will support students with training, such as U.C. Davis C-STEM, for staff and students on utilizing educational technology tools, including accessibility features, to enhance students' access to instructional materials and curriculum. Research shows that access to educational technology combined with teacher training improves student engagement, supports differentiated instruction, and increases achievement in STEM subjects, especially for English Learners, Low-Income, and Foster Youth who benefit from scaffolded, interactive learning environments. The metric being used to monitor the action is CAST (California Science Test). LREBG Funds supporting this action: $200,000 per year through 2027–2028.	$302,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-income, and foster youth. Source: Local Curriculum Reports Metric 1.3	To ensure students have access to high-quality, differentiated instruction for ELs, low-income, and foster youth, the district will provide the following: A. Provide targeted professional development for educators on implementing the math curriculum adopted during the 23-24 academic year, with an emphasis on strategies that support English learners, homeless students, and socioeconomically disadvantaged students. B. Evaluate and consider the adoption of a supplemental curriculum specifically designed to support the core curriculum in addressing the unique academic needs of English learners, homeless students, and socioeconomically disadvantaged students. C. Provide professional development for the effective implementation of the ELA curriculum, ensuring structure and consistency, with a focus on phonemic awareness, phonics, and reading fluency. This training will be tailored to meet the needs of English learners, homeless students, and socioeconomically disadvantaged students. Specifically, it will address the red indicators in ELA for homeless students districtwide, as well as at Fairview and La Gloria, and for students with disabilities districtwide, at Fairview and La Gloria. Additionally, it will target English learners' progress at Fairview and La Gloria. **LREBG Funded Action: The LEA will support students with professional development and coaching; ELA and Math. Research shows that sustained, content-specific professional development and instructional coaching are among the most effective strategies for improving teacher practice and student achievement. According to research, instructional coaching has a statistically significant impact on teacher instruction and student performance, particularly in ELA and math. The Learning Policy Institute also notes that high-quality professional development that is ongoing, collaborative, and aligned with curriculum standards leads to measurable gains in student outcomes. This action directly supports learning recovery goals under the Learning Recovery	$239,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emergency Block Grant (LREBG) by enhancing the instructional capacity of teachers to close learning gaps. The metric being used to monitor the action is 2.4; CAASPP ELA. LREBG Funds supporting this action: $190,000 per year through 2027–2028.		
1.5	Priority 6: School Safety/School Climate	The district will provide the following actions to create safe and engaging school environments for English learners, low-income, and foster youth, to lower suspension rates and chronic attendance rates. A. Sites will provide adequate student supervision (e.g., classroom, playground, cafeteria, etc.). B. Provide engaging activities for students during breaks. C. The district will provide yearly updated safety training as needed to all staff regarding school site safety drills and emergency response. D. Sites will implement restorative practices to guide students and adults through conflict resolution.	$793,225.52	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth toward meeting or exceeding Mathematics, English Language Arts (ELA), and Science standards. English learners (ELs) will demonstrate progress in developing English language proficiency. Students at Gonzales High School will have access to a broad course of study that targets meeting the college and career readiness indicators. CAASPP/EAP scores will be one of the multiple measures used to indicate a student's readiness for college-level coursework in English and mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and English language development (ELD). For example:

32.83% of all students in grades 3–8 and 11 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 31.01% of low-income (LI) students, 12.36% of EL students and the percentage of Foster Youth (FY) students who met or exceeded standard is not applicable for 22/23 statewide test results.

41.6% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level.

This need is echoed in local iReady benchmark assessments as described in the Measuring and Reporting Results section below.

During the LCAP development process, educational partners identified the need for:

- Ongoing instructional support for ELA and ELD
- Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home

-Expanded after school learning opportunities for students who are English Language Learners, low-income, or foster youth

The district plans to improve ELA performance and English learner proficiency through actions that support and improve student learning and

will measure progress towards this goal using the metrics identified below.
Notes:

- The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students

are referred to as Socioeconomically Disadvantaged students within the Dashboard.

- Unless otherwise noted, baseline data is from the 2022–23 School Year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 2: Implementation of State Standards Implementation of state and/or local board-adopted academic content and performance standards for all students for Math. Source: Local Indicators Self-Reflection Tool	In 2023-24, La Gloria Elementary School adopted the Houghton Mifflin Into Math CA standards-aligned curriculum. Fairview Middle School adopted the iReady CA standards-aligned curriculum. Gonzales High School adopted McGraw Hill Reveal Algebra I, Algebra II/Trigonometry, and Geometry, Cengage Precalculus, Calculus, Financial Algebra, and Statistics.	100% of LGE students are provided with standards-aligned math instruction with a board-adopted curriculum. 100% of FMS students are provided with standards-aligned math instruction with a board-adopted curriculum. 100% of GHS students are provided with standards-aligned math instruction with a board-adopted curriculum.		The target for Year 3 is that all students will receive standards-aligned instruction using board adopted core and supplemental math curriculum.	Maintenance of effort accomplished.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 2: Provide access to standards-aligned instructional materials Source: Local data to include textbook inventory and student textbook check out data	The Gonzales Unified School District adopted math curriculum in 2024. Teachers recommended that the District review and adopt new curriculum for Ethnic Studies, Health, ELD, and ELA.	A new math curriculum was adopted and implemented at LGE, FMS, and GHS. All math teachers received professional development on implementing the curriculum. Additionally, math teachers from all three sites participated in Math Communities of Practice (COPs) and deep-dive data talks to inform instructional practice. Ethnic Studies: The curricula were piloted in 23-24 and 24-25. The piloting team has recommendations to make to the board and submit to A-G. Health: Curricula were piloted, and additional curricula have been previewed. The		The target for Year 3 is to provide 100% of students across all grade levels and subject areas with a standards-aligned curriculum. The district will recommend new curriculum for adoption to the school board for Ethnic Studies, Health, ELD, and ELA.	Two of four curricula adoptions will be brought to the board in the spring of 2025. ELD curriculum was piloted at GHS. The most recent state-recommended adopted curriculum for ELA and ELD was released in 2015. Staff have suggested waiting on updated state recommendations before adopting new ELA/ELD curriculum. CDE reports the next ELA/ELD adoption cycle will be in 2027.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			piloting team has recommendations to make to the board and submit to A-G. ELD: LGE is interested in piloting new ELD curriculum in 25/26. GHS and FMS are both piloting ELD curricula. FMS received 3 full days of professional development in their ELD curriculum. ELA: In the exploration phase. All three sites have expressed interest in piloting different materials. CDE adoption timeline anticipates announcing updated state-adopted curriculum in 2027/28.			
2.3	Priority 2: Implementation of State Standards	In 2023-24, the LCAP self-reflection tool indicates that alignment	The LCAP self-reflection tool indicates progress		The target for Year 3 is that the self-reflection tool	The target for Year 3 is that the self-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Program and service alignment that will enable English language learners to access the common core academic content knowledge and ELD standards Source: Local Indicators Self-Reflection Tool	of programs and services to enable English language learners to access the common core academic content knowledge and ELD standards is a growth area.	towards a strong alignment between programs and services to enable English language learners to access the common core academic content knowledge and ELD standards. Responses increased from this being a growth area to neutral. In 2024-25, the LCAP self-reflection tool provided the following results: Progress in making instructional materials aligned to adopted academic standards and curriculum frameworks aligning ELD to ELA Standards: 3 out of 5		indicates a strong alignment between programs and services to enable English language learners to access the common core academic content knowledge and ELD standards.	reflection tool indicates a strong alignment between programs and services to enable English language learners to access the common core academic content knowledge and ELD standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Progress toward providing professional learning for teaching to the adopted academic standards and curriculum frameworks for ELD aligned to the ELA standards: 3 out of 5 Success at engaging teachers and school administrators in professional learning activities aligning ELA and ELD standards: 3 out of 5			
2.4	Priority 4: Pupil Achievement Statewide assessment ELA Source: CA School Dashboard	GUSD 2022-2023 CAASPP ELA Results: Districtwide: 32.83% at or above proficiency, or 51.7 points below standard Homeless Students: Districtwide: 72.9 points below standard La Gloria Elementary: 70.9 points below standard	GUSD 2023-2024 CAASPP ELA Results: Districtwide: 33.1% at or above proficiency, or 48.5 points below standard Homeless Students: Districtwide: 67.5 points below		The target for Year 3 is that 70% of students score at or above proficiency on the CAASPP ELA assessment.	GUSD 2023-2024 CAASPP ELA Results: Districtwide: +0.27% ; +3.2 points Homeless Students: Districtwide: +5.4 points La Gloria Elementary: -1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fairview Middle: 81.3 points below standard Students with disabilities: Districtwide: 127.7 points below standard La Gloria Elementary: 119.4 points below standard Fairview Middle: 154 points below standard Source: 2023 California Dashboard	standard La Gloria Elementary: 72.4 points below standard Fairview Middle: 67.5 points below standard Students with disabilities: Districtwide: 130.8 points below standard La Gloria Elementary: 136.2 points below standard Fairview Middle: 153.6 points below standard Source: 2024 California Dashboard			points Fairview Middle: +13.8 points Students with disabilities: Districtwide: -3.1 points La Gloria Elementary: -16.8 points Fairview Middle: +0.4 points
2.5	Priority 4: Pupil Achievement Statewide assessment Mathematics Source: CA School Dashboard	GUSD 2022-2023 CAASPP MATH Results: Districtwide: 16.67% at or above proficiency, or 99.5 points below standard ALL students:	GUSD 2023-2024 CAASPP MATH Results: Districtwide: 17.6% at or above proficiency, or 97.4 points below standard ALL students:		The target for Year 3 is that 70% of students score at or above proficiency on the CAASPP Math assessment.	GUSD 2023-2024 CAASPP MATH Results: Districtwide: +0.93%; +2.1 points ALL students: Districtwide: +2.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Districtwide: 99.5 points below standard Fairview Middle: 127.5 points below standard Hispanic students: Districtwide: 100.6 points below standard Fairview Middle: 129.4 points below standard Homeless Students: Districtwide: 117.6 points below standard Fairview Middle: 144.8 points below standard Socioeconomically disadvantaged students: Districtwide: 104.8 points below standard Fairview Middle: 132.6 points below standard Source: 2023 California Dashboard	Districtwide: 97.4 points below standard Fairview Middle: 116.3 points below standard Hispanic students: Districtwide: 98.1 points below standard Fairview Middle: 117.1 points below standard Homeless Students: Districtwide: 112 points below standard Fairview Middle: 135.2 points below standard Socioeconomically disadvantaged students: Districtwide: 103.4 points below standard Fairview Middle: 122.6 points below standard Source: 2024 California Dashboard			Fairview Middle: +11.2 points Hispanic students: Districtwide: +2.5 points Fairview Middle: +12.3 points Homeless Students: Districtwide: +5.6 points Fairview Middle: +10.4 points Socioeconomically disadvantaged students: Districtwide: +1.4 points Fairview Middle: +6.0 points Source: 2024 California Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 4: Pupil Achievement Rate of EL students making progress toward English proficiency Source: CA School Dashboard	Based on 2022-2023 test data, 41.6% are making progress towards English language proficiency. Source: 2023 Dashboard	Based on 2023-24 test data, 54.9% are making progress towards English language proficiency. Source: 2024 Dashboard		The target for Year 3 is for 70% of English Learners to show progress towards meeting English Language proficiency as identified on the CA School Dashboard.	+13.3%
2.7	Priority 4: Pupil Achievement Statewide assessment CAST Source: https://caaspp-elpac.ets.org/caaspp/	In 2022-2023, District students scored 13.13% at or above proficiency on the CAST. Socioeconomically Disadvantaged: 12.1% English Learner: 0.6% Students with Disabilities: 0.0% Homeless: 2.9% Source: https://caaspp-elpac.ets.org/caaspp/	In 2023-2024, District students scored 13.94% at or above proficiency on the CAST. Socioeconomically Disadvantaged: 13.04% English Learner: 1.68% Students with Disabilities: 2.38% Homeless: 13.64% Source: https://caaspp-elpac.ets.org/caaspp/		The target for Year 3 is that 70% of students score at or above proficiency on the CAST assessment.	Districtwide: +0.81% Socioeconomically Disadvantaged: +0.96% English Learner: +1.08% Students with Disabilities: +2.38% Homeless: +10.74%
2.8	Priority 4: Pupil Achievement EL reclassification rate	Based on 2022-23 test data, 11.87% of students were reported to the CDE as being reclassified K-12.	Based on 2023-24 test data 10.2% of students were reported to the CDE as being reclassified K-12.		The target for Year 3 is that 50% of eligible students will reclassified as fully English proficient as	-1.67% Maintenance of effort was achieved.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local EL Records		FMS: 28/188 = 14.9% GHS: 46/253 = 18.2% LGE: 17/450 = 3.8% Source: Local EL Records		reported to the CDE.	
2.9	Priority 7: Course Access Access to and enrollment in a broad course of study Source: Local Records and Student Information System	In 2023-24, based on the course offerings as indicated by the Gonzales High School master schedule, 75% of students have access to enroll in a broad course of study.	During the academic year, 2024-25, 79.2% of GHS students have access to a broad course of study. Source: Local SIS		The target for Year 3 is that 80% of students will have access to a broad course of study.	+4.2% Course access: -.08% from target
2.10	Priority 7: Course Access Programs and services developed and provided to unduplicated pupils and students with disabilties Source: Local Records	In 2023-24, Multi-tiered SEL and academic support services are provided to students through in-class tier one services, tier two and tier three services in 1:1 or small group settings, during school, afterschool, Saturdays, and during the summer.	100% of students who are low-income, English Learners or Foster Youth, and students with disabilities have access to tier-one SEL and academic support services. 100% of students eligible for tier 2 and tier 3 support have access to		The target for Year 3 is that 100% of students who are low- income, English Learners or Foster Youth and students with disabilities will receive access to tier one SEL and academic support services; and that 100% of students eligible for tier 2	Maintenance of effort was achieved.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			services through a counselor and/or social worker at each school site and after school.		and tier 3 support will have access to services.	
2.11	Priority 4: Pupil Achievement Early Assessment Program (EAP) College preparedness Source: CAASPP-ELPAC	In 2022-23, 30.4% of high school juniors met or exceeded standards in ELA and 11.2% of high school juniors met or exceeded standards in Math.	In 2023-24, 39.4% of high school juniors met or exceeded standards in ELA and 10.7% of high school juniors met or exceeded standards in Math.		The target for Year 3 is that 70% of juniors will meet or exceed ELA and Math standards as measured by the CAASPP.	ELA: +9.0% Math: -0.5%
2.12	Priority 7: Course Access Access to A-G approved courses Source: GHS Master Schedule	In 2022-23, 35.0% of high school seniors completed all A-G eligibility requirements for UC/CSU entrance upon graduation.	In 2023-24, 53.5% of high school seniors completed all A-G eligibility requirements for UC/CSU entrance upon graduation.		The target for Year 3 is that 70% of high school seniors will complete all A-G eligibility requirements for UC/CSU eligibility upon graduation.	+18.5%
2.13	4: Pupil Achievement A-G course completion rate Source: California School Dashboard	In 2022-23, 35.0% of 12th-grade students successfully completed all A-G eligibility requirements for UC/CSU entrance upon graduation. 35.3% of Hispanic graduates 19.4% of English Learners	In 2023-24, 53.5% of high school seniors completed all A-G eligibility requirements for UC/CSU entrance upon graduation. 54.1% of Hispanic graduates 27.7% of English Learners		The target for Year 3 is that 70% of high school seniors will complete all A-G eligibility requirements for UC/CSU eligibility upon graduation.	Districtwide: +18.5% Hispanic: +18.8% English Learners: +8.3% Socio-Economically Disadvantaged: +19.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		34.8% of Socio-Economically Disadvantaged Students 0.0% of Students with Disabilities 25.0% of Homeless students	53.6% of Socio-Economically Disadvantaged Students 16.2% of Students with Disabilities 58.7% of Homeless students			Students with Disabilities: +16.2% Homeless: +33.7%
2.14	Priority 4: Pupil Achievement AP passage rate Source: CollegeBoard	In 2022-23, the percentage of students who took and passed an AP exam with a score of 3 or higher was 39%.	In 2023-24, the percentage of students who took and passed an AP exam with a score of 3 or higher was 23.1%.		The target for Year 3 is for a 70% AP test passage rate.	-15.9%
2.15	Priority 4: Pupil Achievement CTE pathway completion rate Source: California Dashboard	In 2022-23, 42.7% of students successfully completed a Career Technical Education (CTE) pathway upon graduation. 42.8% of Hispanic graduates 28.4% of English Learners 41.4% of Socio-Economically Disadvantaged Students 00.0% of Students with Disabilities	In 2023-24, 54.5% of students completed a Career Technical Education (CTE) pathway upon graduation. 54.6% of Hispanic graduates 29.2% of English Learners 54.1% of Socio-Economically Disadvantaged Students 5.4% of Students with Disabilities		The target for Year 3 is for 70% of students to successfully complete a Career Technical Education (CTE) pathway upon graduation.	Districtwide: +11.8% Hispanic: +11.8% English Learners: +0.8% Socio-Economically Disadvantaged: +12.7% Students with Disabilities: +5.4% Homeless: +20.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		31.3% of Homeless students	52.2% of Homeless students			
2.16	Priority 4: Pupil Achievement Both A-G completion and CTE pathway completion rate Source: California Dashboard	In 2022-23, 25.2% of students completed a Career Technical Education pathway and all A-G eligibility requirements. 25.4% of Hispanic graduates 10.4% of English Learners 24.7% of Socio-Economically Disadvantaged Students 0.0% of Students with Disabilities 14.6% of Homeless students	In 2023-24, 40% of students completed a Career Technical Education pathway and all A-G eligibility requirements. 40.3% of Hispanic graduates 18.5% of English Learners 40.2% of Socio-Economically Disadvantaged Students 5.4% of Students with Disabilities 39.1% of Homeless students		The target for Year 3 is for 70% of students to complete a Career Technical Education pathway and all A-G eligibility requirements.	Districtwide: +14.8% Hispanic: +14.9% English Learners: +8.1% Socio-Economically Disadvantaged: +15.5% Students with Disabilities: +5.4% Homeless: +24.5%
2.17	Priority 5: Pupil Engagement High school graduation rates Source: California Dashboard	The High school graduation rates for 2022-23 is 91.3% for All students. Hispanic: 91.5% Socio-Economically Disadvantaged: 90.9% English Learners: 86.6% Homeless: 83.3%	The High school graduation rates for 2023-24 is 92.0% for All students. Hispanic: 91.8% Socio-Economically Disadvantaged: 91.8%		The target for Year 3 is 95% high school graduation rate for all student groups.	All students: 0.7% Hispanic: +0.3% Socio-Economically Disadvantaged: +0.9% English Learners: +1.1% Homeless: +8.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California Dashboard	English Learners: 87.7% Homeless: 91.3% Source: California Dashboard			
2.18	Priority 8: Other Student Outcomes College and Career Readiness Source: California Dashboard	In 2022-23, the following percentage of graduates were prepared for college or career: All students: 35.1% Hispanic: 35.5% Socio-Economically Disadvantaged: 34.5% English Learners: 13.6% Homeless: 29.8% Students with Disabilities: 0.0%	In 2023-24, the following percentage of graduates were prepared for college or career: All students: 53.0% Hispanic: 53.1% Socio-Economically Disadvantaged: 52.6% English Learners: 26.2% Homeless: 58.7% Students with Disabilities: 8.1%		The targets for Year 3 of percentage of graduates were prepared for college or career: All students: 50% Hispanic: 50% Socio-Economically Disadvantaged: 50% English Learners: 40% Homeless: 50% Students with Disabilities: 25%	All students: +17.9% Hispanic: +17.6% Socio-Economically Disadvantaged: +18.1% English Learners: +12.6% Homeless: +28.9% Students with Disabilities: +8.1%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

SUCCESSFUL IMPLEMENTATION of the following actions to achieve Goal 2 include:
Action 2.1: Teachers at all three sites engaged in Math Communities of Practice with coaching and collaborative planning to build instructional capacity. All sessions occurred as scheduled with high participation, confirming successful implementation.

Action 2.2: The district provided ELD materials and targeted professional development for ELs and LTELs across all grade levels. Teachers reported increased use of scaffolded, evidence-based strategies, indicating full implementation.
IMPLEMENTATION CHALLENGES: 2.2 - CDE reports the next ELA/ELD adoption cycle will be in 2027, 2.4 - challenges exist with the state ELA/ELD curriculum adoption cycle and curriculum alignment to meet the specific needs of non-intervention ELD/ELA curriculum needs for general education instruction, supplemental curriculum to the adopted core curriculum is being informally piloted; 2.14, implementation has been impacted by a staffing shortage requiring substitute teacher support to teach AP courses and progress toward teacher-efficacy

Action 2.3: The district successfully CTE pathways at GHS with no challenges.

Action 2.4: Implementation of ELD COPs occurred as scheduled. Site teams, including ELAC representatives, participated in multiple convenings across the year. These sessions focused on strengthening designated and integrated ELD instruction, sharing best practices, and analyzing student data, ensuring a coherent approach to EL services.

Action 2.5: The annual reclassification process was implemented with fidelity. EL student data was reviewed per CDE guidance, and reclassification determinations were made accordingly. The district ensured that staff were trained in using ELPAC and other relevant assessments, completing this action as planned.

Action 2.6: Staff responsible for supplemental science activities offered through the Expanded Learning Opportunities Program (ELOP) successfully implemented this action.

Action 2.7: ELD TOSA action was successfully implemented, though a person was not hired. These services were provided by all other instructional staff. No interruption of services occurred.

Action 2.8: The district successfully delivered designated and integrated ELD instructional services as planned. Long-term English Learners were provided access to both types of ELD throughout the instructional day, supported by ELD-trained teachers and site administrators. Implementation was districtwide and consistent with the intended scope.

Action 2.9: The district successfully implemented dual enrollment courses at Gonzales
High School.

Action 2.10:The district successfully grew the dual language program at La Gloria.

MODIFIED IMPLEMENTATION: N/A

NON-IMPLEMENTED CHALLENGES: N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 has a material difference due to the action being provided through differentiated assistance and at no cost to the district.
Action 2.7 experienced a material difference. This is due to:
The district attempted the recruitment of the ELD Tosa position #11456 and was unable to secure candidates. District-integrated and designated ELD was provided to all ELD students by instructional staff.

Actions 2.2, 2.3, 2.4, 2.5, 2.6, and 2.8-2.12 had no material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

GONZALES USD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal:
Action(s): 2.1 PD and Math CoP
Effectiveness of Action(s): 3 Effective
Metric(s): 2.1, Math CAASPP Metric 2.5
Analysis Statement: Teachers and administrators from across all three sites (LGE, FMS, and GHS) participated in Math Communities of Practice (COPs). They developed PDSA (plan-do-study-act) cycles to build instructional capacity and increase student achievement. Overall CAASPP scores increased by 2.1 points with additional gains seen for socioeconomically disadvantaged students and homeless students.

Action(s): 2.2 EL Supplemental Resources
Effectiveness of Action(s): 3 Effective
Metric(s): 2.2, Increased and Improved Services identifies that ELPI (Metric 2.6) will be used to monitor effectiveness.
Analysis Statement: Gonzales High School has piloted several ethnic studies curricula, held stakeholder input meetings, and will provided recommendations to the school board with successful board adoption. The ELPI increased by 13.3% over the prior year. The significant increase in the percentage of students making progress toward English language proficiency (from 41.6% to 54.9%) suggests that targeted language development strategies and support systems have been effective in accelerating English acquisition for multilingual learners.

Action(s): 2.3 CTE Pathways
Effectiveness of Action(s): 3 Effective
Metric(s): 2.3
Analysis Statement: Gonzales USD has demonstrated success with EL outcomes, moving from Orange to Blue on the California State Dashboard. Local Indicators show growth area in creating a clearly articulated, sustainable EL instruction program. According to Priority 4 data, the percentage of students passing an AP exam with a score of 3 or higher declined from 39% in 2022–23 to 23.1% in 2023–24, representing a 15.9 percentage point drop.

This outcome suggests that while students continue to access AP coursework, additional supports may be necessary to improve exam readiness and success. The district has set a Year 3 target of a 70% AP passage rate. To achieve this goal, CTE and AP strategies should be further aligned with student preparation needs, particularly in areas such as academic tutoring, college readiness skills, and targeted support for underrepresented groups. This includes scaffolding language and content instruction for English Learners to ensure equitable access to rigorous college preparatory pathways.

Action(s): 2.4 Integrated and Designated ELD Support
Effectiveness of Action(s): 3- Effective at FMS 2 – Somewhat Effective at LGE and GHS
Metric(s): 2.4 Increased and Improved Services identifies that ELPI (Metric 2.6) will be used to monitor effectiveness.
Analysis Statement: The overall districtwide improvement in CAASPP ELA scores (+3.2 points) suggests effective instructional strategies, particularly for homeless students (+5.4 points) and at Fairview Middle School (+13.8 points), though declines among students with disabilities (-3.1 points districtwide, -16.8 points at La Gloria Elementary) indicate a need for targeted interventions to support this subgroup. The ELPI increased by 13.3% over the prior year.

Action(s): 2.5 Accessing ELD and Common Core Standards
Effectiveness of Action(s): 3 Effective at FMS and for homeless students, 2 Somewhat Effective at LGE and GHS
Metric(s): 2.5
Analysis Statement: The districtwide increase in CAASPP Math scores (+2.1 points) reflects positive progress, with particularly strong gains at Fairview Middle School across all student groups, especially Hispanic students (+12.3 points) and homeless students (+10.4 points), indicating effective math instruction and support systems, though continued efforts are needed to accelerate growth for socioeconomically disadvantaged students (+1.4 points districtwide).

Action(s): 2.6 Expanded Learning for Science
Effectiveness of Action(s): 3 Effective
Metric(s): 2.6 Increased and Improved Services identifies that CAST (Metric 2.7) will be used to monitor effectiveness.
Analysis Statement: From 2022–23 to 2023–24, the percentage of students scoring at or above proficiency on the CAST increased from 13.13% to 13.94%—a gain of 0.81 percentage points. All student groups showed improvement:
Socioeconomically Disadvantaged: Increased from 12.1% to 13.04% (+0.96%)
English Learners: Increased from 0.6% to 1.68% (+1.08%)
Students with Disabilities: Increased from 0.0% to 2.38% (+2.38%)
Homeless Students: Increased from 2.9% to 13.64% (+10.74%)
These gains, though modest in most groups, suggest that expanded access to science content and instruction may be contributing to improved outcomes, particularly among homeless students.

Action(s): 2.7 ELD TOSA
Effectiveness of Action(s): 3 Effective
Metric(s): 2.7 Increased and Improved Services identifies that ELPI (Metric 2.6) and Reclassification (Metric 2.8) will be used to monitor effectiveness.
Analysis Statement: 41.6% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level.

Action(s): 2.8 PD for Teachers of ELs
Effectiveness of Action(s): 3 Effective
Metric(s):2.8
Analysis Statement: The slight decline in the districtwide reclassification rate (from 11.87% to 10.2%) suggests a need to strengthen language acquisition supports, particularly at La Gloria Elementary (3.8%), while higher reclassification rates at Fairview Middle (14.9%) and Gonzales High School (18.2%) indicate more effective strategies for advancing English proficiency at the secondary level.

Action(s): 2.9 Dual Enrollment
Effectiveness of Action(s): 3 Effective
Metric(s): 2.9
Analysis Statement: The increase in Gonzales High School students' access to a broad course of study (from 75% in 2023-24 to 79.2% in 2024-25) reflects effective efforts to expand course offerings and ensure more students have opportunities for a well-rounded education.

Action(s): 2.10 Dual Language Programs
Effectiveness of Action(s): 3 Effective
Metric(s): 2.10
Analysis Statement: 41.6% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level. The comprehensive multi-tiered SEL and academic support system ensures that all low-income, English Learners, foster youth, and students with disabilities receive tier one support, and 100% of eligible students have access to tier two and tier three interventions.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to the current goal

Metrics Modifications:
The baseline data for the Expulsion rate for 2022-23 had incorrectly listed it as 3.2%. The actual number was 0.3% which has been corrected.

Action Modifications:
1. Action 2.2 was separated into EL and LTEL, responding to the distinct needs for each group.
2. Merged action 2.5 to 2.2.
3. Action 2.7 was separated into EL and LTEL, responding to the distinct needs for each group.

4. Action 2.10 description changed to include La Gloria, and transportation for Fairview MS.
NEW ACTIONS:
5. Action 2.11 was added to include the use of Illuminate for data
6. Action 2.12 was added to include PLCs.

Expected Outcomes: No changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase teacher instructional capacity through professional learning and participation in Math Communities of Practice. Metric: 2.1	CAASPP test results indicate that students district-wide are achieving below age and grade level expectations in the area of Mathematics across subgroups. Teachers from across all three sites will participate in Math Communities of Practice (COPs) to build instructional capacity (technical assistance).	$416,279.00	No
2.2	Increase student access to supplemental resources and services to increase English language acquisition: professional development Metric 2.2	A. To support English Learners (ELs) in developing the English proficiency needed to access and succeed in rigorous academic coursework, GUSD will implement targeted instructional supports aligned to Goal 2. Classroom teachers, particularly in grades TK-8, will receive coaching and professional development from the district's ELD team to implement scaffolded Designated and Integrated ELD instruction. Teachers will use new supplemental ELD materials that are aligned to California's ELA/ELD Framework. These supports will help ELs access Common Core-aligned curriculum, improve performance on CAASPP/EAP, and accelerate progress on the English Learner Progress Indicator (ELPI). B. To improve academic achievement and reclassification rates for Long-Term English Learners (LTELs) in grades 6–12, GUSD will provide focused professional development for core content teachers at Fairview Middle School and Gonzales High School. Instructional coaches and site-	$93,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		based EL leads will train teachers on embedding academic language development into ELA, math, science, and history instruction. LTELs will also have access to supplemental curricular tools designed to support academic vocabulary, critical thinking, and reading comprehension in English.		
2.3	CTE Pathways Metric 2.14	The district will continue to maintain CTE pathways at Gonzales High School.	$0.00	No
2.4	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	GUSD will provide an integrated and designated language development program to ensure that all English Learner (EL) students, with a specific focus on LTELs, develop the listening, speaking, reading, and writing skills necessary to achieve one year's growth annually and reclassify to Fully English Proficient. Supplemental and scaffolded instructional resources will be made available to support LTELs in accessing Common Core State Standards-based instruction. Additionally, an instructional aide will be allocated to support this work.	$70,000.00	Yes
2.5	Increase rate of EL students making progress toward English proficiency and EL students who are reclassified by aligning programs and services to enable English	Professional Development (PD) and Coaching to support English Language Development (ELD). Evidence-based teaching strategies for ELA/ELD will be supported by professional development and coaching. This action is being combined with action 2.2 for 2025-26.		

Action #	Title	Description	Total Funds	Contributing
	language learners to access the common core academic content knowledge and ELD standards. Metrics 2.2, 2.6, 2.7			
2.6	Increase pupil achievement on statewide assessments for Science with expanded learning options. Metric 2.5	Board and state-adopted science curricula will be made accessible at La Gloria, Fairview Middle School, and Gonzales High School. Evidence-based teaching strategies for science will be enhanced through targeted professional development and coaching, with a particular focus on meeting the needs of English learners, homeless students, and those from socioeconomically disadvantaged backgrounds. Supplemental curriculum and professional learning opportunities will be tailored to support these students effectively. Additionally, supplemental science activities will be offered through the Expanded Learning Opportunities Program (ELOP) to further support and engage these students	$35,000.00	Yes
2.7	Provide a district-wide ELD TOSA: Language Program for ELs Metric 2.3	GUSD will provide a district-wide TOSA to support the fidelity of implementation of the integrated and designated English language development programs, to ensure all English learners (EL) and long-term English language learner (LTEL) students develop the listening, speaking, reading, and writing skills to achieve one year's growth annually, to assist with the use of the EL Roadmap to guide EL instruction and student support, and to monitor and support student reclassification to Fully English Proficient. ELs: Provide a district-wide ELD TOSA to support implementation of designated and integrated ELD instruction across all grade levels to support ELD practices identified in site walk-throughs. The TOSA will provide coaching, model lessons, and lead PLCs focused on ELD strategies. LTELs: Leverage the district ELD TOSA to design and deliver targeted LTEL intervention strategies, including sentence frames, academic discourse protocols, and writing scaffolds tailored to reclassification	$137,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		criteria. LTELs require specialized supports to progress in the ELPAC and meet reclassification thresholds.		
2.8	Increase staff knowledge and capacity in providing instruction for English Language Learners (ELLs) with an emphasis on providing targeted instructional services for long-term English Language Learners (LTELs). Metric 2.2	Provide professional development opportunities for teachers to increase and improve academic achievement for EL students. The professional development will support teachers in implementing rigorous standards-aligned instruction principally designed to support EL and LTEL students. This includes providing interventions and addressing the differentiated language and academic needs of all groups of EL students.	$0.00	No
2.9	GHS Dual Enrollment (Metric 2.12)	The district will continue to offer a dual enrollment courses at Gonzales High School.	$0.00	No
2.10	Dual-language Program Metric 2.3	The district will continue to support the DLI program for La Gloria Elementary School. Additional transition supports will be provided for Fair View Middle School's development of the Pathway to Biliteracy.	$959,602.15	No
2.11	NEW for 2025-26 Implementation of District Math and ELA Benchmarks using the program-Illuminate	GUSD will purchase the Illuminate Data and Assessment Disaggregation program for all schools to utilize in creating formative and summative assessments and measuring student achievement data by administering district level ELA and Math benchmarks.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Metric 2.4/2.5			
2.12	NEW for 2025-26 PLC's (Professional Learning Communities) Metric 2.4/2.5	GUSD will provide PLC professional development for Site and District Level Administrators, Teachers, and Support Staff. This is a district level initiative to support the "Cycle of Inquiry" to inform instruction.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will feel connected at school, as indicated by the annual district climate survey data; professional development in social and emotional learning (SEL) for all school staff and maintaining the number of counselors at each school site will support this goal. The Gonzales Unified School District will continue to implement and refine the Multi-Tiered System of Support (MTSS) at all sites, utilizing multiple forms of data to identify student social-emotional wellness and/or behavior support needs. Activities and strategies based on an analysis of student-expressed needs will be implemented to support student social-emotional and mental health wellness.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

An explanation of why the LEA has developed this goal.
PRIORITY NEED: Decrease suspension, expulsion, and chronic absenteeism rates by attending to social-emotional well-being.
Research shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.
Thus, this goal and its subset of actions were influenced by the positive correlation of a positive school climate with high student engagement and student success in learning. The actions listed
below will support these priority need areas. The metrics will assess how effective the actions are in meeting the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 5: Pupil Engagement Student Social-Emotional Well-Being Source: Local Records	33.7% of students indicate they are happy or very happy while at school. 51.6% indicate they feel okay while they are at school, and	58.5% of students indicate they feel safe and happy while at school. 33.3% indicate they sometimes feel happy and		The target for year three is that 80% of students feel happy or very happy while they are at school.	+24.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14.7% of students indicate they feel unhappy while at school. 64.4% of students indicate that their school provides activities that make them feel excited about and provide a sense of belonging. 26.1% of students indicate that their school rarely provides activities that make them feel excited about or provide a sense of belonging to school. 9.5% of students indicate that their school does not provide activities that make them feel excited about or provide a sense of belonging to school. Source: 2023-24 Local Student Data Survey	safe while they are at school, and 8.5% indicate they sometimes feel happy and safe while they are at school. Source: 2024-25 Local Student Data Survey			
3.2	Priority 5: Pupil Engagement Student Social-Emotional Well-Being Source: Local Records	61.7% of students indicate they have an adult they can go to at school if they need help or someone to talk to. 14.6% of students indicate they are unsure	68.2% of students indicate they have an adult they can go to at school if they need help or someone to talk to.		The target for year three is 90% of students know that they have an adult they can go to at school if they need	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		if they have an adult they can go to at school if they need help or someone to talk to. 18.3% of students indicate they do not know if they have an adult they can go to at school if they need help or someone to talk to. Source: 2023-24 Local Student Data Survey	22.5% of students indicate they are unsure if they have an adult they can go to at school if they need help or someone to talk to. 9.4% of students indicate they do not know if they have an adult they can go to at school if they need help or someone to talk to. Source: 2024-25 Local Student Data Survey		help or someone to talk to.	
3.3	Priority 6: Safety and School Connectedness School Safety Source: Local Student Survey Data	52.4% of students report feeling safe or very safe while at school. 39.3% of student report feeling okay about their safety while at school. 8.2% of students report feeling unsafe or very unsafe while at school. Source: 2023-24 Local Student Data Survey	58.5% of students indicate they feel safe and happy while at school. 33.3% indicate they sometimes feel happy and safe while they are at school, and 8.5% indicate they sometimes feel happy and safe while they are at school. Source: 2024-25 Local Student Data Survey		The target for year three is that 80% of all students report feeling safe or very safe while at school.	+6.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Priority 5: Pupil Engagement School Attendance Rates Source: Local Student Information System (SIS)	The attendance rate was 82.8% for the 2022-2023 school year. Source: Local SIS	The attendance rate was 92% for the 2023-2024 school year Source: Local SIS		The target for Year 3 is 90%.	+9%
3.5	Priority 5: Pupil Engagement Middle School Drop Out Rates Source: CALPADS	Middle School Drop Out rate is 0% for the 2022-2023 school year. Source: Local SIS	Middle School Drop Out rate is 0% for the 2023- 2024 school year. Source: Local SIS		The target for Year 3 is 0%.	Goal Met
3.6	Priority 5: Pupil Engagement High School Drop Out Rates Source: DataQuest	High School Drop Out rate is 3.9% for the 2022-2023 school year. Hispanic: 3.5% English Learners: 4.6% Homeless: 10.6% Students With Disabilities: 21.1% SocioEconomically Disadvantaged: 4.1% Source: DataQuest	High School Drop Out rate is 7.4% for the 2023-2024 school year. Hispanic: 7.6% English Learners: 10.8% Homeless: 8.5% Students With Disabilities: 23.1% SocioEconomically Disadvantaged: 7.7% Source: DataQuest		The target for Year 3 is a drop out rate of 2% of less.	Districtwide: +3.5% Hispanic: +4.1% English Learners: +6.2% Homeless: -2.1% Students With Disabilities: +2.0% SocioEconomically Disadvantaged: +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Priority 6: School Climate Pupil Expulsion Rates Source: DataQuest, CALPADS, and/or CDE (https://www.cde.ca.gov/ds/ad/filesed.asp)	The Expulsion rate for 2022-23 was 0.3%. Source: CDE Expulsion Data	The Expulsion rate for 2023-24 was 0.1%. Source: CDE Expulsion Data		The target for Year 3 is an expulsion rate of less than 1%.	-0.2%
3.8	Priority 6: Student Suspension Rates Source: California Dashboard	LGE 22-23 Suspension Rate: 3.7% FMS 22-23 Suspension Rate: 7.8% GHS 22-23 Suspension Rate:5.1% Districtwide: Homeless: 7.9% English Learner: 5.5% SocioEconomically Disadvantaged: 5.4% Students with Disabilities: 5.2% Source: 2023 California Dashboard	LGE 23-24 Suspension Rate: 1.0% FMS 23-24 Suspension Rate: 9.2% GHS 23-24 Suspension Rate:9.8% Districtwide: Homeless: 7.2% English Learner: 7.5% SocioEconomically Disadvantaged: 6.7% Students with Disabilities: 9.6% Source: 2024 California Dashboard		The target for Year 3 is a suspension rate of less than 3% for each school site.	LGE: -2.7% FMS: +1.4% GHS: +4.7% Districtwide: Homeless: -0.7% English Learner: +2.0% SocioEconomically Disadvantaged: +1.3% Students with Disabilities: +4.4%
3.9	Priority 5: Pupil Engagement Chronic Absenteeism Rates	The chronic absenteeism rate was 25.4% for the 2022-23 school year.	The chronic absenteeism rate was 20.6% for the 2023-24 school year.		The chronic absentee target rate for Year 3 is 5% or less.	Districtwide: -4.8% Fairview Middle School: -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Schools Dashboard	Fairview Middle School: 22.1% FMS Homeless Youth: 31.3% FMS Socio-Economically Disadvantaged: 23.2% FMS Students Identified as Having Special Needs: 32.1% Districtwide: Homeless: 31.2% English Learner: 25.3% SocioEconomically Disadvantaged: 25.2% Students with Disabilities: 35% Source: 2023 California Dashboard	Fairview Middle School: 17.2% FMS Homeless Youth: 24.7% FMS Socio-Economically Disadvantaged: 18.6% FMS Students Identified as Having Special Needs: 23.5% Districtwide: Homeless: 24.4% English Learner: 23.4% SocioEconomically Disadvantaged: 21.7% Students with Disabilities: 30.5% Source: 2024 California Dashboard			FMS Homeless Youth: -6.6% FMS Socio-Economically Disadvantaged: -4.6% FMS Students Identified as Having Special Needs: -8.6% Districtwide: Homeless: -6.8% English Learner: -1.9% SocioEconomically Disadvantaged: -3.5% Students with Disabilities: -4.5%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, all actions (3.1 through 3.7) under Goal 3 were successfully implemented to support improved student engagement, safety, and social-emotional wellness. These actions reflect the district's commitment to fostering inclusive, supportive, and

connected learning environments for all students, particularly English Learners, socioeconomically disadvantaged students, and homeless youth.

Action 3.1 (Attendance and Engagement Strategies) was successfully implemented. With dedicated attendance clerks, site-based attendance teams, and targeted family outreach, the district saw a notable increase in attendance (from 82.8% to 92%) and corresponding decreases in chronic absenteeism, particularly at Fairview Middle School.

Action 3.2 (Restorative Practices and Supervision) was effectively carried out. Increased supervision, structured student break activities, and restorative conflict resolution led to a reduction in expulsions (from 0.3% to 0.1%) and contributed positively to student perceptions of safety and school connectedness.

Action 3.3 (Professional Development on SEL and Positive School Culture) was implemented with modified participation from instructional and support staff. The district observed increased reports of student happiness and safety, although continued focus is needed for students who remain disconnected.

Action 3.4 (School Social Workers for Tiered Supports) was implemented successfully across all sites. Tier 2 and Tier 3 counseling supports targeted to unduplicated pupils helped decrease suspensions and improved individual student outcomes.

Action 3.5 (Site-Based School Counselors) remained fully staffed, supporting student mental health, academic guidance, and behavior interventions. Their presence contributed to a sustained 0% dropout rate at the middle school level and reinforced a stable school climate and was successfully implemented.

Action 3.6 (Middle School Dropout Prevention Supports) achieved modified implementation and successfully maintained a 0% middle school dropout rate for a second consecutive year. Supervision, enrichment, and targeted academic support were key contributors.

Action 3.7 (High School Dropout Prevention Supports) was implemented as planned, including credit recovery and increased supervision. However, despite implementation, the high school dropout rate increased from 3.9% to 7.4%, especially among ELs and SWD, indicating that further intensification and refinement of supports will be necessary in the coming year.

In summary, all actions were successfully implemented and aligned with identified needs and metrics. While most outcomes show improvement, especially in attendance, engagement, and school climate, high school dropout prevention will require enhanced focus to meet future targets.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.6 experienced a material difference. This is due to:
The district provided targeted interventions and student support. Estimated actual expenditures pending confirmation of staff paid for Saturday intervention days.

Action 3.7 experienced a material difference. This is due to:
The district provided targeted interventions and student support. Estimated actual expenditures pending confirmation of staff paid for Saturday intervention days.

Actions 3.1 experienced a small material difference. This is due to: Lower costs for staffing.

Action 3.2 experienced a small material difference. This is due to: Lower costs for staffing.

Action 3.4 experienced a small material difference. This is due to: Lower costs for staffing.

Action 3.5 experienced a small material difference. This is due to: Lower costs for staffing than originally projected.

Action 3.3: No material difference.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 – School Climate, Pupil Engagement, Chronic Absenteeism, and School Attendance Rates
Effectiveness Rating: 3 – Effective
Metrics: 3.1 (Overall Attendance), 3.4 (Student Sense of Belonging), 3.9 (Chronic Absenteeism)
Analysis Statement: This action led to a districtwide increase in the attendance rate from 82.8% to 92%, reflecting improved engagement through site attendance teams and parent outreach. Chronic absenteeism declined, especially at Fairview MS. Student belonging increased, with 64.4% of students reporting engaging school activities and 85.3% stating they feel happy or very happy at school.

Action 3.2 – Implementation of Restorative Practices
Effectiveness Rating: 3 – Effective
Metrics: 3.2 (Suspension Rate), 3.7 (Student-Adult Connections), 3.8 (Student Trust in Support Staff)
Analysis Statement: Suspension rates decreased, contributing to a reduction in expulsions from 0.3% to 0.1%. Student-adult connections strengthened, with an increase in students reporting they have a trusted adult (from 61.7% to 68.2%). However, trust in support staff (3.8) saw a slight decline, indicating room for deeper communication about staff roles and availability.

Action 3.3 – Professional Development for Safe and Supportive Schools
Effectiveness Rating: 3 – Effective
Metrics: 3.1 (Overall Attendance), 3.2 (Suspension Rate), 3.3 (Perceived Safety)
Analysis Statement: The action contributed to increased student-reported safety, from 52.4% to 58.5%. As staff implemented SEL and classroom culture training, overall attendance rose to 92%, and suspensions decreased, showing strong alignment with school climate goals. Nonetheless, 8.5% of students still reported feeling unsafe, highlighting the need for sustained schoolwide consistency.

Action 3.4 – Maintain School Social Worker Support
Effectiveness Rating: 3 – Effective
Metrics: 3.1 (Overall Attendance), 3.3 (Perceived Safety), 3.9 (Chronic Absenteeism), 3.8 (Suspensions)
Analysis Statement: School social workers delivered targeted Tier 2 and 3 interventions that helped reduce chronic absenteeism and improve attendance across all student groups. Their presence contributed to stronger student-reported feelings of safety, and their engagement in crisis response ensured at-risk students received timely and appropriate support, which will be leveraged more intensively for Tier 3 support for at-risk high school students. Student-adult connections strengthened, with an increase in students reporting they have a trusted adult (from 61.7% to 68.2%). However, trust in support staff (3.8) saw a slight decline, indicating room for deeper communication about staff roles and availability. However, suspensions increased at FMS (from 7.8% to 9.2%) and GHS (from 5.1% to 9.8%), indicating a need for stronger counselor integration in MTSS at secondary levels.
For student groups:
Homeless students improved slightly (–0.7%),
English Learners (+2.0%),
Socioeconomically Disadvantaged (+1.3%),
Students with Disabilities (+4.4%) all saw increases, signaling the need for more targeted supports.

Action 3.5 – Maintain School Counselors at All Sites
Effectiveness Rating: 3 – Effective
Metrics: 3.1 (Overall Attendance), 3.3 (Perceived Safety), 3.5 (Middle School Dropout), 3.8 (Suspensions)
Analysis Statement: Counselors played a pivotal role in maintaining a 0% middle school dropout rate, supporting student emotional well-being, and reducing disciplinary issues. Students reported improved feelings of safety, high attendance, and continued trust in support staff, confirming this action's impact on school connectedness. Maintaining school counselors supported suspension reduction at LGE, which dropped from 3.7% to 1.0% (–2.7%). However, suspensions increased at FMS (from 7.8% to 9.2%) and GHS (from 5.1% to 9.8%), indicating a need for stronger counselor integration in MTSS at secondary levels.
For student groups:
Homeless students improved slightly (–0.7%),
English Learners (+2.0%),
Socioeconomically Disadvantaged (+1.3%),
Students with Disabilities (+4.4%) all saw increases, signaling the need for more targeted supports.

Action 3.6 – Middle School Dropout Prevention Supports
Effectiveness Rating: 3 – Effective
Metrics: 3.5 (Middle School Dropout), 3.6 (High School Dropout), 3.9 (Chronic Absenteeism)
Analysis Statement: This action effectively sustained a 0% middle school dropout rate. Although metric 3.6 (high school dropout) is reported separately, the focus on engagement and supervision during middle school yielded lower chronic absenteeism and ensured strong middle school retention for a second consecutive year.

Action 3.7 – High School Dropout Prevention Supports
Effectiveness Rating: 1 – Not Effective
Metrics: 3.6 (High School Dropout), 3.7 (Student-Adult Connections), 3.9 (Chronic Absenteeism)
Analysis Statement: Despite full implementation of credit recovery and engagement strategies, the high school dropout rate increased from 3.9% to 7.4%, with significant rises among English Learners (10.8%) and SWD (23.1%). While 3.7 (trusted adult) saw moderate improvement, chronic absenteeism remained high, indicating the current supports are insufficient to meet the needs of vulnerable high school populations. GUSD will intensify interventions and regularly progress monitor for these subgroups to ensure progess in 2025-26

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes.
Metrics Modifications: The baseline data for Metric 3.7 - Expulsion rate for 2022-23 had incorrectly listed it as 3.2%. The actual number was 0.3% which has been corrected. [Pam, please review and revise]

Action Modifications:
1. Action 3.1 added Athletic programs at the high school in the middle school.
2. Action 3.2 to remove targeted training on restorative practices.
3. Action 3.4 LREBG funded added.
4. Action 3.6 LREBG funded added.
5. Action 3.7 LREBG funded added..

Expected Outcomes: No changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate, Pupil Engagement Chronic Absenteeism and	To support a positive school climate, attendance, and engagement for English learners, low-income, and foster youth, GUSD will provide the following increased actions:	$938,366.60	Yes

Action #	Title	Description	Total Funds	Contributing
	School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9	A. Assign one dedicated attendance clerk at each school site to focus on reducing chronic absenteeism, with particular attention to English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities. B. Appoint and oversee the attendance processes and procedures districtwide, ensuring support is provided to schools serving the most at-risk students. C. Allocate materials and supplies to support site-based attendance campaigns, including targeted interventions for English learners, homeless students, and socioeconomically disadvantaged students. This includes creating informational campaigns and PBIS attendance incentives tailored to these groups. D. Provide ongoing professional development for clerical staff on school attendance and student information systems, with a focus on addressing the unique needs of high-risk student populations. Fairview Middle School (Targeting Red Indicators): A. Establish site-based attendance teams specifically to address red indicators for chronic absenteeism among all students, with targeted strategies for English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities. B. Provide materials and supplies for targeted positive attendance campaigns for 6th-8th-grade students, focusing on addressing chronic absenteeism through tailored interventions and incentives for at-risk groups. C. Increase collaborative family engagement for chronically absent students through targeted family events, home visits, and community outreach, with a focus on supporting English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities.		

Action #	Title	Description	Total Funds	Contributing
		D. Support athletic programs at Gonzales High School and Fairview Middle School.		
3.2	Maintain Low Suspension and Expulsion Rates Implementation of Restorative Practices Source: Local Student Survey Data, DataQuest, CALPADS, and CDE Metrics 3.2, 3.3 - 3.9	Restorative school discipline and accountability practices will prioritize English learners, homeless youth, socioeconomically disadvantaged students, and students with red indicators for suspension. These practices will focus on fostering a sense of community within classrooms and schools to prevent conflict and address misconduct by encouraging students to take responsibility and rebuild relationships. The action plan includes the following components: A. Ensure adequate student supervision in all areas (e.g., classrooms, playgrounds, cafeterias) to maintain a safe and supportive environment for all students. B. Provide engaging activities for students during breaks to promote positive interactions and reduce behavioral issues. C. Adopt restorative practices to guide students and adults through conflict resolution, focusing on the needs of English learners, homeless youth, socioeconomically disadvantaged students, and those with red indicators for suspension. D. Offer tiered counseling and support services (tier one, two, and three) to all students as needed, ensuring that those at higher risk receive targeted interventions. E. Provide targeted training in restorative practices for staff and students to enhance conflict resolution and relationship-building skills, incorporating curriculum such as Social Skills Streaming. This plan specifically addresses the needs of students with red indicators for suspension, including English learners, Hispanic students at La Gloria, homeless youth districtwide and at La Gloria, and socioeconomically disadvantaged students at La Gloria.	$156,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Professional Development Metric: 3.1, 3.2	To ensure students feel safe and are in a welcoming learning environment, the district will provide professional development to build staff capacity in developing positive classroom environments, social-emotional strategies and structures, and restorative practices. A. Provide professional development to build (a) teacher capacity to create classroom environments that foster positive student relationships and use instructional methodologies that intentionally support students' socio-emotional learning needs and (b) site leadership capacity to manage change processes, develop positive school cultures, and support shifts in teacher practice. B. Provide professional development for staff (including teachers, counselors, paraprofessionals, administrators, office, nutrition, and transportation staff, and others who interact with students) on and emotional learning (SEL) strategies and structures for relationship building and safe and supportive environments to reinforce the social and emotional capacities of all adults who work with students. C. All teachers including specifically staff at La Gloria Elementary School will participate in restorative practice training, social-emotional learning training, and positive behavior intervention to provide alternatives to student suspension.	$0.00	No
3.4	Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	To prioritize English learners, homeless students, and socioeconomically disadvantaged students, School Social Workers will enhance their support at all three schools. They will focus on providing tier 3 one-on-one counseling and small group sessions tailored to the needs of these priority groups. Data shows that students requiring tier 2 and tier 3 support services, including English learners and those from homeless or socioeconomically disadvantaged backgrounds, face higher suspension rates and chronic absenteeism. Providing these students with additional	$544,450.71	Yes

Action #	Title	Description	Total Funds	Contributing
		social-emotional learning (SEL) support will decrease suspension rates and enhance attendance rates. Additionally, crisis response teams will be established at each site to offer immediate support and interventions for these high-priority groups, ensuring they receive the necessary assistance to thrive academically and emotionally. **LREBG Funded Action: The LEA will support students with one-on-one counseling and small group sessions. The research shows that access to school-based mental health services, such as one-on-one counseling and small group social-emotional learning (SEL) sessions, significantly improves students' academic engagement, attendance, and overall well-being. According to the American Psychological Association and CASEL (Collaborative for Academic, Social, and Emotional Learning), students who receive structured emotional and behavioral supports show reductions in disciplinary incidents and improved academic performance. These approaches are particularly effective when delivered in small group formats, allowing for targeted support. Under the Learning Recovery Emergency Block Grant (LREBG), such interventions are considered evidence-based strategies to address the social-emotional and mental health needs stemming from the pandemic The metric being used to monitor this action is 3.8, Suspension Rates. LREBG Funds supporting this action: $183,959 per year through 2027–2028.		
3.5	Maintain School Counselors at All School Sites to	School counselors will be available at La Gloria Elementary, Fairview Middle School, and Gonzales High School to provide targeted support for English learners, homeless youth, socioeconomically disadvantaged students, and other students needing tiered services. This support will	$1,193,064.25	Yes

Action #	Title	Description	Total Funds	Contributing
	Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	include social-emotional assistance, academic intervention and acceleration, and guidance on college and career awareness.		
3.6	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	GUSD will ensure English learners, the homeless, and socioeconomically disadvantaged students receive increased service and attention to keep the middle school dropout rates at 0 by: A. Provide enhanced student supervision (e.g., classroom, playground, cafeteria, etc.). B. Provide additional activities for students during recess breaks. C. Provide all students with access to tier one, two, and three counseling and support services as needed. D. Increase student achievement indicators such as grades and benchmark assessment results through the implementation of targeted interventions such as after-school tutorials, Saturday boot camps, and other interventions as indicated by student need. **LREBG Funded Action: The LEA will support middle school students' access to counseling supports, from tier one to tier three, as needed. The research shows that a multi-tiered system of supports (MTSS) for student mental health—including universal prevention (Tier 1), targeted group interventions (Tier 2), and individualized intensive supports (Tier 3)—is a proven strategy to enhance student behavior, reduce disciplinary incidents, and increase school connectedness. Studies by the National Center for School Mental Health and the RAND Corporation indicate that implementing tiered counseling frameworks leads to decreases in	$153,933.82	No

Action #	Title	Description	Total Funds	Contributing
		suspension and expulsion rates, especially when services are integrated into the school day and responsive to student needs. These supports are essential under the Learning Recovery Emergency Block Grant (LREBG), which prioritizes student well-being as part of learning recovery. The metric being used to monitor this action is 3.9, Chronic Absenteeism rates. LREBG Funds supporting this action: $153,933.82 per year through 2027–2028.		
3.7	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	GUSD will ensure English learners, the homeless, and socioeconomically disadvantaged students receive increased service and attention to lower high school dropout rates by: A. Enhance student supervision across all areas (classroom, playground, cafeteria, etc.). B. Increase activities during recess breaks to engage all students. C. Expand all students' access to tiered counseling and support services (Tier 1, 2, and 3). D. Provide Tier 3 social-emotional support services targeted at students at risk of dropping out. E. Offer credit recovery options through summer school, after school, and online learning platforms. F. Assign one campus supervisor to oversee these initiatives, ensuring they are effectively implemented. These actions will support English learners, homeless students, and those from socioeconomically disadvantaged backgrounds by addressing their unique needs through enhanced supervision, increased engagement, comprehensive support services, and targeted academic recovery	$445,505.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities, ultimately creating a more inclusive and supportive educational environment. **LREBG Funded Action: The LEA will support high school students' access to counseling supports, from tier one to tier three, as needed. The research shows that high school students benefit significantly from access to a multi-tiered system of mental health supports. According to studies by the American Institutes for Research and the National Center for School Mental Health, integrating mental health counseling within a tiered framework at the high school level reduces behavioral disruptions, improves school climate, and increases student engagement and graduation rates. Tiered supports allow schools to proactively address student mental health needs—from schoolwide wellness initiatives to individualized crisis intervention—making them a critical part of academic recovery and success under the Learning Recovery Emergency Block Grant (LREBG). The metric being used to monitor this action is 3.6; High School drop out rates. LREBG Funds supporting this action: $445,505 per year through 2027–2028.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All GUSD families, including those of students who qualify as unduplicated, will be engaged in the decision-making process and will be encouraged to attend school events, including virtual ones. The district will provide specific student, parent, and community engagement opportunities that foster a strong, positive connection between school and home.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. With this in mind, this goal and the subset of actions under it took into consideration how parents, families, and other caring adults are the primary education providers for children early in life and can reinforce classroom learning throughout the school years. As evidenced by student and parent survey results, relationships between GUSD schools and the families are generally positive. With this recognition, GUSD intends to leverage on the established relationships to enhance family engagement and encourage increased participation of families in local decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Promote parent engagement in school events, committees, and input in decision-making with options for parents to participate in their native language.	In 2023-24, 68.8% of students report that their parents attend and are involved with school events, activities, and meetings. 31.2% of students report that their parents are rarely or never involved with school	In 2024-25, 66.3% of students report that their parents attend and are involved with school events, activities, and meetings. 33.7% of students report that their		The target for Year 3 is that 80% of students report that their parent or a guardian is involved in their education by attending school events, activities, and or meetings.	-2% +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		events, activities, and meetings. Source: Student LCAP Survey	parents are rarely or never involved with school events, activities, and meetings. Source: Student LCAP Survey			
4.2	Provide multiple platforms to promote parent participation in school events, committees, and input in decision-making including translation services.	In 2023-24, less than 80% of parents or student guardian's report they are able to attend school meetings through a preferred platform. Source: Parent LCAP Survey	70% of parents prefer parent meetings to be held after school. 59.7% of families prefer meetings to be offered in a hybrid format. Source: Parent LCAP Survey		The target for Year 3 is that 80% of parents or student guardian's report they are able to attend school meetings through a preferred platform.	-10%
4.3	Promote parent participation in programs for individuals with exceptional needs by creating activities, spaces, and opportunities to connect with parents of students identified as having special needs as partners in their children’s education (e.g. district-hosted special education conference)	In 2023-24,100% of parents of students identified as receiving special education services have the opportunity to attend a minimum of one IEP each year in addition to parent conferences and other parent, family, and school sponsored events. Parents receive notification of specialized events for students and families of	100% of parents with students identified as qualifying for specialized services are invited to participate in IEPs, decision-making meetings for their students, and parent events.		100% of parents will have the opportunity to attend events.	Goal Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	including translation services.	students with special needs via ParentSquare.				
4.4	Promote parent participation in programs for parents of low income, English Learner, and Foster Youth by creating activities, spaces, and opportunities to connect with parents partners in their children's education	In 2023-24, 100% of parents of low- income, English Learner, and Foster Youth students have the opportunity to attend parent conferences and other parent, family, and school sponsored events. Parents receive notification of specialized events for students and families of of low income, English Learner, and Foster Youth students via ParentSquare.	100% of parents of low-income, English Learner, and Foster Youth students are invited to attend parent conferences and other parent, family, and school-sponsored events.		100% of parents will have the opportunity to attend events.	Goal Achieved

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Describe the overall implementation of the actions to achieve the articulated goal, including 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 relevant challenges with the implementation process, successes experienced with the implementation process.

SUCCESSFUL IMPLEMENTATION: 4.3, 4.4
Action 4.3: Five Community Collaborative meetings were held as scheduled, with broad participation from local organizations and families. These meetings supported resource sharing and aligned with district goals to address student and family needs.

Action 4.4: The district maintained a 100% invitation rate for parents of students receiving special education services, offering events and supports that included translation and access accommodations. This demonstrated a strong commitment to inclusive family engagement.

IMPLEMENTATION CHALLENGES: 4.1, 4.2
Action 4.1: The district partially offered educational workshops and classes for families, prioritizing access for English learners, homeless, and socioeconomically disadvantaged families. Sessions were well-attended and delivered as planned, promoting inclusive parent engagement.

Action 4.2: GUSD partially communicates through multiple platforms, including social media, the parent portal, and translation services. These improvements ensured that families received timely, accessible information.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions 4.1-4.4 had no material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 – Parent Engagement and Education
Effectiveness Rating: 1 – Somewhat Effective
Metrics: 4.1 (Student-reported parent involvement),
ELA (Dashboard): All Students -48.5, SWD -130.8, LTEL -95.1, Homeless -67.5, EL -67.2, SED -53.1, Hispanic -49.3
Math (Dashboard): All Students -97.4, SWD -166.7, LTEL -158.4, Homeless -112, EL -108, SED -103.4, Hispanic -98.1
Analysis Statement: Student survey results show a decrease in reported parental involvement from 68.8% in 2023–24 to 66.3% in 2024–25, with an increase in students indicating that their parents are rarely or never involved, rising from 31.2% to 33.7%. Concurrently, student academic performance remains significantly below standard in both ELA and Math across all reported subgroups, including Students with Disabilities (-130.8 ELA / -166.7 Math), Long-Term English Learners (-95.1 ELA / -158.4 Math), and Homeless Youth (-67.5 ELA / -112 Math).

Action 4.2 – School-Parent-Community Communication
Effectiveness Rating: 2 – Somewhat Effective
Metrics: 4.1, 4.2 (Parent access to preferred platforms),
ELA & Math (Dashboard): All student groups as above
Analysis Statement: While communication platforms were offered, only 59.7% of families preferred the available hybrid meeting formats, and fewer than 80% reported access through their preferred platform. Staffing shortages in translation services likely reduced access for EL and

SED families. This partially hindered progress in increasing parent engagement, which is critical given Math proficiency levels below -100 for EL, LTEL, and SED subgroups. Stabilizing multilingual communication systems remains a top priority.

Action 4.4 – Involvement Opportunities for Parents of Students with Special Needs
Effectiveness Rating: 3 – Effective
Metrics: 4.3 (Special education parent participation),
ELA (Dashboard): SWD -130.8 | Math (Dashboard): SWD -166.7
Analysis Statement: The district achieved a 100% invitation rate for families of students receiving special education services, supporting compliance and partnership. Given the extreme academic gaps for Students with Disabilities in both ELA and Math, sustained outreach and structured collaboration through IEPs and parent events are essential to support progress in core academics.

Action 4.3 – Involvement of Parents of Low-Income, EL, and FY Students
Effectiveness Rating: 3 – Effective
Metrics: 4.4 (Parent participation for LI, EL, FY), 4.3 (Cross-over with SWD),
ELA (Dashboard): EL -67.2, LTEL -95.1, Homeless -67.5, SED -53.1
Math (Dashboard): EL -108, LTEL -158.4, Homeless -112, SED -103.4
Analysis Statement: The district consistently invited 100% of families of low-income, English Learners, and Foster Youth students to participate in parent events. These efforts are essential, especially in light of large learning gaps. For example, Homeless Youth and Long-Term English Learners are over 100 points below standard in both Math and ELA, underscoring the need for family involvement as a central strategy in academic recovery.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to the current goal, focusing on family and community engagement.

Metrics Modifications: N/A

Action Modifications: N/A

Expected Outcomes: N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement and Education (Metric 4.3)	To encourage and increase parent engagement and education, GUSD will continue to provide and enhance educational classes and workshops for all GUSD parents and families, with a specific focus on increasing accessibility and support for English learners, homeless students, and those from socioeconomically disadvantaged backgrounds.	$143,596.77	Yes
4.2	School-Parent-Community Communication	To ensure GUSD parents, staff and community members will be fully invested in collaborative partnerships, the district will provide School-Parent-Community communication by: A. Increase the opportunities for parent, community, and school communication. B. Communication, dissemination of information, website, social media, parent portal. C. Translation services available to families.	$27,130.66	No
4.3	Community Partnerships (Metric 4.2)	To focus on addressing the unique needs of English learners, homeless students, and those from socioeconomically disadvantaged backgrounds, the district, parents, staff, and community members will be fully invested in collaborative partnerships by: A. Host five Community Collaborative meetings per year, inviting a variety of community organizations. The goal is to support the children, youth, adults, and families of Gonzales through collaborative dialogue and information sharing of resources to strengthen our efforts to create an informed, educated, and healthy community. B. Continue to leverage available community agencies and resources to support district goals in responding to student needs and improving outcomes.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Involvement opportunities for parents/guardians of students identified as receiving special education services. Metric: 4.3	Create activities, spaces, events, and opportunities to connect with parents of students identified as having special needs as partners in their children's education (e.g. district-hosted special education conference) including translation services.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All English Language Learners will show progress towards English proficiency.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district's goal for all English Language Learners (ELs) to show growth toward achieving English fluency is driven by a clear and pressing need highlighted in student performance data. While 33.14% of all students in grades 3–8 and 11 met or exceeded standards in English Language Arts (ELA) on the CAASPP assessments, only 10.92% of EL students met that benchmark. This performance gap underscores the need for targeted support to accelerate EL students' academic language development. Although 54.9% of English learners demonstrated progress by advancing at least one level on the English Learner Progress Indicator (ELPI), nearly half did not show measurable improvement. These data points reinforce the importance of maintaining a district-wide focus on English language development to ensure equitable academic opportunities and long-term success for all English learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of English Learners who who are LTELs or are at risk of becoming LTELs Source: Ellevation	The percentage of students in the 2023-24 Gonzales Unified School District who are LTELS or show signs of becoming LTELs is 15.1% or 294 students. GHS 18.4%/132 students FMS 25.7%/111 students LGE 6.4%/51 students	The percentage of students in the Gonzales Unified School District who are LTELS or show signs of becoming LTELs is 15.1% or 294 students. GHS 18.4%/132 students FMS 25.7%/111 students		The target is for there to be fewer than 200 students at risk of becoming LTELs district-wide.	No change - new goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LGE 6.4%/51 students New Goal - Outcomes are the same as baseline			
5.2	Percentage of LTEL students Source: Ellevation	The percentage of LTEL students in the Gonzales Unified School District in 2024 was 9.5% or 184 students. GHS 17.5%/125 students FMS 13.7%/59 students LGE 0%/0 students	The percentage of LTEL students in the Gonzales Unified School District in 2024 was 9.5% or 184 students. GHS 17.5%/125 students FMS 13.7%/59 students LGE 0%/0 students New Goal - Same as baseline		Decrease the percentage of LTEL to 157 students or 8.1%.	No change - new goal
5.3	Percentage of EL students making progress on the California Dashboard English Language Proficiency Indicator Source: CA School Dashboard	The percentage of students making progress in 2024 is 54.9% GHS 57.9% FMS 76.7% LGE 42.3%	The percentage of students making progress in 2024 is 54.9% GHS 57.9% FMS 76.7% LGE 42.3% New Goal - Same as baseline		The target is for percentage of students who are making progress 60% GHS 60% FMS 80% LGE 50%	No change - new goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Percentage of students being reclassified yearly Source: Ellevation	The percentage of EL students who were reclassified as fully English proficient in 2024 was 10.2% LGE 17/450 = 3.8% FMS 28/188 = 14.9% GHS 46/253 = 18.2% Source: Ellevation	The percentage of EL students who were reclassified as fully English proficient in 2024 was 10.2% LGE 17/450 = 3.8% FMS 28/188 = 14.9% GHS 46/253 = 18.2% New Goal - Same as baseline Source: Ellevation		LGE 17/450 = 8.8% FMS 28/188 = 24.9% GHS 46/253 = 28.2%	No change - new goal

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This is a refined and targeted goal added to the LCAP beginning with the 2025-26 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	ELD Supports for EL and LTEL students	A. Ensure ELD supports are in place for K-8 English Learners to build foundational language acquisition and academic skills. This includes implementing both Designated and Integrated ELD in grades K-6, and targeted ELD instruction in middle school. Bilingual Paraprofessionals will support instruction and student engagement across grade levels. Purchase necessary supplemental materials to ensure students have access to core instruction and ELD instruction. B. Provide middle and high school-level ELD instruction designed specifically to re-engage and accelerate language development for Long-Term English Learners (LTELs). Instruction will focus on academic vocabulary, writing, and oral language needed for success in core subject areas. Bilingual Paraprofessionals and targeted supplemental instructional materials will support this effort. Purchase and implement curriculum enhancements and instructional tools aligned with LTEL-specific needs and course access goals. **LREBG Funded Action: The LEA will purchase learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency. The research shows that evidence-based instructional materials and recovery programs, particularly those designed for English learners and	$130,643.21	No

Action #	Title	Description	Total Funds	Contributing
		academically struggling students, can significantly accelerate learning when aligned with grade-level standards and delivered consistently. According to the What Works Clearinghouse and studies by the U.S. Department of Education, supplemental programs that are culturally relevant, scaffolded, and adaptive to student needs improve language acquisition and literacy outcomes. The Learning Recovery Emergency Block Grant (LREBG) prioritizes these interventions as essential to mitigating the academic disruption caused by the pandemic. The metric being used to monitor this action is 5.3: ELPI LREBG Funds supporting this action: $130,643.21 per year through 2027–2028.		
5.2	ELD Master Plan implementation and professional development	GUSD will provide professional development in the implementation of ELD standards for teachers. Purchase EL Achieve instruction based materials for teachers to use with implementation of language objectives.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,185,342	$1,017,016

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.000%	0.000%	$0.00	37.000%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	Analysis of 2023 academic performance data reveals persistent achievement gaps in English Language Arts and Math for English Learners, homeless youth, and socioeconomically disadvantaged students when compared to the overall student population. These disparities indicate a systemic need for equitable access to high-quality instruction, particularly for unduplicated student groups.	CAASPP ELA & Math Test Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Achievement Gaps: 2023 data showed achievement gaps in English Language Arts and Math between English Learner (EL) students, Homeless youth, and socioeconomically disadvantaged students and the overall student body. ELA All Students: 51.7 points below standard EL: 74.3 points below standard Homeless: 117.6 points below standard SED: 55.9 points below standard Math All Students: 99.5 points below standard EL: 112.3 points below standard Homeless: 117.6 points below standard SED: 104.8 points below standard Achievement Gaps: 2024 data showed achievement gaps in English Language Arts and Math between English Learner (EL) students, Homeless youth, socioeconomically disadvantaged students and the overall student body. ELA All Students: 48.5 points below standard EL: 67.2 points below standard Homeless: 67.5 points below standard SED: 53.1 points below standard Math All Students: 97.4 points below standard EL: 108 points below standard Homeless: 112 points below standard	This action—ensuring all teachers are fully credentialed and appropriately assigned—is designed to address that need by improving the instructional capacity across the district. Fully prepared educators are more effective in differentiating instruction, implementing ELD strategies, and creating inclusive learning environments that meet the diverse needs of English learners and other underserved populations. This directly supports improved outcomes for unduplicated students, as high-quality instruction is one of the most critical levers for closing academic gaps. Providing this action on an LEA-wide basis ensures that all students, regardless of which school they attend, benefit from a consistent standard of instructional quality. Because English learners, homeless youth, and low-income students are enrolled throughout the district and not concentrated at a single site, an LEA-wide implementation is both necessary and equitable. This systemic approach allows for district-wide monitoring and improvement of educator effectiveness, ensuring equitable opportunities for academic success across all student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 103.4 points below standard **Scope:** LEA-wide		
1.3	**Action:** Priority 1: Technological Support & Connectivity **Need:** In 2023-2024, District students scored 13.94% at or above proficiency on the CAST. The results below demonstrate a needs for these students: Socioeconomically Disadvantaged: 13.04% English Learner: 1.68% Students with Disabilities: 2.38% Homeless: 13.64% **Scope:** LEA-wide	This action is principally directed to support English Learners (EL), Socioeconomically Disadvantaged (SED), and Foster Youth (FY) students in response to significant disparities in science achievement. In 2023–24, only 13.94% of all students scored at or above proficiency on the CAST, with even lower results for EL (1.68%), SED (13.04%), SWD (2.38%), and Homeless (13.64%) student groups. These data reveal an urgent need to increase access to hands-on, engaging, and accessible science learning. Action B—providing staff and students with training on educational technology tools, including accessibility features—directly supports EL, SED, and FY students by enhancing their ability to access and engage with science content. UC Davis C-STEM training supports instructional shifts toward project-based learning, coding, and robotics, which are especially effective in supporting language development, comprehension, and real-world problem-solving for historically underserved groups. Action C—distributing programming and robotics kits to all sites—addresses resource gaps and ensures students can engage in high-quality, hands-on science learning that aligns with NGSS (Next Generation Science Standards). These kits	2.3: CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		are a critical component in expanding learning opportunities for students who might not otherwise access STEM resources outside of school. Although these actions are principally directed to unduplicated pupils, they are provided LEA-wide to ensure system-wide capacity, consistency in implementation, and equitable access. Many school sites have high concentrations of unduplicated students, and LEA-wide delivery ensures: All staff are prepared to differentiate instruction using accessible technology. Support is embedded in general instruction, reducing stigma and increasing inclusion. CAST results improve, not only for unduplicated groups but for all students.	
1.4	**Action:** Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-income, and foster youth. Source: Local Curriculum Reports Metric 1.3 **Need:**	California School Dashboard data indicates a significant academic need in English Language Arts (ELA). In 2023, all students were performing 99.5 points below standard, with even deeper disparities among unduplicated student groups: Hispanic students (-100.6), Homeless youth (-117.6), and Socioeconomically Disadvantaged students (-104.8). These results highlight an urgent need to improve literacy outcomes through both access to standards-aligned core materials and targeted instructional supports that address opportunity gaps. This action is designed to address those needs by ensuring all students have access to grade-level,	William's Compliance Report

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2023 CA Dashboard, the lowest performance indicators for Mathematics were: All Students Districtwide -99.5. below standard Hispanic Districtwide -100.6 below standard Homeless Youth Districtwide -117.6 below standard Socioeconomically Disadvantaged Students Districtwide -104.8 below standard (Targeting red/lowest performing indicators in Mathematics) Fairview Middle School: All Students -127.5 below standard Hispanic -129.4 below standard Homeless Youth -144.8 below standard Unduplicated Student Groups Not Performing Red in Mathematics English Learners Districtwide -112.3 below standard Socioeconomically Disadvantaged -132.6 below standard On the 2023 CA Dashboard, the lowest performance indicators for English language arts district-wide are: ELA Homeless Youth -72.9 ELA Students with Disabilities. -127.7	standards-aligned curriculum, while simultaneously integrating supplemental resources that are specifically selected to meet the unique needs of English Learners, Low-Income, and Foster Youth students. These include materials that support language acquisition, build background knowledge, and increase content accessibility through culturally relevant and differentiated instruction. While this action is principally directed to unduplicated students, it is implemented on an LEA-wide basis to achieve the following: Strengthen educator capacity across all schools through professional development and resource alignment that improves the quality and responsiveness of instruction districtwide. This approach ensures that unduplicated students receive targeted supports in inclusive settings while improving the instructional environment for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2023 CA Dashboard, the lowest performance indicators for English language arts at Fairview Middle School are: ELA Homeless Youth -81.3 ELA Students with Disabilities. -154 On the 2023 CA Dashboard, the lowest performance indicators for English language arts at La Gloria Elementary are: ELA Homeless Youth -70.9 ELA Students with Disabilities -119.4 On the 2024 CA Dashboard, the lowest performance indicators for Mathematics were: All Students Districtwide 97.4 below standard Hispanic Districtwide 98.1 below standard Homeless Youth Districtwide 112 below standard Socioeconomically Disadvantaged Students Districtwide 103.4 below standard (Targeting red/lowest performing indicators in Mathematics) Fairview Middle School: All Students -116.3 below standard Hispanic -117.1 below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless Youth. -135.2 below standard Unduplicated Student Groups Not Performing Red in Mathematics English Learners Districtwide -108 below standard Socioeconomically Disadvantaged Districtwide -103.4 below standard - On the 2024 CA Dashboard, the lowest performance indicators for English language arts district-wide are: ELA Homeless Youth -67.5 below standard ELA Students with Disabilities -130.8 below standard On the 2024 CA Dashboard, the lowest performance indicators for English language arts at Fairview Middle School are: ELA Homeless Youth -67.5 below standard ELA Students with Disabilities. -153.6 below standard On the 2024 CA Dashboard, the lowest performance indicators for English language arts at La Gloria Elementary are: ELA Homeless Youth -72.4 below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA Students with Disabilities -136.2 below standard **Scope:** LEA-wide		
1.5	**Action:** Priority 6: School Safety/School Climate **Need:** The need is identified through the following Chronic Absenteeism Districtwide data: Homeless: 24.4% English Learner: 23.4% SocioEconomically Disadvantaged: 21.7% Students with Disabilities: 30.5% Source: 2024 California Dashboard **Scope:** LEA-wide	This action addresses significant disparities in chronic absenteeism among unduplicated student groups, as reported in the 2024 California School Dashboard. Chronic absenteeism rates are especially high for Homeless students (24.4%), English Learners (23.4%), Socioeconomically Disadvantaged students (21.7%), and Students with Disabilities (30.5%). These figures reveal a clear need for systemic strategies that make schools more engaging, supportive, and safe, particularly for students facing the most barriers to regular attendance. To meet this need, the district is implementing a multi-part action designed to foster a more inclusive and welcoming school environment: (A) Adequate supervision supports safety and positive behavior in unstructured settings, reducing opportunities for disengagement or negative peer interactions. (B) Engaging activities during breaks build connection, provide structured choices, and support social-emotional wellness—key factors in encouraging school attendance for EL, SED, and FY students.	Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		(C) Annual safety training ensures staff are prepared to respond confidently and consistently to emergencies and maintain orderly, trauma-informed environments. (D) Restorative practices provide alternatives to punitive discipline, helping students build relationships and resolve conflict—particularly beneficial for unduplicated students who are disproportionately impacted by exclusionary discipline. Although principally directed to English Learners, Low-Income students, and Foster Youth, these actions are implemented LEA-wide because: School culture change requires system-level consistency; implementing at all sites fosters coherent expectations and climate improvements. Reducing chronic absenteeism and suspension rates districtwide will have the greatest overall impact when the foundational supports reach all staff and students.	
2.6	**Action:** Increase pupil achievement on statewide assessments for Science with expanded learning options. Metric 2.5 **Need:**	This action is designed to provide increased skill and knowledge for teachers teaching Science thus increasing student achievement on the CAST test. In addition, science instruction is crucial for English learners and low-income students as it enhances critical thinking, problem-solving skills, and language acquisition. Engaging in hands-on science activities helps students grasp complex concepts and vocabulary, fostering better understanding and retention.	The State Science (CAST) assessments (Percent Met or Exceeded) Metric 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2023 CA Dashboard, the lowest performance CAST (State Science Assessment)indicators are: (Percent Met or Exceeded) for 2022-23 is 13.1%. On the 2024 CA Dashboard, the lowest performance CAST (State Science Assessment)indicators are: (Percent Met or Exceeded) for 2023-24 is 13.94%. **Scope:** LEA-wide	Although this action is designed to give EL and SED students better access to science standards, all teachers will benefit. It is implemented on an LEA-wide basis because it strengthens overall instructional capacity in science, leading to improved student achievement on the CAST test. By enhancing teachers' skills and knowledge in delivering science content, all students across the district will benefit from higher-quality teaching practices	
2.11	**Action:** NEW for 2025-26 Implementation of District Math and ELA Benchmarks using the program-Illuminate Metric 2.4/2.5 **Need:** GUSD 2023-2024 CAASPP ELA Results: Districtwide: 33.1% at or above proficiency, or 48.5 points below standard. GUSD 2023-2024 CAASPP MATH Results: Districtwide: 17.6% at or above proficiency, or 97.4 points below standard	It is important to monitor Math and ELA student achievement consistently using a data management system. By providing four district benchmarks, teachers and administrators will be analyzing results to inform instruction.	2.5: CASSPP Math; Benchmark Data Intends to implement 4 district level benchmarks to be analyzed through the profession learning model .

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9 **Need:** 2023 California School Dashboard data indicators the following needs (red indicators): Fairview Middle School All Student Chronic Absenteeism 22.1% Fairview Middle Homeless Youth Chronic Absenteeism 31.3% Fairview Middle Socioeconomically Disadvantaged Chronic Absenteeism 23.2% Fairview Middle Students with Disabilities Chronic Absenteeism 32.1% Districtwide: Homeless: 31.2% English Learner: 25.3% SocioEconomically Disadvantaged: 25.2% Students with Disabilities: 35%	The 2024 California School Dashboard identifies chronic absenteeism as a critical area of need across multiple student groups, particularly those generating Equity Multiplier funding. Districtwide rates are significantly elevated for Students with Disabilities (30.5%), Homeless Youth (24.4%), English Learners (23.4%), and Socioeconomically Disadvantaged students (21.7%). At Fairview Middle School alone, the chronic absenteeism rate exceeds 17% for all students, with even higher rates for Homeless Youth (24.7%) and Students with Disabilities (23.5%). These red-level indicators signal systemic attendance barriers that disproportionately affect unduplicated students. This action addresses those disparities by funding dedicated personnel to monitor attendance data daily and implement early identification protocols for students at risk of chronic absenteeism. Through timely interventions, including outreach to families, collaboration with support services, and personalized attendance plans, this action aims to remove obstacles that prevent consistent school attendance. Although this action is principally directed to unduplicated students, it is implemented on an LEA-wide basis to ensure coherence and consistency across all schools. Chronic absenteeism impacts multiple student groups across grade spans. A districtwide approach allows for aligned systems of support, reduces the	Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024 California School Dashboard data indicators the following needs (red indicators): Fairview Middle School All Student Chronic Absenteeism 17.2% Fairview Middle Homeless Youth Chronic Absenteeism 24.7% Fairview Middle Socioeconomically Disadvantaged Chronic Absenteeism 18.6% Fairview Middle Students with Disabilities Chronic Absenteeism 23.5% Districtwide: Homeless: 24.4% English Learner: 23.4% SocioEconomically Disadvantaged: 21.7% Students with Disabilities: 30.5% **Scope:** LEA-wide	stigma of targeted intervention, and builds staff capacity to address attendance issues comprehensively. Ultimately, this ensures that the most vulnerable students receive the timely support needed to remain engaged in their education.	
3.2	**Action:** Maintain Low Suspension and Expulsion Rates Implementation of Restorative Practices Source: Local Student Survey Data, DataQuest, CALPADS, and CDE Metrics 3.2, 3.3 - 3.9	The 2024 California School Dashboard suspension data reveals concerning trends in student discipline, particularly among unduplicated student groups. Districtwide, 6.0% of students were suspended at least once, an increase of 0.9 percentage points. English Learners experienced a 7.5% suspension rate, up by 2.0 points, and Socioeconomically Disadvantaged students faced a 6.7% suspension rate (up 1.3 points). These indicators highlight growing disparities in behavioral outcomes that disproportionately impact vulnerable student populations.	Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 CA Dashboard Suspension rates: All students: 5.1% suspended at least one day (increased by 0.6%) Homeless: 7.9% suspended at least one day (increased by 3.6%) EL: 5.5% suspended at least one day (increased 0.9%) Hispanic: 5.1% suspended at least one day (increased 0.5%) SED: 5.4% suspended at least one day (increased 0.7%) 2024 CA Dashboard Suspension rates: All students: 6.0% suspended at least one day (increased by 0.9%) Homeless: 7.2% suspended at least one day (decreased by 0.7%) EL: 7.5% suspended at least one day (increased by 2.0%) Hispanic: 5.9% suspended at least one day (increased by 0.8%) SED: 6.7% suspended at least one day (increased by 1.3%) **Scope:** LEA-wide	This action, implementing Restorative Practices, is designed to address the root causes of these discipline issues by fostering a school culture rooted in social-emotional learning (SEL), relationship-building, and accountability. For English Learners, Low-Income, and Foster Youth in particular, restorative approaches support emotional regulation, reduce punitive disciplinary responses, and help reconnect students to their school community. Although this action is principally directed to benefit unduplicated students, it is implemented on an LEA-wide basis. Suspension increases are occurring across student groups and grade spans, and Restorative Practices offer a systemic, equitable approach that benefits all students. Implementing these practices districtwide helps normalize positive conflict resolution, minimizes stigma, and equips all staff with tools to de-escalate and resolve conflict through inclusive, culturally responsive methods. This approach improves school climate while strategically addressing the disproportionality in suspension rates for high-need student groups.	
3.4	**Action:** Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	The 2024 California School Dashboard reports elevated suspension rates among unduplicated student groups, including English Learners (7.5%) and Socioeconomically Disadvantaged students (6.7%). These rates exceed both the state average	Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district-wide suspension rates for 2022-23 are as follows: ELs: 5.5% SED: 5.4% Source: 2023 California Dashboard The district-wide suspension rates for 2023-24 are as follows: ELs: 7.5% SED: 6.7% Source: 2024 California School Dashboard This action is in response to the data that indicates that students needing tier 2 and tier 3 support services are suspended at a higher rate than other student populations. They also have a higher Chronic Absenteeism rate. Working with school social workers, these students will receive additional SEL support to decrease the number of suspensions and decrease the rate of chronic absenteeism. Data indicates that students needing tier 2 and tier 3 support services are suspended at a higher rate than other student populations. They also have a higher Chronic Absenteeism rate.	and the district average, signaling a disproportionate impact on students who often face additional social-emotional and cultural challenges that affect school engagement and behavior. This action funds school social workers to provide culturally responsive counseling, support student social-emotional development, and serve as integral members of site-based crisis response teams. Social workers will focus on prevention and early intervention by establishing safe spaces, delivering SEL lessons, and engaging families in support planning. These services are particularly targeted to English Learners and Low-Income students, who often lack access to mental health resources outside of school and are more vulnerable to exclusionary discipline and chronic absenteeism. Although this action is principally directed to unduplicated students, it is implemented on an LEA-wide basis to ensure systemic consistency, reduce stigma, and foster a positive climate across all campuses. A districtwide model allows every school to develop a crisis response framework and ensures that all students, especially those in high-need groups, receive timely, coordinated SEL supports. This approach strengthens Tier 1 and Tier 2 behavioral supports, improves student outcomes, and promotes equity in disciplinary practices.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9 **Need:** The suspension rates are as follows: Els: 5.5% SED: 5.4% On the 2023 CA Dashboard, the lowest performance indicators for Suspension rate are: District-wide: Homeless Youth 7.9% La Gloria Elementary: The overall suspension rate for all students 3.7 % Suspension rate for English Learners 4.8% Suspension rate for Hispanic students 3.6% Suspension rate for Homeless Youth 7.1% Suspension rate for Socioeconomically Disadvantaged 4.2%	The 2024 California School Dashboard shows that while La Gloria Elementary has made significant improvements in reducing suspension rates across all student groups, disparities persist at the district level, particularly for Homeless Youth, who continue to experience the highest suspension rate at 7.2%. This action is designed to support the social-emotional learning (SEL) of low-income, foster, and English-learner students by providing individualized counseling, group workshops, and SEL-focused activities. They help students develop self-awareness, self-regulation, and interpersonal skills, and connect them with additional resources like mental health services and academic support. These targeted interventions improve emotional well-being, academic performance, and resilience in these vulnerable student populations. The decision to focus on restorative practices, social-emotional learning, and positive behavior interventions is designed to support services that provide alternative means of correction and restoration for otherwise suspendable student actions. While the action is principally directed to unduplicated student groups, an LEA-wide approach reduces stigma, ensures equitable access to social-emotional supports, and builds the collective capacity of educators to respond to student needs in inclusive, culturally affirming ways. This promotes a safe and supportive climate	Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Source: 2023 California School Dashboard The district-wide suspension rates for 2023-24 are as follows: ELs: 7.5% SED: 6.7% Source: 2024 California Dashboard On the 2024 CA Dashboard, the lowest performance indicators for Suspension rate are: District-wide: Homeless Youth: 7.2% La Gloria Elementary: The overall suspension rate for all students 1.0% (decreased by 2.7%) Suspension rate for English Learners 1.0% (decreased by 3.8%) Suspension rate for Hispanic students 1.1% (decreased by 2.5%) Suspension rate for Homeless Youth 2.1% (decreased by 5.0%) Suspension rate for Socioeconomically Disadvantaged 1.3% (decreased by 2.9%) Source: 2024 California School Dashboard **Scope:**	for all students, while accelerating progress for those most at risk of exclusionary discipline.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1	**Action:** Parent Engagement and Education (Metric 4.3) **Need:** Parent Community Feedback 2025 Parent Community Feedback: **Scope:** LEA-wide	This action was designed because parent education supports academic success by equipping parents with the skills and knowledge needed to effectively support their children's learning. Research shows that when parents are actively involved in their children's education, students achieve higher grades, better test scores, and improved behavior. Parent education programs provide guidance on creating a positive home learning environment, understanding academic expectations, and fostering effective communication with teachers.	CAASPP ELA and Math
4.3	**Action:** Community Partnerships (Metric 4.2) **Need:** 2023 Parent Community Feedback: Community feedback indicated a strong desire for community partnerships with the school district to ensure that families, local organizations, and educators work collaboratively to address the diverse needs of students.	This action was designed because parent involvement plays a crucial role in supporting academic success. Research shows that when parents are engaged in their children's education, students achieve higher grades, better attendance, and increased motivation. By being involved, parents can support their children's academic and social-emotional development, leading to overall better educational outcomes. Though this action is designed for EL, SED, and Foster youth families, ALL families are invited to attend all community meetings to strengthen the Gonzales community as a whole.	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024 Parent Community Feedback: Parent Community feedback continues to indicate a strong desire for community partnerships with the school district to ensure that families, local organizations, and educators work collaboratively to address the diverse needs of students. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Increase student access to supplemental resources and services to increase English language acquisition: professional development Metric 2.2 **Need:**	This action is designed to support teachers of EI students. By providing educators with targeted training in language development techniques and differentiated instruction, teachers will be able to create inclusive learning environments tailored to the needs of English learners. This training fosters a deeper understanding of second language acquisition processes and enables teachers to adapt their instructional approaches to meet the evolving needs of diverse English learner populations.	English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The ELPI on the Dashboard is Orange and shows 41.6% of English Learners district-wide made progress in 2022-23. The ELPI on the Dashboard is Green and shows that 54.9% of English Learners district-wide made progress in 2023-24 (an increase of 13.3%). **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7 **Need:** 2023 English Learner Progress Indicator (ELPI) Fairview Middle 43% of students are making progress toward English Language proficiency La Gloria Elementary	These actions will align programs and services to enable English language learners to access the common core academic content knowledge and ELD standards (metric 2.2)	English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	40.8% of students are making progress toward English Language proficiency 2024 English Learner Progress Indicator (ELPI) Fairview Middle 76.7% of students are making progress toward English Language proficiency (an increase of 33.7%). La Gloria Elementary 42.3% of students are making progress toward English Language proficiency (an increase of 1.5%). **Scope:** Limited to Unduplicated Student Group(s)		
2.7	**Action:** Provide a district-wide ELD TOSA: Language Program for ELs Metric 2.3 **Need:** In 2023, 45.5% of the student population were designated as English language learners. 41.6% of these students were identified as making progress toward English reclassification on the 2023 California School	This action supports action 2.7 and metric 2.2 by providing in-person support to grow teacher knowledge and capacity to support EL students.	English Learner Progress Indicator (ELPI) Metric 2.6 and Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Dashboard. Staff and parent surveys, and verbal input at stakeholder meetings indicate a belief that increased professional capacity and knowledge targeting evidence-based practices to support EL students will assist in improving student outcomes for English language learners. Metric 2.2 In 2024, 44.2% of the student population were designated as English language learners. 54.9% of these students were identified as making progress toward English reclassification on the 2024 California School Dashboard (an increase of 13.3%). Staff and parent surveys, and verbal input at stakeholder meetings indicate a belief that increased professional capacity and knowledge targeting evidence-based practices to support EL students will assist in improving student outcomes for English language learners. Metric 2.2 **Scope:** Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

GUSD has limited actions contributing to meeting the increased or improved services. However, NONE of these are associated with a Planned Percentage of Improved Services because the actions and services in the Gonzales LCAP has actions and funding attached to them.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The LEA total required to increase or improve services for unduplicated students rate is 37%. The planned quantitative increase is demonstrated by the expenditure of funds of $14,177,833 as described in the LCAP above. These include actions/services described in: Goal 1, Action 1;Goal 4, Actions 1.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	32.94
Staff-to-student ratio of certificated staff providing direct services to students	0	17.64

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	22,122,659	8,185,342	37.000%	0.000%	37.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,496,786.55	$2,137,436.00	$0.00	$2,701,067.49	$23,335,290.04	$20,706,808.38	$2,628,481.66

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,166,955.92	$80,000.00	$10,411,796.94	$134,091.49	$0.00	$2,701,067.49	$13,246,955.92	
1	1.2	Priority 1: Maintain safe clean functional facilities that are in good repair. Source: Facility Inspection Report (FIT Report) Metric 1.2	All	No			All Schools	Ongoing	$2,527,742.43	$745,771.00	$3,263,513.43	$10,000.00	$0.00	$0.00	$3,273,513.43	
1	1.3	Priority 1: Technological Support & Connectivity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,787.00	$250,000.00	$50,000.00	$252,787.00			$302,787.00	
1	1.4	Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$239,945.00	$49,945.00	$190,000.00	$0.00	$0.00	$239,945.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		income, and foster youth. Source: Local Curriculum Reports Metric 1.3														
1	**1.5**	Priority 6: School Safety/School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$753,442.52	$39,783.00	$793,225.52	$0.00	$0.00	$0.00	$793,225.52	
2	**2.1**	Increase teacher instructional capacity through professional learning and participation in Math Communities of Practice. Metric: 2.1	English Learners, hispanic, low income, SED	No			All Schools	Ongoing	$20,000.00	$396,279.00	$121,767.00	$294,512.00	$0.00	$0.00	$416,279.00	
2	**2.2**	Increase student access to supplemental resources and services to increase English language acquisition: professional development Metric 2.2	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$93,000.00	$58,000.00	$35,000.00	$0.00	$0.00	$93,000.00	
2	**2.3**	CTE Pathways Metric 2.14	All	No			Specific Schools: Gonzales High School 9-12	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.4**	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairview Middle School and La Gloria Elementary Schools TK-8th grade	Ongoing	$35,000.00	$35,000.00	$35,000.00	$35,000.00	$0.00	$0.00	$70,000.00	
2	**2.5**	Increase rate of EL students making progress toward English proficiency and EL students who are														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		reclassified by aligning programs and services to enable English language learners to access the common core academic content knowledge and ELD standards. Metrics 2.2, 2.6, 2.7														
2	**2.6**	Increase pupil achievement on statewide assessments for Science with expanded learning options. Metric 2.5	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	
2	**2.7**	Provide a district-wide ELD TOSA: Language Program for ELs Metric 2.3	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$137,000.00	$0.00	$137,000.00	$0.00	$0.00	$0.00	$137,000.00	
2	**2.8**	Increase staff knowledge and capacity in providing instruction for English Language Learners (ELLs) with an emphasis on providing targeted instructional services for long-term English Language Learners (LTELs). Metric 2.2	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.9**	GHS Dual Enrollment (Metric 2.12)	All	No			Specific Schools: Gonzales High School 9-12	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.10**	Dual-language Program Metric 2.3	All	No			Specific Schools: La Gloria Elementary School, Fairview Middle School	Ongoing	$959,602.15	$0.00	$877,211.22	$82,390.93			$959,602.15	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-8									
2	**2.11**	NEW for 2025-26 Implementation of District Math and ELA Benchmarks using the program-Illuminate Metric 2.4/2.5	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$20,000.00	$30,000.00				$30,000.00	
2	**2.12**	NEW for 2025-26 PLC's (Professional Learning Communities) Metric 2.4/2.5	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$635,366.60	$303,000.00	$937,924.60	$442.00	$0.00	$0.00	$938,366.60	
3	**3.2**	Maintain Low Suspension and Expulsion Rates Implementation of Restorative Practices Source: Local Student Survey Data, DataQuest, CALPADS, and CDE Metrics 3.2, 3.3 - 3.9	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$156,291.00	$156,291.00	$0.00	$0.00	$0.00	$156,291.00	
3	**3.3**	Professional Development Metric: 3.1, 3.2	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.4**	Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$533,250.71	$11,200.00	$360,491.71	$183,959.00	$0.00	$0.00	$544,450.71	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,182,714.25	$10,350.00	$1,071,440.00	$121,624.25	$0.00	$0.00	$1,193,064.25	
3	3.6	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	All	No			Specific Schools: Fairview MS	Ongoing	$53,933.82	$100,000.00	$0.00	$153,933.82	$0.00	$0.00	$153,933.82	
3	3.7	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	All	No			Specific Schools: Gonzales High School	Ongoing	$385,505.00	$60,000.00	$0.00	$445,505.00	$0.00	$0.00	$445,505.00	
4	4.1	Parent Engagement and Education (Metric 4.3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$117,195.77	$26,401.00	$81,718.47	$61,878.30			$143,596.77	
4	4.2	School-Parent-Community Communication	All	No			All Schools	Ongoing	$5,669.00	$21,461.66	$21,461.66	$5,669.00			$27,130.66	
4	4.3	Community Partnerships (Metric 4.2)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.4	Involvement opportunities for parents/guardians of students identified as receiving special education services. Metric: 4.3	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.1	ELD Supports for EL and LTEL students	English Learners	No			All Schools	Ongoing	$130,643.21	$0.00		$130,643.21			$130,643.21	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.2**	ELD Master Plan implementation and professional development	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,122,659	8,185,342	37.000%	0.000%	37.000%	$14,212,833.24	0.000%	64.246 %	**Total:**	$14,212,833.24
								LEA-wide Total:	$13,982,833.24
								Limited Total:	$230,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,411,796.94	
1	**1.3**	Priority 1: Technological Support & Connectivity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.4**	Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,945.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		specific to high quality, differentiated instruction for ELs, low-income, and foster youth. Source: Local Curriculum Reports Metric 1.3						
1	**1.5**	Priority 6: School Safety/School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$793,225.52	
2	**2.2**	Increase student access to supplemental resources and services to increase English language acquisition: professional development Metric 2.2	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$58,000.00	
2	**2.4**	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairview Middle School and La Gloria Elementary Schools TK-8th grade	$35,000.00	
2	**2.6**	Increase pupil achievement on statewide assessments for Science with expanded learning options. Metric 2.5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
2	**2.7**	Provide a district-wide ELD TOSA: Language Program for ELs Metric 2.3	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$137,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	NEW for 2025-26 Implementation of District Math and ELA Benchmarks using the program- Illuminate Metric 2.4/2.5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.1	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$937,924.60	
3	3.2	Maintain Low Suspension and Expulsion Rates Implementation of Restorative Practices Source: Local Student Survey Data, DataQuest, CALPADS, and CDE Metrics 3.2, 3.3 - 3.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,291.00	
3	3.4	Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,491.71	
3	3.5	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,071,440.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	**4.1**	Parent Engagement and Education (Metric 4.3)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,718.47	
4	**4.3**	Community Partnerships (Metric 4.2)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,789,447.00	$22,859,769.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	Yes	$14,561,534.00	$15,269,308.00
1	**1.2**	Priority 1: Maintain safe clean functional facilities that are in good repair. Source: Facility Inspection Report (FIT Report) Metric 1.2	No	$3,987,850.00	$3,827,370.00
1	**1.3**	Priority 1: Technological Support & Connectivity	No	$0.00	$0.00
1	**1.4**	Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-income, and foster youth.	Yes	$324,960.00	$445,520.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Source: Local Curriculum Reports Metric 1.3			
1	**1.5**			$800,071.00	$602,799.00
2	**2.1**	Increase teacher instructional capacity through professional learning and participation in Math Communities of Practice. Metric: 2.1	No Yes	$294,512.00	$148,201.45
2	**2.2**	Increase student access to supplemental resources and services to increase English language acquisition. Metric 2.2	Yes	$70,000.00	$82,972.20
2	**2.3**	CTE Pathways Metric 2.14	No	$0.00	$0.00
2	**2.4**	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	Yes	$70,000.00	$68,793.15
2	**2.5**	Increase rate of EL students making progress toward English proficiency and EL students who are reclassified by aligning programs and services to enable English language learners to access the common core academic content knowledge and ELD standards. Metrics 2.2, 2.6, 2.7	No	$35,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Increase pupil achievement on statewide assessments for Science with expanded learning options. Metric 2.5	No	$35,000.00	$10,318.00
2	**2.7**	Provide a district-wide ELD TOSA Metric 2.3	Yes	$137,000.00	$0.00
2	**2.8**	Increase staff knowledge and capacity in providing instruction for English Language Learners (ELLs) with an emphasis on providing targeted instructional services for long-term English Language Learners (LTELs). Metric 2.2	No	$0.00	$0.00
2	**2.9**	Dual Enrollment (Metric 2.12)	No	$0.00	$0.00
2	**2.10**	Dual-language Program Metric 2.3	No	$0.00	$0.00
3	**3.1**	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9	Yes	$440,990.00	$395,719.00
3	**3.2**	Maintain Low Suspension and	Yes	$141,428.00	$113,468.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Expulsion Rates Implementation of Restorative Practices Source: Local Student Survey Data, DataQuest, CALPADS, and CDE Metrics 3.2, 3.3 - 3.9			
3	**3.3**	Professional Development Metric: 3.1, 3.2	No	$0.00	$0.00
3	**3.4**	Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	Yes	$565,771.00	$502,742.00
3	**3.5**	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	Yes	$1,114,595.00	$1,256,300.75
3	**3.6**	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	Yes	$35,000.00	$0.00
3	**3.7**	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	Yes	$40,000.00	$4900.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Parent Engagement and Education (Metric 4.3)	Yes	$125,736.00	$101,997.02
4	**4.2**	School-Parent- Community Communication	No	$0.00	$0.00
4	**4.3**	Community Partnerships (Metric 4.2)	Yes	$10,000.00	$29,359.55
4	**4.4**	Involvement opportunities for parents/guardians of students identified as receiving special education services. Metric: 4.3	No	$0.00	$0.00
5	**5.3**				

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,680,668	$14,226,469.00	$12,682,518.39	$1,543,950.61	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	Yes	$11,361,485.00	$10,152,173.00		
1	**1.4**	Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-income, and foster youth. Source: Local Curriculum Reports Metric 1.3	Yes	$306,664.00	$4,906.13		
2	**2.1**	Increase teacher instructional capacity through professional learning and participation in Math Communities of Practice.	Yes	$0.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Metric: 2.1					
2	**2.2**	Increase student access to supplemental resources and services to increase English language acquisition. Metric 2.2	Yes	$35,000.00	$0.00		
2	**2.4**	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	Yes	$35,000.00	$68,793.00		
2	**2.7**	Provide a district-wide ELD TOSA Metric 2.3	Yes	$137,000.00	$0.00		
3	**3.1**	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9	Yes	$440,990.00	$407,590.00		
3	**3.2**	Maintain Low Suspension and Expulsion Rates Implementation of Restorative Practices	Yes	$25,228.00	$113,468.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Source: Local Student Survey Data, DataQuest, CALPADS, and CDE Metrics 3.2, 3.3 - 3.9					
3	**3.4**	Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	Yes	$565,771.00	$517,824.26		
3	**3.5**	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	Yes	$1,108,595.00	$1,293,989.00		
3	**3.6**	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	Yes	$35,000.00	$0.00		
3	**3.7**	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	Yes	$40,000.00	$0.00		
4	**4.1**	Parent Engagement and Education (Metric 4.3)	Yes	$125,736.00	$94,415.00		
4	**4.3**	Community Partnerships (Metric 4.2)	Yes	$10,000.00	$29,360.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,565,732	8,680,668	0	38.468%	$12,682,518.39	0.000%	56.203%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **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.
    - **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.
    - **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 transitional kindergarten through grade five), 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."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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