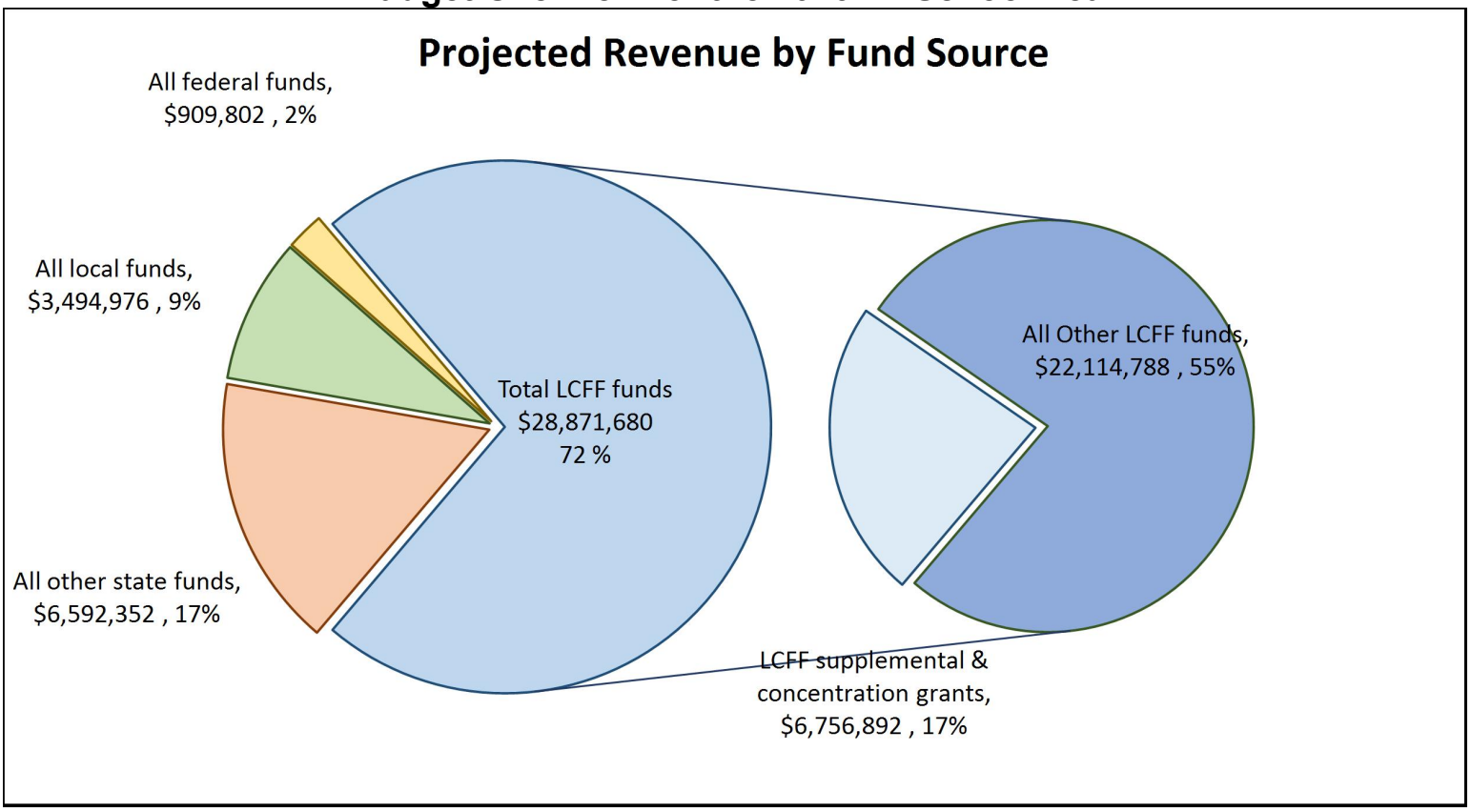
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gonzales Unified School District
CDS Code: 27754730000000
School Year: 2026-27
LEA contact information:
Keith Thorbahn
Superintendent
kthorbahn@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 2026-27 School Year

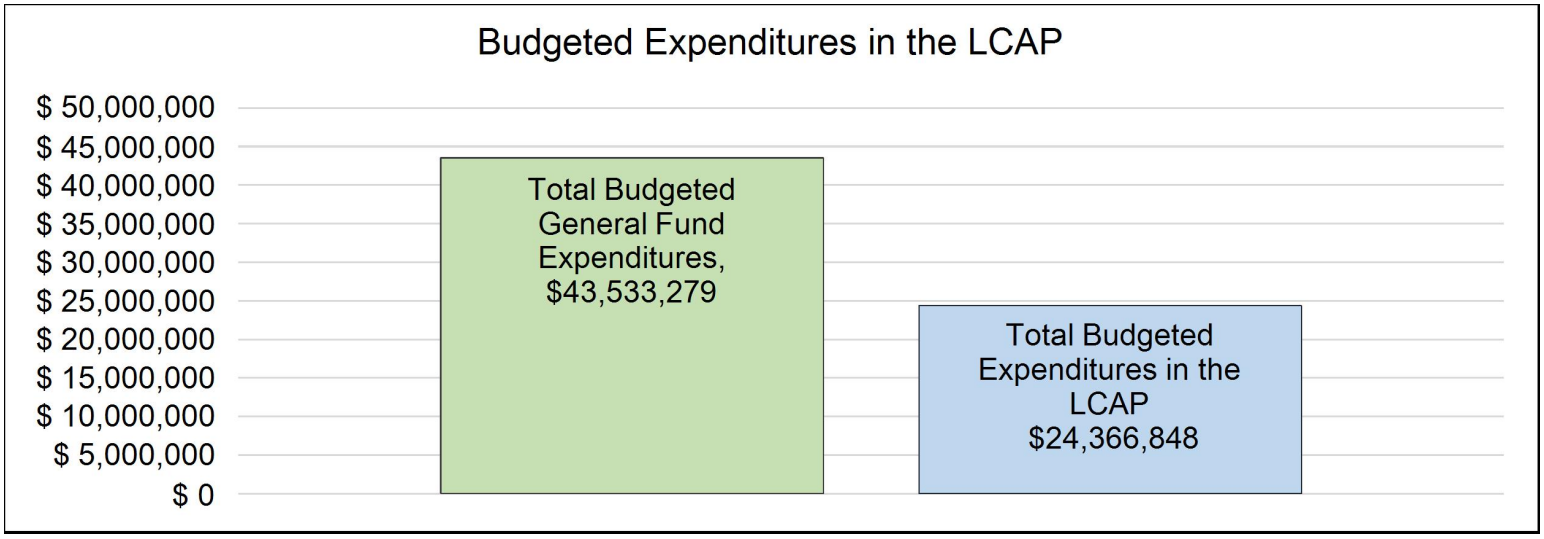


This chart shows the total general purpose revenue Gonzales Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gonzales Unified School District is $39,868,810, of which $28,871,680 is Local Control Funding Formula (LCFF), $6,592,352 is other state funds, $3,494,976 is local funds, and $909,802 is federal funds. Of the $28,871,680 in LCFF Funds, $6,756,892 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 2026-27. 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 $43,533,279 for the 2026-27 school year. Of that amount, $24,366,848 is tied to actions/services in the LCAP and $19,166,431 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

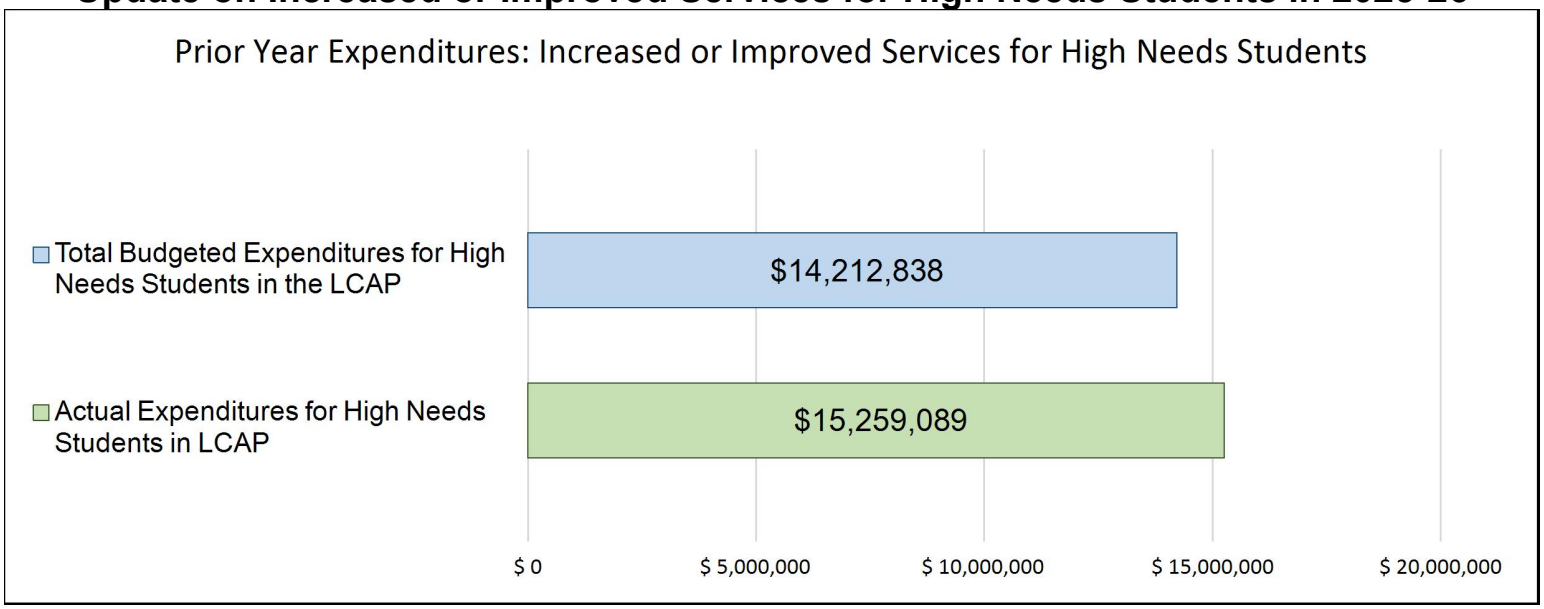
General Fund expenditures not included in the Local Control and Accountability Plan consist of base program services and resources like, site principals to lead the learning and provide support needed for students, staff, and parents; district leadership to continuously monitor and support the academic 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 2026-27 School Year

In 2026-27, Gonzales Unified School District is projecting it will receive $6,756,892 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 $15,791,730 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 2025-26



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 2025-26, Gonzales Unified School District's LCAP budgeted $14,212,838 for planned actions to increase or improve services for high needs students. Gonzales Unified School District actually spent $15,259,089 for actions to increase or improve services for high needs students in 2025-26.

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	Keith Thorbahn Superintendent	kthorbahn@gonzales.k12.ca.us 831.675.0100

Plan Summary [2026-27]

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 in the heart of the Salinas Valley in southern Monterey County. The region's primary industries include agriculture, health care, and education, which shape both the local economy and the experience of the students and families served by the district. GUSD serves approximately 2,017 students from preschool through grade 12, in addition to adult learners. The district includes La Gloria Elementary School (preschool-5), Fairview Middle School (6-8), Gonzales High School (9-12), and an adult school program. The district serves a predominantly Hispanic/Latine student population, representing 97.5% of enrollment. Of these students, 44.2% are identified as English Learners. Additionally, 68.5% of students are classified as socioeconomically disadvantaged, .2% are identified as homeless or foster youth, and 13% are students with disabilities.

The Local Control and Accountability Plan (LCAP) serves as a strategic roadmap to support improved outcomes for Gonzales Unified School District's unduplicated student population, including low-income students, English Learners, and foster youth. These student groups comprise approximetly 90% of the district's enrollment and are the primary focus for targeted supports and services. The LCAP is aligned to the eight state priority areas established by California: Basic Services, Implementation of State Standards, Parent and Family Engagement, Student Achievement, Student Engagement, School Climate, Course Access, and other Student Outcomes. These priority areas guide the district's planning, actions, and resource allocation to ensure equitable access and improved outcomes for all students. GUSD receives Supplemental and Concentration funding to provide increased and improved services for unduplicated students. These funds are strategically invested to strengthen teacher effectiveness, expand equitable access to high-quality instructional programs, and implement targeted supports aimed at closing achievement gaps. Through these efforts, the district remains committed to advancing equity, improving student outcomes, and ensuring that all students are prepared for college, career, and lifelong success.

Gonzales Unified School District recognizes its students as the most valuable resource within the community and is committed to establishing the structures and conditions necessary to ensure a high-quality education for all. Through collaborative efforts at both the district and school site levels, decisions are guided by what best serves the academic, social, and emotional well-being of students. The district's mission is to provide safe, healthy, and supportive learning environments where all students have access to rigorous, diverse, and innovative curricula that foster dynamic and meaningful learning experiences. GUSD is also committed to recognizing and celebrating the unique strengths, talents, and accomplishments of each student, both individually and collectively.

Reflections: Annual Performance

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

Graduation Rates Progress Indicator
· The district graduation rate increased from 92% to 93.9%, reflecting a 1.9% increase
· Socioeconomically disadvantaged students increased from 91.8% to 93.8%, reflecting a 2% increase.
· English Language Learner students increased from 87.7% to 89.7%, reflecting a 2% increase
· Caucasian students were not factored in due to the low number of students.
· Students with Disabilities increased from 78.4% to 87.8%, reflecting a 9.4% increase.
· Hispanic students' graduation rates increased from 91.8% to 93.8%, a 2% increase.

Suspension Progress Indicator
· Overall, the district decreased suspensions 1.2% from 6% to 4.8%
· La Gloria suspension rates decreased from 9.8% in 2023-2024 to 7.5% in 2024-2025.
· Fairview Middle School suspension rates decreaed form 9.2% to 7.0%.
· Gonzales High School suspension remained relatively stable, increasing slightly from 1% to 1.1%

· Socioeconomically disadvantaged students decreased 1.5% from 6.7% to 5.2%
· Students with disabilities decreased 2.6% from 9.6% to 7%
· Caucasian students were not factored in due to a low number of students.
· Hispanic students' suspensions decreased 1% from 5.8% to 4.8%
· English Learner students' suspensions decreased .6% from 7.6% to 7.%

Math Progress Indicator
· Grades 3-8 and 11 in the district maintained 2.6 points.
· English Learners maintained .8 points. English Learners were 107.2 points below standard.
· Hispanic students maintained 2.6 points. Hispanic students were 95.4 points below standard.
· Socioeconomically disadvantaged students maintained .9 points, with 102.6 points below standards.
· Students with disabilities maintained -2.9 points and were 169.6 points below standards.

College and Career Readiness Indicator
· The district declined by 8.5% points from 53% to 45.5% of students being prepared.

· English Learners declined 8.5% to 17.6% being prepared.
· Socioeconomically disadvantaged students decreased 7.2% from being prepared at 46.4%
· Hispanic students declined 8.4% to 45.7% being prepared.
· Caucasian students were not factored in due to the low number of students.

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.

English Language Arts Progress Indicator
· Grades 3-8 and 11 in the district maintained 1 point and are 47.5 points below standard.
· English Learners maintained 2 points and are 65.2 points below standard.
· Hispanic students maintained .9 points to 48.4 points below standard.
· Socioeconomically disadvantaged students maintained -.4 points to 53.5 points below standard.
· Students with disabilities increased by 4.3 points to 126.5 points below standard.
· Caucasian students were not factored in due to the low number of students.

LCAP Annual Performance Reflection:
A review of the California School Dashboard data indicates that Gonzales Unified School District continues to make progress in several key areas, while also identifying critical areas requiring continued focus and improvement, particularly for unduplicated student groups.

Areas of Strength and Improvement:
The district demonstrated gains in Graduation Rates, increasing by 1.9 percentage points from 92% to 93.9%. Notably, significant improvements were observed among student groups, including socioeconomically disadvantaged students (+2%), English Learners (+2%), and students with disabilities (+9.4%), reflecting targeted supports and interventions. These gains indicate strengthened systems of academic monitoring, intervention, and student support at the secondary level.

In suspension Rates, the district reduced overall suspensions by 1.2 percentage points (6% to 4.8%), with decreases across all student groups, including socioeconomically disadvantaged students, English Learners, Hispanic students, and students with disabilities. This reflects continued implementation of PBIS, MTSS, and proactive school climate strategies for prevention and positive behavior supports like peer mentors and social skills groups.

The district also made progress in Chronic Absenteeism, decreasing the overall rate by 4.8 percentage points (25.4% to 20.6%). While most student groups demonstrated improvement, English Learners experienced a smaller decrease and a decline in performance, indicating a need for more targeted attendance interventions for the group.

Areas of Continued Need:
Despite these improvements, academic performance in English Language Arts and Mathematics remains an area of concern. Districtwide performance in both ELA and Math remained relatively stable, with minimal growth and students continuing to perform significantly below standards. English Learners and socioeconomically disadvantaged students. Hispanic students and students with disabilities continue to demonstrate large gaps from standards, with students with disabilities showing the greatest need.

In College and Career Readiness (CCI), the district experienced a decline in overall preparedness, with decreases among English Learners and Hispanic students. While socioeconomically disadvantaged students showed improvement, the overall trend indicates a need to strengthen pathways, A-G completion, CTE participation, and postsecondary readiness supports.

Summary and Next Steps:
The district's progress in graduation rates, suspension reduction, and absenteeism demonstrates that systems focused on engagement, climate, and student support are having a positive impact. However, the data also highlight persistent challenges in academic achievement and college and career readiness, particularly for unduplicated student groups.

Moving forward, the district will prioritize:
Academic language

- continue to strengthen Tier 1 instruction through the use of high-leverage instructional strategies.
- continue implementation of district benchmarks with PLC data analysis and SMART goal monitoring
- continue to implement and revise curriculum guides to ensure Common Core alignment
- continue conducting instructional walkthroughs.
- continue implementation of data chats
- continue implementation of DnA: Illuminate Assessments benchmarks, progress monitoring assessments.

Math

- Vertical alignment between grades 3-12 to ensure curriculum alignment and lesson discussions.
- Lesson study opportunities for all across sites.
- Implement teacher-led instructional rounds centered around high-leverage instructional strategies.
- After school, opt-in workshops to build capacity and support improved math instruction.
- District admin PLC review ot monitor key indicators of performance and provide sites with support in areas of need and scale out best practices.
- Continue performance task alignment to project-based learning
- Secure a Math consultant to provide PD and support teachers.
- Continue to implement district-level benchmarks with PLC data analysis and SMART goal monitoring.

Suspension

- Continue to provide PBIS support systems for each school site.
- Provide Restorative Justice professional development to all teachers.
- Continue to implement the Peer Mediator conflict resolution program.
- Continue to implement Social Skill Streaming groups for students in need of support for all three schools.

- Monitor students re-offending and offer one-to-one support.
- Monitor alternatives to suspension and ensure they are being utilized
- School sites to create a behavioral matrix and communicate with the community

Attendance
- Each site Principal/Vice Principal will monitor and review monthly ADA counts and meet with students experiencing chronic absences.
- Students' support staff will provide social skill streaming support for those students.
- 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.
- Implementation of Attention 2 Attendance.
- Implementation of School Attendance Review Team

College and Career Readiness
- Monitor A-G completion rates and ensure support for students in the form of academic assistance
- Increase the number of dual-enrolled courses
- Increase the number of students enrolled in A-G courses
- Offer after-school tutorials for students
- Increase parent and teacher meetings to ensure support for students

Red Indicators in California Dashboard (2023)
CHRO:
All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities (Fairview Middle)

ELA:
Homeless Youth (Districtwide, Fairview Middle, La Gloria); Students with Disabilities (Districtwide, Fairview Middle, La Gloria)

ELPI:
English Learner (Fairview Middle, La Gloria)

MATH:
All Students, Hispanic, Homeless Youth, Socioeconomically Disadvantaged (Districtwide, Fairview Middle)

SUSP:
Homeless Youth (Districtwide);
All Students, English Learners, Hispanic, Homeless Youth, Socioeconomically Disadvantaged (La Gloria)

Learning Recovery Emergency Block Grant (LREBG)
A review of the California School Dashboard and local data demonstrates that continued academic recovery, intervention, student

engagement, and targeted supports remain priorities for Gonzales Unified School District. The District utilized Learning Recovery Emergency Block Grant (LREBG) funds to provide supplemental resources and services designed to address identified student needs and support recovery from learning disruptions.

LREBG expenditures supported certificated instructional staff, classified instructional and student-support personnel, technology and equipment, instructional materials and software, professional development, behavioral intervention services, attendance and data-monitoring supports, and summer learning opportunities. These investments provided additional capacity to address academic achievement, student engagement, social-emotional and behavioral needs, and access to instructional resources.

(The funds for 2-26-2027 are allocated in Goal 1, Action 1.1. LREBG funds of 529,317 are sitting in Action 1.1 and are supporitng Actions 2.7, 3.4, and 3.5)

The District's review of annual performance indicates that, while progress has been made in areas of student achievement and support, continued improvement is needed for student groups and performance indicators identified through the California School Dashboard and local assessments. Accordingly, the District will continue to use available LREBG resources to supplement and strengthen interventions and supports aligned with identified student needs.

The District has expended $961,026.98 in LREBG funds and has a remaining balance of $609,755.35. The remaining funds will continue to be monitored and used for allowable LREBG purposes that address identified learning recovery needs and support the District's LCAP goals and actions. The District will continue reviewing Dashboard results, local assessment data, attendance and engagement data, and other local measures to evaluate student needs and determine how remaining LREBG resources can most effectively support improved student outcomes.

Reflections: Technical Assistance

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

Gonzales Unified School District engaged in technical assistance in response to student group performance identified on the California School Dashboard. In 2025, the district was identified for Year 1 Differentiated Assistance for Hispanic students based on performance in ELA, mathematics, and chronic absenteeism. The district also continued in differentiated assistance for Students with Disabilities, who were identified in 2024 based on performance in ELA, mathematics, and suspension rates, making 2025 Year 2 Differentiated Assistance for that student group. During the 2023-24 and 2024–25 school years, the district participated in the Mathematics Community of Practice to support improved mathematics outcomes for Students with Disabilities.

In 2025-26, the district’s work focused on strengthening instructional practices, improving student engagement and attendance, and increasing access to targeted academic and behavioral supports for student groups identified for differentiated assistance. The district’s 2025–26 LCAP reflects this work through actions that explicitly support Students with Disabilities, including recruitment and retention of special education teachers (Action 1.1), ELA professional development to address red indicators for students with disabilities (Action 1.4), attendance supports and targeted strategies for students with disabilities (Action 3.1), and opportunities to engage parents and guardians of students receiving special education services (Action 4.4).

Learning Recovery Emergency Block Grant (LREBG) Funds
Learning Recovery Emergency Block Grant (LREBG) funds remain within the Gonzales Unified School District and have not been fully expended. The District reported $961,026.98 in actual expenditures from Resource 7435, with a remaining LREBG balance of $609,755.35. Therefore, the District continues to have LREBG funds available for expenditure.

During the 2025–26 fiscal year, LREBG funds were used to support learning recovery and student needs through personnel and instructional support, technology and equipment, instructional materials and software, professional development, behavioral and student intervention services, and summer learning supports.

Personnel expenditures included certificated instructional staff, classified instructional/student-support staff, and other certificated/student-support personnel, along with the associated employer benefit costs.

Additional expenditures supported technology and instructional equipment, learning recovery materials, math professional development, behavioral intervention services, attendance and data-monitoring supports, and the implementation of the ELA instructional program/software.

The remaining $609,755.35 will continue to be monitored and expended for allowable LREBG purposes consistent with the District's learning recovery priorities and applicable expenditure timelines. The District will continue to review expenditures through its fiscal monitoring processes to ensure that the remaining funds are appropriately used to support students' academic recovery, interventions, and other identified student needs.

Through this technical assistance process, the district strengthened its capacity to address identified needs and implement actions designed to improve outcomes for student groups identified for differentiated assistance.

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	Educational partners participated in the LCAP development process through surveys, meetings, and other engagement opportunities. Input was gathered regarding student needs, academic programs, school climate, support services, and resource allocation. Feedback from these engagement activities informed the identification of priorities, development of goals and actions, and allocation of resources within the LCAP. District leadership coordinated the process, reviewed data and stakeholder input, and incorporated feedback to support transparency and continuous improvement. The completed LCAP was also shared with SELPA for review and feedback.
Parents, Students, ELAC, Parent Advisory Committee	The district used surveys, meetings, and advisory groups to gather input during the LCAP development process. Educational partners provided feedback on student needs, academic programs, school climate, support services, and resource allocation. These opportunities allowed participants to share perspectives, identify areas for improvement, and help shape district priorities. Input collected through surveys, committee meetings, and stakeholder engagement activities informed the development of LCAP goals, actions, and services. Feedback was reviewed alongside student outcome data to support planning, decision-making, and continuous improvement.

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

The district used surveys, meetings, and advisory groups to gather input during the LCAP development process. Educational partners provided feedback on student needs, academic programs, school climate, support services, and resource allocation. These opportunities allowed participants to share perspectives, identify areas for improvement, and help shape district priorities.

Input collected through surveys, committee meetings, and stakeholder engagement activities informed the development of LCAP goals, actions, and services. Feedback was reviewed alongside student outcome data to support planning, decision-making, and continuous improvement.

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

Parent Engagement:
Parents from La Gloria Elementary, Fairview Middle School, and Gonzales High School completed the district parent survey.

Staff and Community Engagement:
Dec - Mid-Year LCAP Update

LCAP Input Meeting Dates:
April 23, 2026 GUSD DELAC/DAC
May 6, 2026 GUSD DELAC

Who Attended:
Parents, Staff

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, 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.

Educational partner feedback emphasized the need for continued academic improvement, targeted instructional strategies, enhanced supports for English Learners, and regular communication regarding student progress and school-site initiatives. Parents expressed a desire for professional learning opportunities that would provide them with practical strategies and tools to support student learning at home. Stakeholders also identified the need for additional academic interventions, differentiated support, and increased opportunities to strengthen achievement in core subject areas.

As a result of feedback from educational partners, the adopted LCAP includes goals and actions focused on improving academic achievement through targeted instructional practices, expanded intervention and enrichment opportunities, enhanced English Learner supports, and professional learning for staff to strengthen instructional effectiveness. Parents also requested training and workshops that provide practical strategies to support student learning at home, which informed family engagement activities designed to build parent capacity and strengthen home-school partnerships. In addition, feedback emphasized the importance of regularly monitoring student progress and providing educational partners with ongoing updates regarding the implementation and effectiveness of programs, services, and academic initiatives at school sites.

Feedback also emphasized the importance of strengthening school climate, increasing student engagement, and expanding student support services. Educational partners expressed a desire for positive behavior supports, additional opportunities for student connection and leadership, and activities that promote a safe, inclusive, and welcoming school environment.

As a result, Goal 3 includes actions focused on strengthening Positive Behavioral Interventions and Supports (PBIS), increasing access to student wellness and counseling services, implementing social skills groups, and developing peer mediator programs. These actions are designed to promote positive relationships, strengthen students' sense of belonging and connectedness to school, and support improved attendance, behavior, and overall student well-being.

Throughout Spring 2026, partners reviewed Dashboard data, existing LCAP metrics, and proposed services. Adjustments were made based on input from forums held in April through May, culminating in final public review sessions in June 2026.

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

June 9th - Scheduled LCAP Public Viewing
June 18th - Scheduled Board Meeting date, 2026-2027 LCAP presentation
June 23rd- Scheduled Board Meeting for LCAP approval.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, especially English learners, low-income students, and foster youth, will have equitable access to safe, supportive learning environments, high-quality instruction, and meaningful engagement that promote academic success, school connectedness, and college and career readiness.	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.

GUSD developed this goal based on Dashboard data, local indicators, and educational partner feedback identifying the need to strengthen conditions of learning, implementation of state standards, pupil engagement, and school climate, particularly for English learners, low-income students, and foster youth. Educational partners emphasized safe and welcoming schools, qualified teachers, access to instructional materials, improved attendance and connectedness, and meaningful family engagement opportunities.

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 percentage of clear FTE for the Gonzales Unified School District for 2023-24 as measured by DataQuest was 74.1%	The target for Year 3 is to provide students with 100% appropriately credentialed teachers as measured by DataQuest and/or local data.	-3.8%

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	GHS rating was 96.04% FMS rating was 94.94% LGE rating was 91.27%	The target for Year 3 is that all three sites (LGE,FMS,GHS), receive a minimum 90% FIT rating of Good.	GHS: +1.02% FMS: +4.79% LGE: +2.58% 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	GHS has a 1:1 device allocation FMS has a 1:! device allocation LGE has a 2:1 student to device ratio. Year 2025-2026	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.	Goal met
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.	In 2025-2026, 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.	100%
1.5	Priority 1: Implementation of contemporary learning methodologies such as C-STEM, project based learning, and building thinking classrooms.	LGE innovation Center FMS innovation Center GHS Innovation Center 1 Computer Scinece Class at GHS 4 Multi-Media Classes at GHS	LGE innovation center FMS Innovation center GHS innovation center	LGE Innovation Center (PBLL) FMS: Innovation Center (PBLL) GHS: Innovation Center (PBLL)	The target for 2027-28 is to have up to ten teachers complete courses 1-4 of the UC Davis C-STEM training.	6 teachers have completed course 1 C-STEM.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Added 2024-25	Year 2024-25	1 computer Science class at GHS 4 multi-media classes at GHS. Year 2024-25			

Goal Analysis [2025-26]

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.

Goal 1 was implemented largely as planned during the 2025–26 school year. The district implemented Actions 1.1 through 1.5 to ensure students had access to appropriately assigned staff, safe and well-maintained facilities, instructional technology, standards-aligned curriculum and instructional materials, and innovative instructional practices that support high-quality teaching and learning. While some implementation challenges occurred, particularly related to staffing, the overall scope and intent of the planned actions were maintained.

Action 1.1 – Appropriately Assigned and Credentialed Teachers
The district implemented Action 1.1 by monitoring teacher assignments and credential requirements, addressing staffing vacancies, and working to ensure students were served by appropriately assigned teachers. Human Resources and district administration continued recruitment, hiring, credential monitoring, and staffing adjustments throughout the school year. Although the action was implemented as planned, the district experienced challenges recruiting and retaining fully credentialed teachers. This was reflected in Metric 1.1, which showed a 3.8 percentage-point decline in appropriately assigned clear full-time equivalent teachers. The decline represents an outcome and staffing challenge rather than a lack of implementation of the action. The district continued implementing the planned recruitment, credential monitoring, and staffing supports throughout the year.

Action 1.2 – Safe and Well-Maintained Facilities
Action 1.2 was implemented as planned through ongoing maintenance, repairs, inspections, and facility improvement efforts designed to provide students and staff with safe, clean, and functional learning environments. Implementation resulted in improved facility conditions across the district. Gonzales High School, Fairview Middle School, and La Gloria Elementary demonstrated gains on the Facilities Inspection Tool (FIT), and all district school sites received an overall rating of "Good". These results demonstrate that the district implemented the planned facility maintenance and improvement activities and that the action contributed to maintaining appropriate learning environments.

Action 1.3 – Instructional Technology and Digital Access
The district implemented Action 1.3 by maintaining student and staff access to instructional technology, devices, digital resources, and connectivity necessary to support classroom instruction and learning. Technology resources continued to be available across school sites,

and the district provided ongoing technology support as needs arose during the school year. Although technology demands required routine adjustments, troubleshooting, replacement, and support, these adjustments did not substantively change the scope or intent of the action. The action was implemented as planned, and students and staff maintained access to technology resources supporting teaching and learning.

Action 1.4 – Standards-Aligned Curriculum and Instructional Materials
Action 1.4 was implemented districtwide through continued use of state-adopted standards, standards-aligned instructional materials, curriculum resources, and instructional supports across grade levels and content areas. The district maintained access to the instructional materials and resources necessary to support implementation of California academic standards. District and site instructional efforts continued to reinforce standards-based instruction and alignment of curriculum, assessment, and instructional practices. The action was implemented as planned, with no substantive changes to the intended services or supports.

Action 1.5 – Innovative Instructional Practices and 21st-Century Learning
The district implemented Action 1.5 by continuing to build teacher capacity and expand instructional practices that promote critical thinking, problem-solving, collaboration, and student engagement. Implementation included initiatives such as C-STEM, project-based learning, and Building Thinking Classrooms. Six teachers completed Course 1 C-STEM training, increasing district capacity to integrate C-STEM practices into classroom instruction. The district continued supporting implementation and professional learning related to innovative instructional practices during the school year. The action was implemented as planned, while recognizing that continued professional development and expansion of these practices will be necessary to increase implementation across classrooms and grade levels.

Overall Implementation
Overall, Actions 1.1 through 1.5 were implemented largely as planned. There were no substantive differences between the actions described in the adopted LCAP and the services and supports implemented during the 2025–26 school year. Staffing vacancies, evolving facility needs, and ongoing technology demands required operational adjustments during implementation; however, these adjustments did not change the overall purpose, scope, or intended beneficiaries of the actions.

Implementation evidence demonstrates that the district maintained its focus on the foundational conditions necessary for student learning. Facilities remained in good condition, students and staff maintained access to instructional technology and standards-aligned materials, and professional learning expanded teacher capacity to implement innovative instructional practices. The primary implementation challenge occurred in Action 1.1, where recruitment and retention challenges affected the percentage of appropriately assigned clear full-time equivalent teachers despite continued implementation of recruitment, hiring, credential monitoring, and staffing efforts.

Based on the 2025–26 implementation experience, the district will continue the actions while strengthening recruitment and retention strategies, maintaining safe and functional facilities, ensuring reliable access to instructional technology and standards-aligned materials, and expanding professional learning and implementation of innovative instructional practices.

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.

Material differences between budgeted and estimated actual expenditures occurred across several actions during the year as the district responded to operational needs, staffing realities, and priorities that emerged during implementation.

Action 1.1, Credentialed and Appropriately Assigned Teachers, was expended below the budgeted amount due to staffing vacancies and personnel adjustments that occurred throughout the year. While expenditures were lower than anticipated, the district continued its efforts to recruit, retain, and appropriately assign qualified staff to support student learning.

Action 1.2, Maintain Safe, Clean, Functional Facilities That Are in Good Repair, exceeded the budgeted amount as additional facility maintenance, repair projects, and operational improvements were necessary to address site needs and maintain safe learning environments for students and staff. The district prioritized facility improvements to ensure school sites remained clean, functional, and conducive to learning.

Action 1.3, Technology Support and Connectivity, also exceeded the original budget due to increased investments in technology infrastructure, devices, connectivity, and instructional technology supports. These expenditures helped ensure that students and staff had access to the tools and resources needed to support teaching, learning, and communication.

Action 1.4, Standards-Aligned Curriculum and Instructional Supports, was expended below the budgeted amount because some planned purchases and instructional support activities were reduced in scope or supported through existing resources during the year.

Action 1.5, School Safety and School Climate, reflected lower expenditures than originally anticipated as some planned activities were implemented through existing staff, integrated into other district initiatives, or adjusted based on site needs throughout the year.

Despite these expenditure variances, the district continued to implement the overall goal of providing students with access to qualified teachers, safe and well-maintained facilities, reliable technology resources, standards-aligned instructional supports, and positive learning environments that support student success.

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

The district evaluated the effectiveness and ineffectiveness of the actions implemented under Goal 1 by reviewing Metrics 1.1 through 1.5 and the data sources identified for each action. In addition, because Actions 1.1, 1.3, 1.4, and 1.5 are contributing actions, the district reviewed the applicable metrics to determine whether these actions were effective in providing increased or improved services for English Learners, low-income students, and foster youth.

Overall, the Goal 1 actions were generally effective in maintaining the foundational conditions necessary for high-quality teaching and learning; however, the level of effectiveness varied by action and metric.
Action 1.1 – Appropriately Assigned and Credentialed Teachers – Contributing Action: Partially Effective

Action 1.1 is a contributing action intended to support increased or improved services for unduplicated students by increasing access to appropriately assigned and qualified teachers. The effectiveness of this action was measured using Metric 1.1: the percentage of “clear” full-time equivalent (FTE) teachers, as reported in the Teacher Assignment Monitoring Outcomes report and DataQuest.
The percentage of clear FTE teachers decreased from 77.9% at baseline to 74.1%, a decline of 3.8 percentage points. Based on this result, Action 1.1 was partially effective. While the district continued recruitment, hiring, credential monitoring, and assignment oversight, these efforts did not result in the intended improvement in the percentage of clear FTE teachers.

As a contributing action, the district examined this metric to determine whether the action was improving the conditions under which increased or improved services are provided to English Learners, low-income students, and foster youth. Access to appropriately assigned and qualified teachers is particularly important for these students because they may require additional differentiation, language development, intervention, and academic support. The decline in Metric 1.1 indicates that the action did not yet produce the desired level of improvement. The district will therefore strengthen recruitment and retention strategies, credential completion pathways, and monitoring of teacher assignments.
Action 1.2 – Safe, Clean, and Functional Facilities: Effective

The effectiveness of Action 1.2 was measured through Metric 1.2 using the Facilities Inspection Tool (FIT). Gonzales High School increased from 95.02% to 96.04%, a 1.02 percentage-point increase; Fairview Middle School increased from 90.15% to 94.94%, a 4.79 percentage-point increase; and La Gloria Elementary increased from 88.69% to 91.27%, a 2.58 percentage-point increase. All school sites are now rated “Good” according to the FIT report.

Based on these results, Action 1.2 was effective. The improvement across all school sites demonstrates that the district’s ongoing maintenance, repair, inspection, and facility improvement efforts were effective in maintaining safe, clean, and functional learning environments for students and staff.
Action 1.3 – Access to Modern Instructional Technology – Contributing Action: Effective
Action 1.3 is a contributing action designed to increase or improve access to instructional technology and digital learning resources for unduplicated students. The effectiveness of the action was measured through Metric 1.3, access to modern tools that enhance teaching and learning.
Gonzales High School maintained a 1:1 device allocation, Fairview Middle School maintained a 1:1 device allocation, and La Gloria Elementary maintained a 2:1 student-to-device ratio. Based on these established targets, Metric 1.3 was met.

Based on the metric, Action 1.3 was effective in maintaining the planned level of technology access. As a contributing action, the metric was used to monitor whether English Learners, low-income students, and foster youth continued to have access to technology necessary to participate in core instruction, intervention, assessments, digital curriculum, and other supplemental instructional opportunities. Maintaining access to instructional technology supports increased and improved services by reducing barriers to digital instructional resources and providing unduplicated students additional opportunities to access differentiated instruction and academic supports. The district will continue to monitor device access and strengthen its analysis of how technology is used to support student learning and the specific needs of unduplicated students.

Action 1.4 – Implementation of State-Adopted Academic Content and Performance Standards – Contributing Action: Effective in Implementation

Action 1.4 is a contributing action supporting increased or improved services through access to standards-aligned curriculum, instructional materials, and instructional practices. Effectiveness was measured using Metric 1.4, the implementation of State Board-adopted academic content and performance standards for all students, as observed during routine classroom walkthroughs.

During 2025–26, state standards were observed to be mostly implemented across all grade levels and classrooms through routine classroom walkthroughs, with the metric reporting 100% implementation.
Based on this evidence, Action 1.4 was effective in supporting implementation of standards-aligned instruction. As a contributing action, classroom walkthrough evidence was used to monitor whether unduplicated students had access to rigorous, grade-level, standards-aligned instruction while also receiving the additional supports necessary to address their identified needs.

The district recognizes, however, that the implementation of standards-aligned instruction does not, by itself, demonstrate improved student achievement. Therefore, while the action was effective based on its implementation metric, the district will continue strengthening the connection between walkthrough evidence and disaggregated benchmark, CAASPP, English Learner progress, and other student outcome data to determine whether the increased or improved services are resulting in improved outcomes for unduplicated students.
Action 1.5 – Contemporary Learning Methodologies – Contributing Action: Partially Effective

Action 1.5 is a contributing action designed to increase or improve opportunities for unduplicated students to participate in contemporary instructional methodologies, including C-STEM, project-based learning, and Building Thinking Classrooms. Effectiveness was measured through Metric 1.5: implementation of contemporary learning methodologies.
The district maintained Innovation Centers supporting project-based learning at La Gloria Elementary, Fairview Middle School, and Gonzales High School, and six teachers completed Course 1 C-STEM training.
Based on this evidence, Action 1.5 was partially effective. The action successfully established structures and increased teacher capacity to provide innovative learning opportunities; however, the current metric primarily measures implementation and participation. With six teachers completing C-STEM Course 1, the district does not yet have sufficient evidence of broad districtwide implementation or the impact of these instructional methodologies on student outcomes.

As a contributing action, the district used Metric 1.5 to monitor whether additional instructional opportunities were being developed and made available to support the needs of English Learners, low-income students, and foster youth. These approaches are intended to provide increased opportunities for engagement, collaboration, critical thinking, problem-solving, and application of learning. Moving forward, the district will expand participation and strengthen monitoring of both classroom implementation and student outcomes to determine whether these increased or improved services are producing the intended benefits for unduplicated students.

Overall Effectiveness of Contributing Actions and Increased or Improved Services
The district specifically used Metrics 1.1, 1.3, 1.4, and 1.5 to monitor the effectiveness of the contributing actions and the provision of increased or improved services for English Learners, low-income students, and foster youth.

The analysis demonstrates mixed levels of effectiveness. Action 1.3 was effective in maintaining established levels of technology access. Action 1.4 was effective, as evidenced by its implementation measure, with standards-aligned instruction observed across grade levels and classrooms. Action 1.1 was partially effective, as the 3.8 percentage-point decline in clear FTE teachers indicates that recruitment, credentialing, and retention strategies have not yet produced the intended improvement. Action 1.5 was also partially effective, as the district

expanded teacher capacity and maintained Innovation Centers but does not yet have sufficient evidence of broad implementation or measurable student impact.

The district's review of these contributing actions also identified a need to strengthen how effectiveness is measured. Several current metrics primarily measure access or implementation rather than student outcomes. Moving forward, the district will continue using Metrics 1.1, 1.3, 1.4, and 1.5 while strengthening the use of disaggregated academic, engagement, implementation, and progress-monitoring data to determine whether the contributing actions are resulting in measurable improvements for unduplicated students.

Based on this analysis, the district will continue contributing actions that demonstrated effectiveness while refining those that were only partially effective. This includes strengthening teacher recruitment and retention, maintaining access to instructional technology, continuing standards-aligned instruction and classroom monitoring, and expanding C-STEM, project-based learning, and Building Thinking Classrooms. These refinements are intended to ensure that the district's contributing actions provide meaningful increases or improvements in services and result in stronger outcomes for English Learners, low-income students, and foster youth.

The District determined that the LREBG-funded actions were partially effective overall in advancing Goal 1 and addressing learning loss by increasing students' access to instructional personnel, interventions, instructional resources, technology, professional development, progress monitoring, and extended learning opportunities. Effectiveness was evaluated using the measures established under Goal 1, including CAASPP English Language Arts (ELA) and mathematics performance, district writing assessment results, i-Ready diagnostic results at the elementary and middle school levels, district ELA and mathematics benchmark assessments administered through Illuminate, CAASPP science results, common formative assessments, PLC data analysis and implementation records, and evidence from administrators' standards-aligned classroom walkthroughs. These measures were used to determine whether the increased and improved services supported through LREBG were translating into improved instructional implementation and student outcomes.

Personnel and Instructional Support: This action was partially effective. LREBG-funded certificated and classified personnel increased the District's capacity to provide targeted instruction, intervention, progress monitoring, student support, and other services intended to reduce barriers to learning. Effectiveness was measured primarily through Goal 1 Metrics 1.1 and 1.2 (CAASPP ELA and mathematics), Metric 1.4 (i-Ready), Metric 1.5 (district ELA and mathematics benchmarks), and Metric 1.7 (common formative assessments). CAASPP results demonstrated mixed performance across grade levels. In ELA, the percentage of students meeting or exceeding standards increased in some grades but declined in others. For example, Grade 8 increased from 27.40% to 36.61%, and Grade 11 increased from 39.39% to 43.43%, while Grades 3, 4, 5, 6, and 7 decreased. Mathematics also demonstrated mixed results, with Grade 3 increasing from 32.46% to 46.21%, Grade 6 from 12.60% to 13.60%, Grade 8 from 8.90% to 11.76%, and Grade 11 from 10.66% to 18.18%, while other grades declined. These results indicate that additional personnel and instructional supports increased service capacity and contributed to progress in some areas, but did not yet result in consistent districtwide improvement. Therefore, the action was deemed partially effective.

Technology, Equipment, Instructional Materials, and Software: This action was effective in increasing access to instructional resources but partially effective in producing the intended academic outcomes. Effectiveness was monitored through Goal 1 Metrics 1.4, 1.5, and 1.7, including i-Ready diagnostic data, district ELA and mathematics benchmark results, and common formative assessment data. Technology, instructional equipment, materials, and software strengthened teachers' and students' access to tools used for core instruction, intervention, assessment, and progress monitoring. However, CAASPP and local benchmark results continued to show variability across grade levels and subject areas. Mathematics remained a particular area requiring continued improvement despite gains in Grades 3, 6, 8, and 11. The District

therefore determined that these resources were effective in expanding access and supporting implementation but only partially effective in producing consistent measurable academic improvement.

Professional Development and Instructional Support: This action was partially effective. LREBG-supported professional development increased staff access to training intended to strengthen standards-aligned instruction, mathematics instruction, differentiation, intervention, and learning-recovery practices. Effectiveness was monitored through Goal 1 Metrics 1.7, 1.8, and 1.9, including implementation and analysis of common formative assessments, PLC agendas and logs documenting data analysis and instructional planning, and administrators' weekly standards-aligned classroom walkthroughs. Student outcome measures under Metrics 1.1, 1.2, 1.4, and 1.5 were also reviewed to determine whether improved instructional practices were translating into student achievement. Evidence demonstrates increased implementation of data-informed instructional practices and opportunities for teachers to analyze student performance through PLCs; however, inconsistent CAASPP and benchmark outcomes indicate that implementation has not yet led to consistent achievement gains across all grades and student groups. The action was therefore partially effective.

Behavioral, Social-Emotional, and Student Intervention Supports: This action was partially effective in reducing barriers to students' participation in instruction. LREBG resources increased access to behavioral intervention, health, social-emotional, and student-support services. The District monitored these services through student participation and intervention data, attendance and engagement information, behavioral and suspension data, and student-level progress monitoring, while also reviewing the relationship between these supports and the academic measures contained in Goal 1. The increased services strengthened the District's capacity to address nonacademic barriers that affect learning; however, continued attendance, engagement, and academic needs indicate that these supports have not yet led to consistent improvements for all students requiring intervention. The action was therefore deemed partially effective.

Attendance and Data-Monitoring Supports: This action was partially effective. LREBG-funded data-monitoring resources strengthened the District's ability to identify students requiring intervention and monitor whether students were responding to additional supports. Effectiveness was monitored through attendance and chronic absenteeism data, along with Goal 1 Metrics 1.4, 1.5, and 1.7. i-Ready, district benchmark assessments, and common formative assessments. These data provided multiple measures to identify students who were not making sufficient progress and to determine whether interventions required adjustment. While the action improved the District's capacity to identify students requiring support and strengthened progress-monitoring systems, continued academic and attendance needs demonstrate that the action has not yet produced consistent improvements in student outcomes. Therefore, the action was partially effective.

Summer Learning and Extended Learning Supports: This action was partially effective in increasing instructional time and providing students with additional opportunities to address unfinished learning. Effectiveness was monitored through student participation, local assessment and progress-monitoring data, and subsequent performance on Goal 1 academic measures, including CAASPP ELA and mathematics, i-Ready diagnostics, district benchmark assessments, and common formative assessments. Summer learning expanded access to targeted instruction and intervention beyond the regular school year. However, continued achievement gaps and inconsistent performance across grade levels indicate that extended learning opportunities have not yet been sufficient to eliminate identified learning gaps. The action was therefore deemed partially effective.

Overall Determination of Effectiveness: Based on the Goal 1 metrics and other local measures, the District determined that LREBG-funded actions were effective in increasing and improving access to personnel, interventions, instructional resources, technology, professional

learning, extended learning, and progress-monitoring systems, but only partially effective in producing consistent measurable improvement in student academic outcomes.

The District's CAASPP results illustrate this mixed impact. ELA performance improved in some grades, including Grade 8, which increased from 27.40% meeting/exceeding standards to 36.61%, and Grade 11, which increased from 39.39% to 43.43%, while performance declined in several other grades. Mathematics demonstrated notable improvement in Grade 3 (32.46% to 46.21%), Grade 8 (8.90% to 11.76%), and Grade 11 (10.66% to 18.18%), but results remained inconsistent across grade levels. Local Illuminate benchmark assessments, i-Ready diagnostics, common formative assessments, writing assessments, PLC data reviews, and classroom walkthrough evidence provided additional measures for monitoring student progress and implementation throughout the year.

Taken together, these measures demonstrate that the District strengthened the increased and improved services available to students and established systems for identifying needs, providing intervention, and monitoring progress; however, the inconsistency in student achievement outcomes demonstrates that the LREBG-funded actions have not yet achieved the intended level of effectiveness across all grade levels and student groups.

Based on these results, the District determined that the LREBG-funded actions were effective in establishing and maintaining necessary supports but only partially effective in producing the intended measurable outcomes to date. Continued implementation will include closer monitoring of student participation and progress, stronger alignment between funded personnel and identified student needs, regular review of benchmark and attendance data, and adjustments to intervention intensity when students do not demonstrate sufficient progress. Because LREBG is one-time funding, the District will also evaluate which services demonstrate the strongest measurable impact before determining whether to continue them with another funding source after LREBG funds are exhausted.

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 a review of implementation data, expenditures, and progress toward identified metrics, no substantive changes were made to Goal 1, its associated metrics, target outcomes, or actions for the coming year. The district will continue to focus on providing safe, clean, and well-maintained learning environments; ensuring students have access to appropriately credentialed teachers; maintaining access to instructional technology; implementing state-adopted standards; and supporting innovative instructional practices that prepare students for success.

The metrics and target outcomes remain unchanged, as they continue to provide meaningful measures of progress toward the goal and align with the district’s priorities. Similarly, the actions associated with this goal will continue as originally planned based on evidence that they address identified needs and support positive conditions for teaching and learning.

The district will continue to monitor implementation and outcomes to ensure students and staff have access to the resources, facilities, technology, and instructional supports necessary to support high-quality instruction and student success. LREBG funds are allocated in Action 1.1, which is supporitng the other Actions referencing LREBG,.

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	Credentialed and Appropriately assigned teachers	To increase equitable access to highly effective teachers and rigorous, standards-aligned instruction, the district will provide the following increased and improved services for English learners, low-income students, and foster youth: Implement a strategic recruitment and retention plan to attract, hire, support, and retain appropriately credentialed and highly effective teachers, particularly in high-need schools and hard-to-fill subject areas serving unduplicated pupils. Provide intensive induction, instructional coaching, mentoring, and ongoing professional learning for new and veteran teachers to strengthen culturally responsive instruction, English learner supports, differentiated teaching strategies, and effective interventions for high-need student groups. Strengthen staff evaluation systems and instructional expectations to promote high-quality instruction, positive classroom environments, developmental relationships, and student-centered practices that improve engagement, achievement, and belonging for unduplicated pupils. Expand access to credentialed teachers in mathematics, science, special education, and bilingual education to ensure English learners and other priority student groups receive equitable access to rigorous academic instruction and specialized supports. Implement TK–3 class size reduction to increase individualized instruction, targeted intervention, academic engagement, and relationship-building opportunities for students with the greatest academic and social-emotional needs. LREBG Funded Action: Provide evidence-based small-group learning supports and targeted literacy interventions for students performing below grade level, prioritizing English learners, low-income students, and foster	$12,674,569.94	Yes

Action #	Title	Description	Total Funds	Contributing
		youth. Research demonstrates that small-group instruction accelerates literacy growth and improves comprehension by differentiating instruction to address specific student learning needs. The effectiveness of this action will be monitored through Metric 2.4: CAASPP English Language Arts (ELA) performance. (LREBG funds of 529,317 are sitting in Action 1.1 and is supporitng Actions 2.7, 3.4, and 3.5)		
1.2	Maintain safe clean functional facilities that are in good repair.	Gonzales Unified School District will maintain safe, clean, secure, and well-maintained school facilities that promote positive learning environments, student well-being, and school connectedness. The district will provide ongoing custodial services, preventative maintenance, and facility improvements to ensure schools remain healthy, functional, accessible, and conducive to high-quality teaching and learning. Facility repairs and modernization efforts will address health, safety, operational, and accessibility needs across all school sites to support equitable learning environments for all students and staff.	$5,730,760.88	No
1.3	Technology	GUSD will maintain and expand the technology infrastructure, instructional materials, and professional learning necessary to support equitable access to high-quality, technology-integrated instruction for all students. The district will sustain a 1:1 student device program for grades TK–12 by replacing, repairing, and upgrading student devices annually, while continuing to maintain and support classroom technology systems. GUSD will expand the integration of CSTEM and project-based learning (PBL) into classroom instruction through standards-aligned curriculum, instructional materials, technology integration, and ongoing professional development focused on effective PBL design and implementation to increase student engagement, critical thinking, collaboration, and real-world learning opportunities.	$1,090,393.88	Yes
1.4	Standards-Aligned Curriculum and	Gonzales Unified School District will support curriculum and instruction by developing, implementing, and monitoring standards-based instructional programs and practices. Support will include curriculum alignment,	$86,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instructional Supports	instructional resources, professional development, data analysis, and ongoing guidance to improve teaching and learning for all students.		
1.5	School Safety/School Climate	The district will implement the following actions to create safe, structured, and engaging school environments for English learners, low-income students, and foster youth because consistent supervision, positive student engagement, staff preparedness, and restorative approaches to conflict resolution reduce barriers to attendance and contribute to lower suspension and chronic absenteeism rates: A. School sites will provide consistent student supervision across instructional and non-instructional settings, including classrooms, playgrounds, cafeterias, hallways, and arrival/dismissal areas, to maintain safe and supportive learning environments. B. School sites will offer structured and engaging student activities during recess, lunch, and other break periods to strengthen student connectedness, reduce behavioral incidents, and increase positive peer interactions. C. The district will provide annual safety and emergency response training for all staff, including updated protocols for school safety drills, crisis response procedures, and emergency preparedness practices, to ensure safe and coordinated responses during emergencies. D. School sites will implement restorative practices, including restorative conversations, circles, and conflict resolution processes, to strengthen relationships, address the root causes of behavior incidents, and reduce exclusionary discipline practices.	$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate academic growth and achievement in English Language Arts, Mathematics, and Science, while English learners make progress toward English proficiency, and all students are prepared for college, career, and life success.	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.

The LEA developed this goal based on a review of California School Dashboard data, CAASPP results, English learner progress indicators, college and career readiness data, graduation outcomes, and local academic performance measures that identified the need to improve student achievement in Mathematics, English Language Arts (ELA), and Science. Educational partner feedback from students, families, staff, and community members emphasized the importance of rigorous instruction, targeted academic supports, English language development, and expanded access to college and career pathways.

This goal prioritizes increasing academic achievement and postsecondary readiness for all students, with a particular focus on English learners, low-income students, and foster youth, because these student groups continue to experience achievement gaps in academic performance and college/career readiness indicators. The actions and metrics aligned to this goal are intended to increase access to standards-aligned instruction, language development supports, advanced coursework, and career preparation opportunities so students are better prepared for success after graduation. Monitoring CAASPP, EAP, English learner progress, graduation rates, and college/career indicators will allow the LEA to evaluate whether these actions are improving student outcomes over time.

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	n 2023-24, La Gloria Elementary School adopted the Houghton Mifflin Into Math CA standards-aligned	100% of LGE students are provided with standards-aligned math instruction	100% of LGE students are provided with standards-aligned math instruction	The target for Year 3 is that all studnets will receive standards-aligned instruction	goal met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of state and/or local board adopted academic content and performance standards for all students in math. Source: Local Indicators Self Reflection Tool	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.	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-algined math instruction with a board - adopted curriculum.	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-algined math instruction with a board - adopted curriculum.	using board adopted core and supplemental math curriculum.	
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	Implemented the adopted standards-aligned curriculum in all grade levels and subject areas districtwide.	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,	Implemented the adopted standards-aligned curriculum in all grade levels and subject areas districtwide.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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		Health, ELD and ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 Programs 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.	In 2023/24, the LCAP self-reflection tool indicates that alignment of programs and services to enable English language learners to access the common core academic content knowledge and ELD standards is a growth area.	The LCAP self-reflection tool indicates progress 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 teh being a growth area to neutral. In 2024-25, the LCAP self	The LCAP self-reflection tool indicates progress 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 the being a growth area to neutral. In 2024-25, the LCAP self	The target for Year 3 is that the self-reflection tool indicates a strong alignment between programs and services to access the common core academic content knowledge and ELD standards.	The self-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
			reflection too 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 Success at engaging teachers and school administrators in professional learning activities aligning ELA and ELD standards: 3 out of 5.	reflection too provided the following results: Progress in making instructional materials aligned to adopted academic standards and curriculum frameworks aligning ELD to ELA Standards: 4 out of 5 Success at engaging teachers and school administrators in professional learning activities aligning ELA and ELD standards: 5 out of 5.		
2.4	Priority 4: Pupil Achievement CAASPP ELA Assessment 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	GUSD 2023-2024 CAASPP ELA Results: Districtwide: 33.1% at or above proficiency, or 48.5 points below standard Homeless students :	GUSD 2024-2025 CAASPP ELA Results Districtwide: 48.82% at or above proficient, or 47.5 points below standard. Homeless students	The target for year 3 is that 70% of students score at or above proficiency on the CAASPP ELA assessment.	GUSD CAASPP ELA Results Districtwide: +15.99%; +4.2 points Homeless Students: Districtwide: -10.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		La Gloria Elementary: 70.9 points below standard 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	Districtwide: 67.5 points below 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 Elementary136.2 points below standard Fairview Middle: 153.6 points below standard Source 2024 California Dashboard	Districtwide: 26.74% at or above proficient, or 62.3 points below standard. LGE: 86.6 points below standard FMS: 57.5 points below standard Student with disabilities: Districtwide: 126.5 points below standard. LGE: 143.5 points below standard FMS: 130.1 points below standard Source: 2025 California Dashboard		La Gloria Elementary: -15.7 points Fairview Middle: -23.8 points Students with disabilities: Districtwide: -1.2 points La Gloria Elementary:+24.1 points Fairview Middle: -23.9 points
2.5	Priority 4: Pupil Achievement CAASPP Math 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	GUSD 2024-2025 CAASPP Math Results: Districtwide: 19.74% at or above proficiency, or 94.8 points below standard	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: +3.07% All students Districtwide: -4.6 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	ALL Students: 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	GUSD: All Students: 19.74%/ 94.8 points below Hispanic: 95.4 points below standard Homeless:110.6 points below standard SED: 102.6 points below standard SWD: 169.6 points below standard English Learners: 107.2 points below standard GHS: All Students: 120.7 points below standard Hispanic: 122.6 points below standard. Homeless: 106 points below standard SED: 128 points below standard SWD: 214 points below standard English Learners: 214.1 points below standard		Fairview Middle: -2.8 points Hispanic students: Districtwide: -5.2points Fairview Middle: -3.6 points Homeless Students: Districtwide: -7 points Fairview Middle: -3.9 points Socioeconomically disadvantaged students: Districtwide: -2.2 points Fairview Middle: +0.3 points Source: 2025 California Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: 2024 California Dashboard	Fairview Middle: All studnets: 124.7 points below standard. Hispanic: 125.8 points below standard Homeless: 140.9 points below standard SED: 132.9 points below standard. SWD: 192.6 points below standard English Learners: 134.2 points below standard LGE: All Students: 50.5 points below standard Hispanic: 50.6 points below standard Homeless: 82 points below standard SED: 58.2 points below standard SWD:137.7 points below standard English Learners: 56.8 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source: 2025 California Dashboard		
2.6	Priority 4: Pupil Achievement Rate of EL students making progress towards 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	55% of English learners made progress toward English language proficiency as measured by the English Learner Progress Indicator (ELPI) on California 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.	+14
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 Learners: 0.6% Student with Disabilities: 0.0% Homeless: 2.9% Source: https://casspp-elpac.ets.org/casspp/	In 2023-2024, District students scored 13.94% at or above proficiency on the CAST. Socioeconomically Disadvantaged: 13.04% English Learner: 1.685 Students with Disabilities: 2.38% Homeless: 13.64% Source: https://caaspp-elpac.etc.org/caaspp/	In 2024-25 CAST: GUSD: 15.32% SED: 14.29% English Learners:1.54% SWD:0% Homeless:17.57% Hispanic:14.75%	The target for Year 3 is the 70% of students score at or above proficiency on the CAST assessment.	Districtwide: +2.19 Socioeconomically Disadvantaged: +2.19% English Learner: +0.94% Students with Disabilities: 0% Homeless: 14.64%
2.8	Priority 4: Pupil Achievement	Based on 2022-2023 test data, 11.87% of students were reported	Based on 2023-24 test data 10.2% of students were	Based on 2024-2025 reclassification	The target for Year 3 is that 50% of eligible students	+2.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL reclassification rate Source: Local EL Records	to the CDE as being reclassified K-12.	reported to the CDE as being reclassified K-12. FMS: 26/188= 14.9% GHS: 46/253=18.2% LGE: 17/450 = 3.8% Source: Local EL Records	data 14.28% reported to the CDE as being reclassified. LGE: 35/374=9.35% FMS: 35/118=29.66% GHS: 23/159=14.65%	will reclassified as fully English proficient as 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 academic year, 2024-25, 79.2% of GHS students have access to a broad course of study. Source: Local SIS	No longer tracking	The target for Year 3 is that 80% of students will ahve access to broad course of study.	+4.2% Course Access: -.08% from target No longer tracking
2.10	Priority 7: Course Access Programs and services developed and provided to unduplicated pupils and students with disabilities Source: Local Records	In 2023-24, Multi-tiered SEL and academic support services are provided 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 tier2 and tier 3 support have access to	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 tier2 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 studnets eligible for tier 2	Goal Met

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 workers at each school site and after school.	services through a counselor and/or social workers 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-ELA	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	2024-2025 CAASPP Data GHS ELA: 43.43% Math18.18%	The target for Year 3 is that 70% of juniors will meet or exceed ELA and Math standards as measured by the CAASPP	ELA : +13.03% Math: +6.98%
2.12	Priority 7: Course Access Access to A-G approved courses Source: DataQuest	In 2023-24, 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.	In 2024-2025, 41% students met the A-G eligibility requirement 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	+6
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 34.8% of SocioEconomically	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 53.6% of SocioEconomically	In 2024-2025, 45.7% of high school seniors completed all A-G eligibility requirements for UC/CSU entrance upon graduation. Hispanic: 45.9% English Learners: 17.9% SWD: 15.4%	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: +10.4% Hispanic: +10.6% English Learners: -1.5% SocioEconomically Disadvantaged: +15.4% Students with Disabilities: +11.8% Homeless: +5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged Students 0.0% of Students with Disabilities 25.0% of Homeless students	Disadvantaged Students 16.2% of Students with Disabilities 58.7% of Homeless students: 57.4%	SED: 46.6% Homeless: 30.4%		
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%.	In 2024-2025, the percentage of students who took and passed an AP exam with a score of 3 or higher was 15.15%	The target for Year 3 is for a 70% AP test passage rate.	Decrease of: 23.85%
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 SocioEconomically Disadvantaged Students 00.0% of Students with Disabilities 31.3% of Homeless students	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 SocioEconomically Disadvantaged Students 5.4% of Students with Disabilities 52.2% of Homeless students	In 2024-2025, 48.3% of students completed a Career Technical Education (CTE) pathway upon graduation. Hispanic: 48.6% English Learners: 29.9% SED: 49.3% SWD: 32.5% Homeless: 37%	The target for Year 3 is for 70% of students to successfully complete a Career Technical Education (CTE) pathway upon graduation	Districtwide: +5.6% Hispanic: +5.8% English Learners: +1.5% SocioEconomically Disadvantaged: +7.9% Students with Disabilities: +32.5% Homeless: +5.7%
2.16	Priority 4: Pupil Achievement Both A-G completion	In 2022-23, 25.2% of students completed a Career Technical	In 2023-24, 39.6% of students	2024-2025 California	The target for Year 3 is for 70% of students to	Districtwide:+6.6 Hispanic: +6.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and CTE pathway completion rate Source: California Dashboard	Education pathway and all A-G eligibility requirements. 25.4% of Hispanic graduates 10.4% of English Learners 24.7% of SocioEconomically Disadvantaged Students 0.0% of Students with Disabilities 14.6% of Homeless students	completed a Career Technical Education pathway and all A-G eligibility requirements. 39.9% of Hispanic graduates 18.5% of English Learners 39.8% of SocioEconomically Disadvantaged Students 5.1% of Students with Disabilities 38.3% of Homeless students	Dashboard Data A-G & CTE All Students: 31.8% Hispanic: 31.9% English Learners: 10.4% SWD: 12.5% SED:32.4% Homeless: 21.7%	complete a Career Technical Education pathway and all A-G eligibility requirements.	English Learners: 0 SED: +7.7 SWD: +12.5 Homeless: +7.1
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% Source: California Dashboard	The High school graduation rates for 2023-24 is 92.0% for All students. Hispanic: 91.8% SocioEconomically Disadvantaged: 91.8% English Learners: 87.7% Homeless: 91.3% Source: California Dashboard	The High School graduation rates for 2024-2025 is 94.3% for all students. Hispanic: 94.3% English Learners: 91% Homeless: 93.5% SED: 94.2% SWD:90% Source: California Dashboard	The target for Year 3 is 95% high school graduation rate for all student groups.	All students: +3 Hispanic: +2.8 SED:+3.3 English Learners:+4.4 Homeless: +10.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% SocioEconomically Disadvantaged: 52.6% English Learners: 26.2% Homeless: 58.7% Students with Disabilities: 8.1%	2024-2025 Dashboard Data: College & Career Ready All Students: 45.7% Hispanic: 45.9% English Learners: 17.9% Homeless: 30.4% SED: 46.6% SWD: 15.4%	The targets for Year 3 of percentage of graduates were prepared for college or career: All students: 50% Hispanic: 50% SocioEconomically Disadvantaged: 50% English Learners: 40% Homeless: 50% Students with Disabilities: 25%	All students:+10.6 Hispanic: +10.4 SED:+12.1 English Learners:+4.3 Homeless: +28.9% SWD:+15.4

Goal Analysis [2025-26]

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 actions associated with Goal 2 were implemented largely as planned during the 2025–26 school year. The district implemented Actions 2.1 through 2.12 through professional development, targeted instructional supports, expanded learning opportunities, college and career readiness programs, assessment and progress-monitoring systems, and professional collaboration. While some implementation adjustments occurred based on staffing, scheduling, student needs, and program coordination, the overall scope and intent of the actions were maintained.

Action 2.1 – Mathematics Instructional Capacity: The district implemented ongoing support to strengthen teacher instructional capacity in mathematics through professional development, collaborative planning, formative assessment practices, and analysis of student performance data. These activities supported teachers in strengthening standards-aligned instruction and using data to adjust instruction based on student needs.

Action 2.2 – Enhanced English Language Development Supports and Professional Learning: The district implemented targeted English Language Development supports and professional learning for teachers serving English Learners. Implementation included support for Designated and Integrated ELD, scaffolded instruction, supplemental ELD materials aligned to the California ELA/ELD Framework, and strategies to strengthen academic language development and access to grade-level content. Supports addressed the needs of English Learners in TK–8 as well as Long-Term English Learners in grades 6–12.

Action 2.3 – CTE Pathways: The district maintained and expanded Career Technical Education pathways at Gonzales High School. Students continued to have access to sequenced career-focused coursework, hands-on learning experiences, industry-aligned instruction, and career exploration opportunities. The district supported implementation through staffing, instructional materials, equipment, professional development, and partnerships.

Action 2.4 – English Language Development and Reclassification Supports: The district implemented Integrated and Designated ELD instruction and targeted supports for English Learners, with a particular focus on Long-Term English Learners. Implementation included scaffolded instruction, supplemental resources, targeted interventions, instructional aide support, professional development, and instructional coaching designed to strengthen language development, access to grade-level standards, and progress toward reclassification.

Action 2.5 – Aligned English Learner Programs and Language Development Supports: The district continued aligning English Learner programs, instructional supports, and services to provide students access to Common Core State Standards-based instruction and ELD standards. Students received Integrated and Designated ELD, scaffolded academic supports, supplemental materials, and targeted interventions. As identified in the LCAP, this action was combined with Action 2.2 during the 2025–26 school year to better align English Learner instructional supports and professional learning efforts. This represented an implementation adjustment to improve coordination and alignment and did not reduce the intended English Learner services or supports.

Action 2.6 – Expanded Learning Opportunities for Science Achievement: The district implemented standards-aligned science instruction and expanded science learning opportunities using curriculum and instructional materials aligned with the California Next Generation Science Standards. Implementation included professional development, collaborative planning, supplemental instructional resources, academic vocabulary development, inquiry-based and hands-on learning, and supplemental science enrichment and intervention opportunities through ELOP.

Action 2.7 – Instructional Aides for Learning Recovery: The district maintained instructional aide positions funded through the Learning Recovery Emergency Block Grant to provide supplemental academic support, small-group instruction, intervention services, and classroom assistance for students requiring additional support in core academic areas.

Action 2.8 – Professional Development for EL and LTEL Instruction: The district implemented professional development, instructional coaching, collaborative planning, PLCs, and targeted support to increase staff capacity to serve English Learners and Long-Term English Learners. Professional learning addressed Integrated and Designated ELD, academic language development, scaffolded instruction, differentiation, academic discourse, vocabulary, writing supports, and progress monitoring.

Action 2.9 – GHS Dual Enrollment: The district continued offering dual-enrollment coursework at Gonzales High School in collaboration with higher education partners. Implementation supported student access to college-level coursework, opportunities to earn college credit while in

high school, academic advising, participation, and successful course completion, with attention to expanding access for historically underserved students.

Action 2.10 – Dual Language Immersion Program: The district continued implementation of the Dual Language Immersion Program at La Gloria Elementary School. Students received standards-aligned instruction in English and the target language, and the district continued to provide professional development, instructional materials, and program support to strengthen bilingualism, biliteracy, academic achievement, and cross-cultural competencies.

Action 2.11 – District Mathematics and ELA Benchmarks Using Illuminate: The district implemented districtwide Mathematics and ELA benchmark assessments using Illuminate to monitor student progress toward grade-level standards and identify learning gaps. Teachers and instructional staff used benchmark results to support instructional planning, differentiation, intervention, enrichment, and targeted academic supports. Professional development, collaborative data analysis, and PLC opportunities supported the use of assessment results to inform instruction.

Action 2.12 – Professional Learning Communities: The district continued implementation of Professional Learning Communities focused on analyzing student achievement data, aligning instruction to California State Standards, identifying effective instructional strategies, developing and reviewing common formative assessments, monitoring student progress, and providing targeted interventions. PLCs supported greater consistency in Tier 1 instruction and intervention practices while emphasizing the needs of English Learners, low-income students, foster youth, and other student groups demonstrating achievement gaps.

Overall Implementation

Overall, all Actions 2.1 through 2.12 were implemented during the 2025–26 school year, and implementation remained largely consistent with the adopted LCAP. The district provided the planned professional learning, instructional supports, English Learner services, learning recovery supports, CTE and dual-enrollment opportunities, Dual Language Immersion programming, benchmark assessments, science learning opportunities, and PLC structures identified within Goal 2.

There were no substantive differences between the planned actions and actual implementation that resulted in a reduction or elimination of planned services. The primary implementation adjustment involved Action 2.5, which was combined with Action 2.2 to better align English Learner instructional supports and professional learning efforts. The services and intended purpose of the action were maintained through the combined implementation. Other operational adjustments related to staffing, scheduling, student needs, and program coordination did not materially change the scope or intent of the adopted actions.

While the actions were implemented largely as planned, implementation did not result in the desired outcomes in every area. Mathematics achievement and achievement gaps among student groups remain areas requiring additional attention. These results do not indicate that the actions were not implemented; rather, they identify areas in which the district must examine the effectiveness of the implemented actions, which is addressed separately in the Goal Analysis effectiveness prompt.

Moving forward, the district will maintain implementation of the Goal 2 actions while strengthening consistency and fidelity of implementation, particularly in mathematics instruction, English Learner and LTEL supports, benchmark analysis and instructional response, PLC cycles of inquiry, learning recovery, and equitable access to college and career readiness opportunities.

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.

Material differences between budgeted and estimated actual expenditures occurred across several actions during the year as the district adjusted resources and services to respond to instructional priorities and student needs.

Action 2.1, Increase Teacher Instructional Capacity in Mathematics, exceeded the budgeted amount due to expanded professional learning opportunities, additional instructional support, and increased investments in mathematics instruction. These efforts were intended to strengthen classroom practices and support student achievement in mathematics.

Action 2.3, CTE Pathways, was not originally budgeted but incurred expenditures during the year as the district expanded Career Technical Education opportunities and leveraged available resources to increase student access to career pathway programs and experiences.

Similarly, Action 2.6, Expanded Learning Opportunities for Science Achievement, exceeded the original budget as additional resources were dedicated to enhancing science instruction and providing students with expanded opportunities to engage in science learning.

Several actions were expended below their budgeted amounts. No expenditures were reported for Action 2.2, Enhanced English Language Development Supports and Professional Learning; Action 2.4, English Language Development and Reclassification Supports; and Action 2.7, ELD TOSA: Language Program for English Learners. Planned services associated with these actions were either supported through other district resources, integrated into related instructional programs, or adjusted based on staffing and implementation needs during the year. Action 2.7 was subsequently removed.

Action 2.10, Dual Language Program, also reflected no expenditures during the year, as implementation and associated costs were supported through other district resources and staffing structures. Action 2.11, Implementation of District Math and ELA Benchmarks Using Illuminate, was expended below the budgeted amount because portions of the planned work were supported through existing systems and resources.

Despite these expenditure variances, the district continued to implement the overall goal of increasing academic achievement through strengthened mathematics instruction, English Learner supports, Career Technical Education opportunities, expanded science learning experiences, and instructional systems designed to support student success.

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

The district evaluated the effectiveness and ineffectiveness of Actions 2.1 through 2.12 by reviewing the Goal 2 metrics, including state and local indicators, CAASPP and CAST results, English Learner Progress Indicator (ELPI) data, reclassification data, local benchmark assessments, college and career readiness indicators, and implementation evidence. For actions identified as contributing to Increased or Improved Services, the district also reviewed applicable metrics and disaggregated student-group outcomes to determine whether the

actions were contributing to improved access, academic achievement, English language development, and college and career readiness for English Learners, low-income students, and foster youth.

Overall, the actions were effective in several areas, including standards-aligned instruction, English Learner progress, access to academic supports, graduation, CTE participation, and college and career readiness. However, the analysis also identified actions that were only partially effective, particularly in mathematics achievement, advanced coursework outcomes, and areas where implementation measures have not yet translated into consistent student achievement outcomes.

Action 2.1 – Increase Teacher Instructional Capacity in Mathematics: Partially Effective
Action 2.1 was partially effective in strengthening mathematics instruction. The district provided mathematics professional development, collaborative planning, formative assessment practices, and opportunities for teachers to analyze student performance data.

Effectiveness was monitored through Metric 2.1, implementation of state and locally adopted mathematics standards; Metric 2.5, CAASPP Mathematics performance; and district mathematics benchmark data. Metric 2.1 was achieved, with 100% of students at La Gloria Elementary, Fairview Middle School, and Gonzales High School receiving standards-aligned mathematics instruction using Board-adopted curriculum. However, Metric 2.5 declined by 4.6 points districtwide, including declines for Hispanic students (-5.2 points) and homeless students (-7 points).
District Illuminate benchmark results also showed inconsistent mathematics performance across grade levels. Grade 3 demonstrated growth across the three benchmark administrations, and Algebra 2 also showed improvement; however, other grade levels demonstrated mixed or limited progress. Therefore, although the action was effective in establishing standards-aligned instructional conditions, it was not fully effective in producing the desired mathematics achievement outcomes. The district will strengthen mathematics professional development, PLC data cycles, common formative assessments, reteaching, intervention, and monitoring of instructional practices.

Action 2.2 – Enhanced English Language Development Supports and Professional Learning: Effective
Action 2.2 was effective in supporting English Learner language development and strengthening instructional practices. Effectiveness was monitored through Metric 2.3, alignment of programs and services for English Learners; Metric 2.6, the percentage of English Learners making progress toward English proficiency; and Metric 2.8, reclassification outcomes.
Metric 2.3 demonstrated progress from English Learner program alignment being identified as a growth area toward stronger alignment of programs and services with Common Core academic content and ELD Standards. Metric 2.6 showed that 55% of English Learners made progress toward English language proficiency, representing a 14-point improvement from the baseline. These results indicate that professional learning, Designated and Integrated ELD, supplemental instructional resources, academic language development, and progress monitoring contributed positively to English Learner progress. Because Action 2.2 is a contributing action, Metrics 2.3, 2.6, and 2.8 were used to monitor whether Increased or Improved Services were producing the intended benefits for English Learners. The improvement in ELPI provides evidence that the increased instructional and professional learning supports were contributing to improved language development, while reclassification data continue to be monitored to determine whether that progress results in increased attainment of English proficiency.

Action 2.3 – Career Technical Education Pathways: Effective
Action 2.3 was effective in expanding college and career readiness opportunities through Career Technical Education pathways. Effectiveness was monitored through Metric 2.15, CTE pathway completion; Metric 2.16, combined A–G and CTE completion; and Metric 2.18, College and Career Readiness.

Metric 2.15 increased from 42.7% to 48.3% districtwide, a 5.6 percentage-point increase. Student-group improvements included English Learners (+1.5), socioeconomically disadvantaged students (+7.9), Students with Disabilities (+32.5), and homeless students (+5.7). Metric 2.16 increased 6.6 percentage points districtwide, while Metric 2.18, College and Career Readiness, increased 10.6 percentage points overall.
These outcomes indicate that continued CTE pathway implementation and career-connected learning opportunities contributed positively to postsecondary preparation.

Action 2.4 – English Language Development and Reclassification Supports: Effective
Action 2.4 was effective in supporting English Learner language development and progress toward reclassification. Effectiveness was monitored primarily through Metric 2.6, English Learner progress toward English proficiency, and Metric 2.8, reclassification data.
Metric 2.6 demonstrated a 14-point increase in English Learners making progress toward English proficiency. Reclassification data were also used to monitor whether students were progressing toward and meeting district reclassification criteria.
Because Action 2.4 is a contributing action, these metrics were used to monitor the effectiveness of Increased or Improved Services provided specifically to English Learners and LTELs. The ELPI improvement provides evidence that Designated and Integrated ELD, targeted interventions, instructional aide support, supplemental resources, and progress monitoring contributed to improved language development. Continued monitoring of reclassification and LTEL outcomes will be necessary to determine whether those gains are sustained.

Action 2.5 – Aligned English Learner Programs and Language Development Supports: Effective in Improving Program Alignment
Action 2.5 was effective in strengthening alignment of English Learner programs and services. The action was monitored through Metrics 2.2, 2.3, 2.6, and 2.7, along with English Learner program implementation evidence.
Metric 2.3 showed improvement in the alignment of programs and services that provide English Learners access to Common Core academic content and ELD Standards. Metric 2.6 demonstrated improved English Learner progress, while Metric 2.7, CAST performance, increased 2.19 percentage points districtwide, including increases for socioeconomically disadvantaged students (+2.19), English Learners (+0.94), and homeless students (+14.64).
Because components of Action 2.5 were aligned and combined with Action 2.2 during implementation, the results were considered collectively when evaluating the effectiveness of the district's English Learner instructional system.

Action 2.6 – Expanded Learning Opportunities for Science Achievement: Partially Effective=
Action 2.6 was partially effective in expanding access to standards-aligned and supplemental science learning opportunities. Effectiveness was monitored through Metric 2.7, CAST performance, in addition to implementation of NGSS-aligned science curriculum and expanded learning opportunities. Districtwide CAST proficiency increased from 13.13% to 15.32%, a 2.19 percentage-point improvement. Socioeconomically disadvantaged students improved by 2.19 percentage points, English Learners by 0.94 points, and homeless students by 14.64 points. However, Students with Disabilities remained at 0% proficiency. Because Action 2.6 is a contributing action, CAST results disaggregated for English Learners, socioeconomically disadvantaged students, and homeless students were used to monitor Increased or Improved Services. The gains provide evidence of progress; however, overall proficiency remains low. Therefore, the action was determined to be partially effective and requires continued strengthening of science instruction, academic vocabulary development, inquiry-based learning, intervention, and supplemental learning opportunities.

Action 2.7 – Instructional Aides for Learning Recovery: Partially Effective

Action 2.7 was partially effective in providing supplemental academic support, small-group instruction, intervention, and classroom assistance to students requiring learning recovery.
Effectiveness was monitored through Metrics 2.4 and 2.5, CAASPP ELA and Mathematics performance, along with local benchmark and intervention data. Metric 2.4 showed districtwide ELA improvement of 4.2 points, indicating progress; however, outcomes remained uneven for homeless students (-10.6 points) and Students with Disabilities (-1.2 points). Mathematics declined by 4.6 points districtwide.
These mixed outcomes indicate that additional academic support contributed to progress in some areas but has not yet resulted in consistent improvement across subjects and student groups. The district will continue evaluating the deployment of instructional aides and alignment of their services with identified student needs.

Action 2.8 – Professional Development for EL and LTEL Instruction: Effective
Action 2.8 was effective in strengthening staff capacity to provide language-rich instruction and targeted support for English Learners and LTELs. Effectiveness was monitored through Metric 2.3, English Learner program alignment; Metric 2.6, ELPI; and Metric 2.8, reclassification data.
The strongest outcome evidence was Metric 2.6, with 55% of English Learners making progress toward English proficiency, a 14-point improvement. This improvement supports continued implementation of professional development focused on Designated and Integrated ELD, academic discourse, scaffolding, vocabulary, writing, and progress monitoring.

Action 2.9 – GHS Dual Enrollment: Effective in Providing Access; Additional Outcome Monitoring Needed
Action 2.9 was effective in maintaining access to rigorous college-level coursework, while additional student outcome data are needed to determine its full effectiveness. The action was associated with Metric 2.12 and broader college and career readiness indicators, including A–G completion, graduation, and College and Career Readiness.
Metric 2.12 showed A–G eligibility increasing from 35% to 41%, a 6-point increase. Graduation increased 3 percentage points districtwide, and College and Career Readiness increased 10.6 percentage points.
These broader outcomes demonstrate progress in postsecondary readiness; however, the district will strengthen monitoring of dual-enrollment participation, course completion, college credits earned, and outcomes for student groups to more directly evaluate the effectiveness of this specific action.

Action 2.10 – Dual Language Immersion Program: Effective in Implementation; Additional Outcome Evidence Needed
Action 2.10 was effective in maintaining implementation of the Dual Language Immersion Program, with effectiveness monitored through Metric 2.3 and English Learner progress indicators, including Metric 2.6.
Metric 2.3 demonstrated stronger alignment of programs and services supporting English Learner access to Common Core content and ELD Standards, while Metric 2.6 demonstrated a 14-point improvement in English Learner progress toward proficiency.
These results provide evidence of improvement within the district's broader English Learner instructional system; however, they do not isolate outcomes specifically for students participating in DLI. The district will therefore continue the program while strengthening DLI-specific measures of bilingualism, biliteracy, language development, and academic achievement.

Action 2.11 – District Mathematics and ELA Benchmarks Using Illuminate: Partially Effective
Action 2.11 was partially effective in establishing a districtwide system for monitoring student progress and informing instruction.
Effectiveness was monitored through Metrics 2.4 and 2.5, CAASPP ELA and Mathematics results, and district Illuminate benchmark assessments.

ELA improved 4.2 points districtwide, demonstrating progress, while mathematics declined 4.6 points. Illuminate mathematics benchmarks also demonstrated inconsistent results. Grade 3 improved from 2.9% at/above benchmark on Benchmark 1 to 8.5% on Benchmark 2 and 16.7% on Benchmark 3. Algebra 2 improved from 3.1% to 12.5% and 13.6%. Conversely, Grade 4 decreased from 37.7% to 28.7%, Grade 5 decreased from 26.2% to 13%, and performance remained low in Grades 6–8 and Algebra 1.
Because Action 2.11 is a contributing action, CAASPP and benchmark results, including disaggregated results for unduplicated student groups, were used to monitor the effectiveness of Increased or Improved Services. The assessment system was effective in identifying learning gaps and providing actionable data; however, student mathematics outcomes demonstrate that the instructional response to the data must be strengthened.
The district will continue using Illuminate benchmarks to identify priority standards, guide PLC data cycles, plan reteaching and intervention, and determine whether instructional adjustments result in improved outcomes.

Action 2.12 – Professional Learning Communities: Partially Effective
Action 2.12 was partially effective in establishing structures for collaborative data analysis, instructional planning, common formative assessment, intervention, and progress monitoring. Effectiveness was monitored through Metrics 2.4 and 2.5, local benchmark assessments, common formative assessment results, classroom walkthrough evidence, ELPI data, and educational partner feedback.
The districtwide ELA improvement of 4.2 points and the 14-point improvement in English Learner progress provide evidence of positive outcomes in areas supported through PLC collaboration. However, the 4.6-point decline in mathematics and inconsistent Illuminate benchmark results demonstrate that PLC implementation has not yet resulted in consistent academic improvement across content areas and grade levels.
The district will strengthen PLC implementation by emphasizing complete cycles of inquiry: identifying priority standards, analyzing common assessment results, determining student needs, implementing targeted reteaching and intervention, reassessing students, and evaluating whether instructional strategies resulted in improved learning.

Overall Effectiveness and Monitoring of Increased or Improved Services
Overall, the Goal 2 actions demonstrated varying levels of effectiveness. Actions supporting English Learner language development, standards-aligned instruction, CTE pathways, graduation, and college and career readiness demonstrated positive results. Other actions, particularly those supporting mathematics achievement, learning recovery, benchmark-driven instructional response, and PLC implementation, were only partially effective and require refinement.
For contributing actions, the district used the metrics associated with those actions, including CAASPP ELA and Mathematics (Metrics 2.4 and 2.5), ELPI (Metric 2.6), CAST (Metric 2.7), reclassification (Metric 2.8), course access and academic support measures, A–G and CTE completion, graduation, College and Career Readiness, and local Illuminate benchmark data, as applicable, to monitor whether Increased or Improved Services were resulting in improved access and outcomes for English Learners, low-income students, and foster youth.
The disaggregated data demonstrate areas of progress as well as continued need. English Learners demonstrated a 14-point improvement in progress toward English proficiency, while College and Career Readiness increased for English Learners (+4.3), socioeconomically disadvantaged students (+12.1), homeless students (+28.9), and Students with Disabilities (+15.4). At the same time, mathematics outcomes and some ELA student-group outcomes demonstrate that the contributing actions have not yet resulted in consistent improvement for all student groups.
The district also recognizes that several current measures evaluate access or implementation rather than direct student outcomes. Moving forward, the district will strengthen the connection between implementation measures and disaggregated student outcome data to more clearly determine whether contributing actions are producing the intended increased or improved services for unduplicated students.

Based on this analysis, the district will continue actions that demonstrated effectiveness while refining those that were partially effective. Future efforts will focus on strengthening mathematics instruction, PLC cycles of inquiry, common formative assessments and Illuminate benchmarks, targeted academic interventions, English Learner and LTEL instructional practices, supports for Students with Disabilities and other student groups demonstrating achievement gaps, and equitable access to college and career readiness opportunities.

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 a review of implementation data, student outcome measures, and educational partner feedback, no changes were made to the goal, metrics, or target outcomes for the coming year. The district determined that the goal continues to address identified needs related to academic achievement, English Learner success, and college and career readiness and remains aligned with district priorities.

The current metrics and target outcomes continue to provide meaningful measures of progress and provide the district with the information needed to monitor student performance and identify areas for continuous improvement. As a result, the district will continue implementing the existing actions and monitoring progress through ongoing data analysis and educational partner input.

The only action modification for the coming year is the modification of Action 2.7, ELD TOSA: Language Program for English Learners, to Action 2.7: Instructional Aides. The services and supports previously associated with this action have been incorporated into other existing English Learner programs and supports. This adjustment streamlines the action structure while maintaining the district's commitment to supporting English Learners and improving academic outcomes.

All remaining actions will continue as planned, and the district will continue refining implementation based on student performance data, program outcomes, and feedback from educational partners.

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 in mathematics through ongoing professional development, collaborative planning, and data	The district will provide ongoing mathematics professional development for teachers focused on standards-aligned instruction, effective instructional strategies, formative assessment practices, and data-informed decision-making. Teachers will engage in collaborative planning and analysis of student performance data to strengthen instructional practices, increase student engagement, and improve academic outcomes in mathematics. Professional development opportunities may include workshops, instructional coaching, demonstration lessons, release time for	$1,068,582.71	No

Action #	Title	Description	Total Funds	Contributing
	analysis because standards-aligned training and instructional support strengthen teachers' ability to implement effective instructional strategies that improve student achievement in mathematics. Progress will be monitored through Metric 2.1.	collaboration, and training aligned to California Mathematics Frameworks and district instructional priorities.		
2.2	Enhanced English Language Development Supports and Professional Learning	A. English Learner Supports (TK–8) To support English learners (ELs) in developing the English proficiency needed to access rigorous grade-level coursework, GUSD will provide targeted instructional supports aligned to Goal 2. Teachers in grades TK–8 will receive coaching and professional development from the district's ELD team on implementing scaffolded Designated and Integrated English Language Development (ELD) instruction. Teachers will utilize supplemental ELD materials aligned to the California ELA/ELD Framework to strengthen students' access to Common Core-aligned curriculum, academic language development, and classroom participation. These supports are intended to improve English learner performance on CAASPP/EAP assessments and accelerate progress on the English Learner Progress Indicator (ELPI). B. Long-Term English Learner Supports (Grades 6–12) To improve academic achievement and reclassification outcomes 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-based English learner leads will support teachers in embedding academic language development strategies into ELA, mathematics, science, and history instruction. LTEL students will also receive access to supplemental instructional tools and resources designed to strengthen academic	$3,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vocabulary, reading comprehension, critical thinking, and English language proficiency.		
2.3	CTE Pathways Metric 2.14	The district will continue to maintain and expand Career Technical Education (CTE) pathways at Gonzales High School to provide students with access to rigorous, career-connected learning opportunities aligned to college and career readiness goals. Students will participate in sequenced coursework, hands-on learning experiences, industry-aligned instruction, and career exploration opportunities that strengthen technical skills, academic engagement, and postsecondary preparedness. The district will support CTE pathway implementation through staffing, instructional materials, equipment, professional development, and partnerships with local industry and community organizations to increase student access to high-quality career preparation programs.	$1,202,857.00	No
2.4	English Language Development and Reclassification Supports Metric: 2.6	GUSD will provide integrated and designated English Language Development (ELD) instruction to ensure that all English Learner (EL) students, with a specific focus on Long-Term English Learners (LTELs), develop the listening, speaking, reading, and writing skills necessary to make annual progress toward English proficiency and reclassification to Fully English Proficient status. Teachers and instructional staff will implement embedded language development strategies, scaffolded instruction, and targeted academic supports designed to increase students' access to Common Core State Standards-based instruction across content areas. Supplemental instructional resources and intervention supports will be provided to strengthen academic language development, reading comprehension, vocabulary acquisition, and classroom participation for EL and LTEL students. In addition, the district will allocate instructional aide support to assist with language development, small-group instruction, and targeted student interventions. Professional development and instructional coaching will also be provided to support the effective implementation of integrated and designated ELD practices.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Aligned English Learner Programs and Language Development Supports Metrics: 2.2, 2.6, 2.7	GUSD will align programs, instructional supports, and services to ensure English Learner (EL) students have equitable access to Common Core State Standards-based instruction and English Language Development (ELD) standards. The district will provide integrated and designated ELD instruction, scaffolded academic supports, supplemental instructional materials, and targeted interventions designed to strengthen students' listening, speaking, reading, and writing skills across content areas. Evidence-based teaching strategies for ELA/ELD will be supported through ongoing professional development and instructional coaching to strengthen teachers' implementation of effective language development practices and increase English learners' access to rigorous grade-level instruction. Particular attention will be given to supporting Long-Term English Learners (LTELs) through supplemental resources and instructional practices that increase engagement with grade-level curriculum and accelerate progress toward English proficiency and reclassification. This action has been combined with Action 2.2 for the 2025–26 school year to better align English learner instructional supports and professional learning efforts.	$0.00	No
2.6	Expanded Learning Opportunities for Science Achievement Metric 2.5	The district will expand access to standards-aligned science instruction and learning opportunities across the district to increase student achievement on statewide science assessments. Board- and state-adopted science curriculum and instructional materials aligned to the California Next Generation Science Standards (NGSS) will be implemented across grade levels to support rigorous and engaging science instruction. Evidence-based teaching strategies for science will be strengthened through targeted professional development, instructional coaching, and collaborative planning opportunities for teachers, with a particular focus on meeting the needs of English learners, students experiencing homelessness, and socioeconomically disadvantaged students. Supplemental curriculum resources and instructional supports will be provided to increase student access to grade-level science content, academic vocabulary development, inquiry-based learning, and hands-on scientific experiences. In addition, supplemental science enrichment and intervention opportunities will be offered through the Expanded Learning Opportunities Program (ELOP) to further engage and support students in science learning.	$386,312.01	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Instructional Aides for Learning Recovery	Maintain instructional aide positions funded through the Learning Recovery Emergency Block Grant (LREBG) to provide supplemental academic support, small-group instruction, intervention services, and classroom assistance to students needing additional support in core academic areas.	$0.00	No
2.8	Professional Development for EL and LTEL Instruction Metric 2.2	GUSD will increase staff knowledge and instructional capacity to support English Learners (ELs), with a particular emphasis on Long-Term English Learners (LTELs), through ongoing professional development, instructional coaching, collaborative planning, and targeted support aligned to integrated and designated English Language Development (ELD) practices. Professional learning opportunities will focus on evidence-based instructional strategies, academic language development, scaffolded instruction, and differentiated supports that increase English learners' access to Common Core State Standards-based curriculum across content areas. Teachers and instructional staff will receive training and coaching on implementing language-rich instructional practices, academic discourse routines, sentence frames, writing scaffolds, vocabulary development strategies, and progress-monitoring practices designed to strengthen students' listening, speaking, reading, and writing skills. Particular attention will be given to supporting LTEL students through targeted instructional strategies and interventions aligned with the English Language Proficiency Assessments for California (ELPAC) expectations and reclassification criteria, as LTEL students often require additional language development supports to accelerate progress toward English proficiency and academic success. Professional Learning Communities (PLCs), classroom walkthroughs, and coaching cycles will be utilized to support continuous improvement of ELD instructional practices across grade levels. Supplemental instructional resources and collaborative planning opportunities will further support teachers in implementing effective integrated and designated ELD instruction designed to improve English learner achievement, language acquisition, and reclassification outcomes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	GHS Dual Enrollment	The district will continue to offer dual-enrollment courses at Gonzales High School to expand student access to rigorous college-level coursework and increase opportunities for college and career readiness. Dual enrollment courses will provide students with the opportunity to earn college credit while in high school, strengthen their academic preparation, and increase their exposure to postsecondary expectations and career pathways. The district will collaborate with partnering higher education institutions to support course access, student participation, academic advising, and the successful completion of dual-enrollment coursework, with a focus on increasing participation and success rates for English learners, low-income students, foster youth, and other historically underserved student groups.	$0.00	No
2.10	Dual Langauge Program	The district will continue to support the Dual Language Immersion (DLI) program at La Gloria Elementary School to strengthen bilingualism, biliteracy, academic achievement, and cross-cultural competencies for participating students. The program will provide standards-aligned instruction in both English and the target language to increase students' language proficiency, access to grade-level curriculum, and long-term academic success. Ongoing professional development, instructional materials, and program support will be provided to ensure effective implementation of the DLI program and continued progress toward bilingual and biliterate outcomes for students	$0.00	No
2.11	Implementation of District Math and ELA Benchmarks using the program- Illuminate Metric 2.4, 2.5	GUSD will implement districtwide Mathematics and English Language Arts (ELA) benchmark assessments using the Illuminate assessment platform to strengthen standards-aligned instruction, progress monitoring, and data-informed decision-making. Benchmark assessments will be administered at designated intervals to measure student progress toward grade-level standards, identify learning gaps, and monitor academic growth across student groups. Teachers and instructional staff will utilize benchmark assessment data to inform instructional planning, differentiate instruction, identify students in need of intervention or enrichment, and provide targeted academic supports designed to improve student achievement in Mathematics and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ELA. Professional development, collaborative data analysis, and Professional Learning Community (PLC) opportunities will be provided to support staff in effectively analyzing assessment results, aligning instruction to student needs, and implementing evidence-based instructional strategies. The Illuminate platform will also support the district's ability to monitor trends in student performance, evaluate instructional effectiveness, and strengthen equitable access to academic supports for English learners, low-income students, foster youth, and other student groups performing below grade-level expectations.		
2.12	PLC's (Professional Learning Communities) Metric 2.4, 2.5	Teachers, instructional coaches, and site administrators will participate in ongoing Professional Learning Communities (PLCs) focused on analyzing student achievement data, aligning instruction to California State Standards, identifying effective instructional strategies, and implementing targeted interventions for students who are not yet meeting grade-level expectations. PLC collaboration time will be structured to support lesson design, common formative assessment development, data analysis, and progress monitoring for all student groups, with an emphasis on English learners, low-income students, foster youth, and other student groups demonstrating achievement gaps. This action is designed to improve instructional coherence and educator capacity because regular collaboration around student data and instructional practices enables staff to identify barriers to learning, adjust instruction based on evidence, and provide timely academic supports. PLCs will also support consistency in Tier 1 instruction and intervention practices across classrooms and grade levels, which is expected to improve student achievement, engagement, and academic growth. Effectiveness will be measured through local benchmark assessments, CAASPP performance, English Learner Progress Indicator (ELPI) data, common formative assessment results, classroom walkthrough evidence, and educational partner feedback regarding instructional effectiveness and collaboration.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will experience a safe, supportive, and inclusive school environment that promotes well-being, positive relationships, school connectedness, and engagement.	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.

This goal was developed based on a review of district climate survey data, attendance data, behavioral referral trends, and educational partner feedback indicating that some students do not consistently feel connected, supported, or emotionally safe at school. Students, families, and staff identified a need for stronger social-emotional supports, increased access to counseling services, and more consistent implementation of schoolwide systems that promote positive behavior, relationship-building, and student wellness.

The district also identified that students experiencing social-emotional or behavioral challenges are more likely to experience chronic absenteeism, disengagement from learning, and lower academic performance. Educational partners emphasized the importance of creating supportive learning environments where students feel valued, have trusted adults available for support, and receive timely interventions when social-emotional or mental health needs are identified.

To address these identified needs, Gonzales Unified School District will continue refining its Multi-Tiered System of Support (MTSS), maintain counseling services at all school sites, and provide professional development in Social-Emotional Learning (SEL) and student wellness practices for all staff. These actions are expected to improve student connectedness and engagement because staff will be better prepared to recognize and respond to student needs, implement consistent support systems, and foster positive learning environments that strengthen students' sense of belonging and well-being. Progress toward this goal will be measured through annual climate survey data, attendance rates, behavior data, counseling and intervention participation data, and other student engagement indicators.

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	33.7% of students indicate they are happy or very happy while at	58.5% of students indicate they feel safe and happy	32% of studnets indicate they feel safe and happy	The target for year three is that 80% of students feel	-1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student SocialEmotional Well-Being Source: Local Records	school. 51.6% indicate they feel okay while they are at school, and 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	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	while at school. 47.3% indicate they sometimes feel happy and safe while they are at school 20.6 indicate they sometimes feel happy and safe while they are at school.	happy or very happy while they are at school.	
3.2	Priority 5: Pupil Engagement Student SocialEmotional 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.	68.2% of students indicate they have an adult they can go to at school if they need help or	58% of studnets indicate they have an adult they can go to at school if they need help or	The target for year three is 90% of students know that they have an adult they can go to at	-3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14.6% 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. 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	someone to talk to.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	someone to talk to 31.7% 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. 10.3% 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.	school if they need 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	68.2% of students indicate they feel safe and happy while at school. 22.6% indicate they sometimes feel happy and safe while they are at school 9.2% indicate they sometimes feel happy and safe while they are at school.	The target for year three is that 80% of all students report feeling safe or very safe while at school.	+15.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Survey			
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 attendance rate 92.73% for the 2024-2025 school year.	The target for Year 3 is 90%.	+9.93
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	Middle School Drop out rate is 0 2024-2025.	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 7.6% 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	High School Drop out rate was 5 (2.4%) students in 2024-2025. 2024-2025 School year. English Learner: 3% Homeless: 2.2% SWD: 5.1% SED: 2.4% Hispanic: 2.4%	The target for Year 3 is a drop out rate of 2% of less	Districtwide: -1.5% Hispanic: -1.1% English Learners:-1.6% Homeless: -8.4% Students With Disabilities: -16% SocioEconomically Disadvantaged: -1.7%

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 Expulsion rate for 2024-2025 was 0.4%	The target for Year 3 is an expulsion rate of less than 1%.	+0.1%
3.8	Priority 6:School Climate 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	Suspension Rates: GUSD: 4.8% Homeless: 7.1% English Learner: 7% SED: 5.2% SWD: 7% Hispanic: 4.8% LGE: Schoolwide: 1.1% Homeless: 2.1% English Learner:1.1% SED:1.2% SWD:4% Hispanic:1% FMS: Schoolwide: 7% Homeless: 14.8% English Learner: 12.2% SED:8.2% SWD:7% Hispanic: 7.2%	The target for Year 3 is a suspension rate of less than 3% for each school site.	LGE: Maintained:-2/6% FMS: -.8% GHS: +2.4% Districtwide: Homeless: maintained -.8% English Learner:+1.5% SED: -.2% SWD: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				GHS: Schoolwide: 7.5% Homeless: 7.4% English Learners: 13.6% SED: 7.7% SWD:10.4% Hispanic:7.8% Source: 2025 California Dashboard		
3.9	Priority 5: Pupil Engagement Chronic Absenteeism Rates Source: California Schools Dashboard	The chronic absenteeism rate was 25.4% for the 2022-23 school year. Fairview Middle School: 22.1% FMS Homeless Youth: 31.3% FMS SocioEconomically 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	The chronic absenteeism rate was 20.6% for the 2023-24 school year. Fairview Middle School: 17.2% FMS Homeless Youth: 24.7% FMS SocioEconomically Disadvantaged: 18.6% FMS Students Identified as Having Special Needs: 23.5% Districtwide: Homeless: 24.4% English Learner: 23.4% SocioEconomically Disadvantaged:	The chronic absenteeism rate was 20.1% for the 2024-2025 school year. Fairview Middle School: School: 17.5% Hispanic: 17.9% Homeless: 26.1% SED: 18.7% SWD: 25.4% EL's: 20.4% Districtwide: Hispanic: 20.2% Homeless: 23.8% SED: 20.7% SWD:29% EL's: 20.8% Source: 2025 California Dashboard	The chronic absentee target rate for Year 3 is 5% or less.	Districtwide: -- 5.3% Fairview Middle School: -4.6% FMS Homeless Youth: -13.4% FMS SED - 4.5% FMS SWD: - 6.7% Districtwide: Homeless: -11% English Learner: -4.5% SED: -4.5% SWD: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard	21.7% Students with Disabilities: 30.5% Source: 2024 California Dashboard			

Goal Analysis [2025-26]

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.

Goal 3 was implemented largely as planned during the 2025–26 school year through Actions 3.1 through 3.6, which were designed to promote student social-emotional well-being, strengthen school connectedness and engagement, improve attendance, reduce exclusionary discipline, provide access to counseling and social-emotional supports, and prevent students from dropping out of school. The district implemented the planned actions through school climate and attendance supports, restorative practices, Positive Behavioral Interventions and Supports (PBIS), professional development, school social workers, school counselors, and coordinated dropout prevention and student engagement strategies.

Action 3.1 – School Climate, Pupil Engagement, and Attendance Supports: The district implemented school climate, pupil engagement, and attendance supports across school sites. Implementation included attendance monitoring, early identification of students demonstrating attendance concerns, family outreach, student engagement strategies, and coordination among site administrators, counselors, social workers, teachers, families, and other support staff. The district continued using attendance and engagement data to identify students requiring additional support and connect students and families with appropriate interventions and services.

Action 3.2 – Restorative Practices, Student Wellness, and Positive Behavior Supports for School Climate and Suspension Reduction: The district continued implementation of restorative practices, student wellness supports, PBIS, and positive behavior strategies intended to strengthen school climate and reduce exclusionary discipline. School sites continued implementing preventative and responsive behavioral supports, reinforcing schoolwide expectations, and utilizing restorative approaches and student support systems to address behavioral and social-emotional needs. Implementation remained focused on creating safe, welcoming, and supportive school environments while reducing reliance on suspension and other exclusionary practices.

Action 3.3 – Professional Development: The district implemented professional development focused on PBIS, restorative practices, and social-emotional learning to strengthen staff capacity to support student well-being and school climate. Professional learning provided staff with strategies and practices to support positive student behavior, strengthen relationships, respond to student social-emotional needs, and

promote consistent implementation of school climate supports. The action was implemented in coordination with the district's broader PBIS, restorative practices, and student wellness efforts.

Action 3.4 – Social Workers: The district continued providing school social worker services to address barriers affecting student attendance, engagement, social-emotional well-being, and access to learning. Social workers provided student and family support, case management, individual and group interventions, crisis response, referrals and connections to community resources, and collaboration with school staff and families. Social workers also participated in coordinated student support structures to identify students requiring additional intervention and connect them with appropriate school- and community-based services.

Action 3.5 – School Counselors: The district maintained school counseling services to support students' academic, social-emotional, attendance, and college and career needs. Counselors provided individual and group supports, academic monitoring, social-emotional assistance, attendance interventions, student and family consultation, and coordination with administrators, teachers, social workers, and other student support personnel. At the secondary level, counselors also supported academic planning, credit monitoring, graduation progress, and college and career readiness.

Action 3.6 – Dropout Prevention and Student Engagement Supports: The district implemented districtwide dropout prevention and student engagement supports designed to improve attendance, strengthen school connectedness, and keep students on track for graduation and postsecondary success. The district used attendance, academic, behavior, credit completion, and student engagement information to identify students at risk of disengagement, chronic absenteeism, credit deficiency, or dropping out.

Implementation included academic counseling, credit recovery opportunities, attendance monitoring, case management, family outreach, social-emotional and behavioral supports, mentoring, college and career planning, and coordination with community agencies and student support services. School counselors, administrators, teachers, and support staff collaborated to identify students requiring intervention, coordinate individualized supports, and monitor student progress. Particular attention was given to English Learners, homeless youth, foster youth, socioeconomically disadvantaged students, and other students identified as being at increased risk of disengagement or dropping out.

Overall Implementation of Goal 3
Overall, Actions 3.1 through 3.6 were implemented during the 2025–26 school year, and implementation remained largely consistent with the adopted LCAP. The district maintained school climate and attendance supports, restorative practices and PBIS, professional development, school social worker services, school counseling services, and districtwide dropout prevention and engagement supports.

Implementation was coordinated through the district's broader student support systems, including MTSS, PBIS, attendance interventions, counseling and social work services, family outreach, and collaboration among site administrators, teachers, counselors, social workers, families, and other support staff. This coordination allowed the district to maintain the intended scope of services while responding to student and site-specific needs.

There were no substantive differences between the planned actions and actual implementation that resulted in the elimination or significant reduction of planned services. Some services required operational adjustments based on staffing availability, scheduling, student needs, funding sources, and coordination of personnel; however, the district maintained the overall purpose and intended services associated with Actions 3.1 through 3.6.

The district also consolidated its dropout prevention efforts under Action 3.6, which provided a districtwide structure for identifying and supporting students at risk of disengagement or dropping out rather than separating these efforts by middle and high school. Dropout prevention implementation included attendance, academic, behavior, credit completion, and engagement monitoring, along with coordinated interventions such as counseling, credit recovery, family outreach, case management, mentoring, and social-emotional support.

While the actions were implemented largely as planned, outcome data identified areas requiring continued attention, including student social-emotional well-being, chronic absenteeism among specific student groups, and suspension outcomes. These results do not necessarily indicate that the actions were not implemented; rather, they identify areas in which the district must examine the effectiveness and consistency of implementation, which is addressed separately in the Goal Analysis effectiveness prompt.

Moving forward, the district will continue implementing the Goal 3 actions while strengthening consistency and fidelity across school sites. Particular emphasis will be placed on preventative social-emotional supports, student connectedness, attendance and chronic absenteeism interventions, restorative practices and PBIS, coordinated counselor and social worker services, and early identification and intervention for students at risk of disengagement or dropping out.

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.

Material differences between budgeted and estimated actual expenditures occurred during the year as the district adjusted services and resources to respond to student needs and implementation realities.

Action 3.1, School Climate, Pupil Engagement, and Attendance Supports, and Action 3.2, Restorative Practices, Student Wellness, and Positive Behavior Supports, exceeded their original budgets as the district expanded efforts to address attendance, student engagement, behavioral supports, and overall student wellness. Additional resources were directed toward creating positive school environments and providing students with the supports needed to remain connected and engaged in school.

Action 3.3, Professional Development, incurred expenditures during the year, although no funds were originally budgeted. These expenditures supported staff learning opportunities aligned with the district's efforts to strengthen school climate, student engagement, and restorative practices.

Several actions were expended below budget. Actions 3.4, School Social Workers, and 3.5, School Counselors, did not incur expenditures during the year because services were funded through alternative funding sources, staffing adjustments, or other district resources. Similarly, expenditures for Action 3.6, Middle School Dropout Prevention, and Action 3.7, High School Dropout Prevention, were lower than anticipated as some planned activities were integrated into broader student support systems or implemented at a reduced level based on student needs and available resources.

Despite these expenditure variances, the district continued to implement the overall goal of improving school climate, increasing student engagement and attendance, strengthening behavioral and wellness supports, and providing interventions designed to keep students connected to school and on track for success.

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

The district evaluated the effectiveness and ineffectiveness of Actions 3.1 through 3.6 by reviewing local student survey data, attendance data, dropout rates, California School Dashboard chronic absenteeism and suspension data, expulsion data, and other student engagement indicators. For Actions 3.1, 3.2, 3.4, and 3.5, which are contributing actions, the district also used applicable Goal 3 metrics and disaggregated results to monitor whether Increased or Improved Services were resulting in improved attendance, engagement, school connectedness, social-emotional well-being, behavior, and access to student supports for English Learners, low-income students, and foster youth.

Overall, the Goal 3 actions demonstrated mixed but generally positive effectiveness. Improvements were evident in school safety, attendance, chronic absenteeism, and dropout prevention. However, declines in student social-emotional well-being and mixed suspension and expulsion outcomes demonstrate that some actions were only partially effective and require refinement.

Action 3.1 – School Climate, Pupil Engagement, and Attendance Supports: Effective in Attendance; Partially Effective in Social-Emotional Well-Being
Action 3.1 was effective in improving attendance and reducing chronic absenteeism but only partially effective in improving overall student engagement and social-emotional well-being. Effectiveness was measured through Metrics 3.1 and 3.2 (Student Social-Emotional Well-Being), Metric 3.3 (School Safety), Metric 3.4 (School Attendance Rates), and Metric 3.9 (Chronic Absenteeism).

Metric 3.4 demonstrated that the district attendance rate increased from 82.8% to 92.73%, an improvement of 9.93 percentage points. Metric 3.9 also showed that chronic absenteeism declined from 25.4% to 20.1%, a 5.3 percentage-point improvement districtwide. Improvements were also evident among homeless students (-11 percentage points), English Learners (-4.5), socioeconomically disadvantaged students (-4.5), and Students with Disabilities (-6).

However, Metrics 3.1 and 3.2 showed declines in student social-emotional well-being. Metric 3.1 declined by 1.7 percentage points, while Metric 3.2 declined by 3.7 percentage points, including a decrease in students reporting that they have an adult at school they can go to for help or someone to talk to.

Because Action 3.1 is a contributing action, Metrics 3.1, 3.2, 3.3, 3.4, and 3.9, including disaggregated chronic absenteeism data, were used to monitor the effectiveness of Increased or Improved Services. The attendance and chronic absenteeism results provide evidence that attendance monitoring, family outreach, and engagement interventions contributed to improved outcomes, including for unduplicated student groups. However, the social-emotional results indicate that increased or improved supports have not yet resulted in consistent improvement in students' sense of connection and access to trusted adults. The district will therefore continue the action while strengthening student connectedness and preventative social-emotional supports.

Action 3.2 – Restorative Practices, Student Wellness, and Positive Behavior Supports: Partially Effective
Action 3.2 was partially effective. Effectiveness was measured primarily through Metrics 3.1 and 3.2 (Student Social-Emotional Well-Being), Metric 3.3 (School Safety), Metric 3.7 (Expulsion Rates), and Metric 3.8 (Suspension Rates).

Metric 3.3 demonstrated substantial improvement in students' perceptions of school safety. The percentage of students reporting feeling safe and happy at school increased to 68.2%, representing a 15.8 percentage-point improvement from the baseline. This indicates that school climate, restorative, wellness, and positive behavior supports contributed to a safer school environment.

However, discipline outcomes were mixed. Metric 3.8 showed improvement at Fairview Middle School (-0.8 percentage points) and among socioeconomically disadvantaged students districtwide (-0.2), but suspension rates increased at Gonzales High School (+2.4), among English Learners (+1.5), and among Students with Disabilities (+1.8). Metric 3.7 also showed that the district's expulsion rate increased slightly from 0.3% to 0.4%, an increase of 0.1 percentage points.

Because Action 3.2 is a contributing action, Metrics 3.1, 3.2, 3.3, 3.7, and 3.8, including disaggregated suspension results for English Learners and socioeconomically disadvantaged students, were used to monitor Increased or Improved Services. The significant improvement in school safety demonstrates positive impact; however, the mixed suspension results and declines in social-emotional well-being indicate that the action has not yet produced consistent outcomes across student groups. The district will strengthen fidelity of PBIS, restorative practices, early behavioral intervention, and preventative social-emotional supports.

Action 3.3 – Professional Development: Partially Effective
Action 3.3 was partially effective in strengthening staff capacity to implement PBIS, restorative practices, and social-emotional supports. Effectiveness was measured through Metrics 3.1 and 3.2, as identified for the action, and was further informed by Metrics 3.3 and 3.8, which provide evidence of school safety and behavioral outcomes.

The 15.8 percentage-point improvement in Metric 3.3 provides evidence that professional learning, together with implementation of PBIS, restorative practices, and school climate supports, contributed to improved perceptions of school safety. However, declines in Metrics 3.1 and 3.2 and increases in suspension rates among some student groups indicate that professional development has not yet resulted in consistent implementation or outcomes across school sites.

Therefore, Action 3.3 was determined to be partially effective. The district will continue professional development while placing greater emphasis on implementation fidelity, site-level follow-through, early intervention, restorative responses, and use of behavior and social-emotional data to evaluate whether professional learning is changing adult practice and student outcomes.

Action 3.4 – Social Workers: Effective, with Continued Need for Social-Emotional Supports
Action 3.4 was effective in contributing to improved attendance, chronic absenteeism, student engagement, and coordinated intervention, although student social-emotional data indicate a continued need for additional support. Effectiveness was monitored through Metrics 3.1, 3.2, 3.4, 3.6, and 3.9, which measure social-emotional well-being, attendance, dropout outcomes, and chronic absenteeism.

The districtwide attendance rate increased by 9.93 percentage points, chronic absenteeism declined by 5.3 percentage points, and the high school dropout rate declined by 1.5 percentage points. These outcomes provide evidence that coordinated student and family supports—including case management, family outreach, referrals, social-emotional interventions, and collaboration with school staff—contributed positively to reducing barriers to school participation.

Because Action 3.4 is a contributing action, Metrics 3.1, 3.2, 3.4, 3.6, and 3.9, including disaggregated attendance and chronic absenteeism results, were used to monitor Increased or Improved Services. Particularly notable were reductions in chronic absenteeism among homeless students (-11), English Learners (-4.5), and socioeconomically disadvantaged students (-4.5). These results demonstrate progress for unduplicated student groups. At the same time, declines in Metrics 3.1 and 3.2 indicate that social worker services should continue to strengthen preventative supports, student connectedness, and students' access to trusted adults.

Action 3.5 – School Counselors: Effective, with Continued Need for Targeted Supports
Action 3.5 was effective in supporting attendance, engagement, dropout prevention, and student persistence, while social-emotional results demonstrate a continued need for targeted supports. Effectiveness was measured through Metrics 3.1, 3.2, 3.4, 3.5, 3.6, and 3.9.

Metric 3.5 demonstrated that the middle school dropout rate remained at 0%, meeting the established goal. Metric 3.6 showed that the high school dropout rate decreased from 3.9% to 2.4%, a 1.5 percentage-point improvement districtwide. Improvements were also evident among Hispanic students (-1.1), English Learners (-1.6), homeless students (-8.4), Students with Disabilities (-16), and socioeconomically disadvantaged students (-1.7).

Because Action 3.5 is a contributing action, Metrics 3.1, 3.2, 3.4, 3.5, 3.6, and 3.9 were used to monitor Increased or Improved Services. Improvements in attendance, chronic absenteeism, and dropout outcomes—including improvements for English Learners, homeless students, and socioeconomically disadvantaged students—provide evidence that counseling, academic monitoring, attendance intervention, family communication, and student support contributed positively to student persistence and engagement.

However, the declines in student social-emotional well-being indicate a need to strengthen proactive counseling, student connectedness, early identification, and access to trusted adults.

Action 3.6 – Dropout Prevention and Student Engagement Supports: Effective
Action 3.6 was effective in supporting student persistence and reducing dropout rates. Effectiveness was measured through Metric 3.5 (Middle School Dropout Rate) and Metric 3.6 (High School Dropout Rate) and was further informed by attendance and chronic absenteeism data.

The middle school dropout rate remained at 0%, meeting the district's goal, while the high school dropout rate decreased from 3.9% to 2.4%, a 1.5 percentage-point improvement. English Learners improved by 1.6 percentage points, homeless students by 8.4 points, socioeconomically disadvantaged students by 1.7 points, and Students with Disabilities by 16 points.

These results indicate that attendance and academic monitoring, counseling, credit recovery, case management, family outreach, student engagement strategies, social-emotional supports, and coordinated interventions were effective in helping students remain connected to school and on track toward graduation.

Overall Effectiveness and Monitoring of Increased or Improved Services
Overall, the analysis demonstrates that Goal 3 actions were effective in improving school safety, attendance, chronic absenteeism, and dropout prevention, but only partially effective in improving social-emotional well-being and producing consistent behavioral outcomes across schools and student groups.

For the Goal 3 contributing actions—Actions 3.1, 3.2, 3.4, and 3.5—the district used Metrics 3.1 through 3.9, as applicable to each action, and disaggregated student-group results to monitor the effectiveness of Increased or Improved Services. Particular attention was given to student social-emotional well-being, school safety, attendance, dropout rates, suspension and expulsion rates, and chronic absenteeism for English Learners, socioeconomically disadvantaged students, homeless students, and other student groups identified through district and Dashboard data.

The data provide evidence that several Increased or Improved Services are contributing to positive outcomes. Chronic absenteeism decreased 11 percentage points for homeless students, 4.5 points for English Learners, and 4.5 points for socioeconomically disadvantaged students. High school dropout rates also improved for English Learners (-1.6), homeless students (-8.4), and socioeconomically disadvantaged students (-1.7). These outcomes support continuation of attendance interventions, counseling, social work services, family outreach, case management, and dropout prevention supports.

At the same time, the effectiveness analysis identifies areas where Increased or Improved Services require refinement. Student social-emotional well-being declined under Metrics 3.1 and 3.2, and suspension rates increased for English Learners (+1.5) and Students with Disabilities (+1.8), while Gonzales High School increased by 2.4 percentage points. These results indicate that the district's existing supports have not yet been sufficiently effective or consistently implemented to produce the desired social-emotional and behavioral outcomes across all schools and student groups.

Based on this analysis, the district will continue Actions 3.1, 3.4, 3.5, and 3.6 to support attendance, engagement, social work and counseling services, and dropout prevention. Actions 3.2 and 3.3 will be strengthened through greater consistency and fidelity in PBIS and restorative practices, proactive social-emotional supports, professional development, early behavioral intervention, and routine analysis of school climate, suspension, attendance, and student survey data. The district will continue disaggregating applicable metrics for unduplicated students to determine whether contributing actions are producing the intended increased or improved services and will adjust supports when the data demonstrate insufficient progress.

LREBG-funded services were partially effective in supporting progress toward Goal 3, particularly the District's efforts related to student safety, attendance, engagement, behavioral intervention, and reducing barriers to student success. LREBG expenditures included student-support personnel and services, behavioral intervention resources, attendance and data-monitoring supports, and other services that supplemented the District's implementation of Goal 3 actions.

Action 3.3 – School Safety and Positive School Climate: LREBG expenditures supported behavioral intervention and student-support services that complemented the District's implementation of Action 3.3. The effectiveness of the overall action was monitored through the Goal 3 school safety metric and other behavioral and school climate data. The school safety measure improved by 15.8 points, demonstrating progress toward the intended outcome. While this improvement cannot be attributed solely to LREBG expenditures, the behavioral and student-support services funded through LREBG provided additional resources aligned with the District's efforts to improve school climate and address barriers to student engagement. Based on the available data, these LREBG-supported services were effective in expanding student supports and contributed to the District's broader implementation of Action 3.3.

Action 3.4 – Student Attendance and Engagement: LREBG expenditures supported attendance and data-monitoring resources, including SchoolStatus, as well as personnel and student-support services that complemented the District's attendance intervention efforts. Effectiveness was monitored through the Goal 3 attendance metric, chronic absenteeism data, daily attendance data, and student-level attendance and intervention information. The Goal 3 attendance measure improved by 9.93 points, demonstrating measurable progress. However, chronic absenteeism continues to be an identified area of need. Therefore, the LREBG-supported services aligned with Action 3.4 were determined to be partially effective: they strengthened the District's capacity to identify, monitor, and respond to attendance concerns, while additional improvement in chronic absenteeism remains necessary.

Actions 3.5 and 3.6 – Dropout Prevention and Student Engagement: LREBG-funded personnel, intervention, attendance monitoring, and student-support services also complemented the District's broader efforts to keep students connected to school and reduce barriers that may contribute to disengagement. The effectiveness of the District's overall efforts was monitored through the middle school and high school dropout metrics, attendance, course performance, intervention participation, and student engagement data. The District met the established middle school dropout metric under Action 3.5, while the high school dropout measure associated with Action 3.6 declined by 1.5 points relative to the intended outcome. Because the LREBG fiscal reports do not identify expenditures specifically as dropout-prevention expenditures, the District does not attribute these outcomes directly to LREBG. Rather, LREBG-funded personnel and student-support services provided supplemental supports aligned with the broader goal of maintaining student engagement and reducing barriers to school participation.

Overall Effectiveness: The District determined that LREBG-funded supports were partially effective in contributing to Goal 3 implementation. Financial records demonstrate that LREBG resources increased the District's capacity to provide behavioral intervention, attendance/data monitoring, personnel, and other student-support services. Goal 3 outcome measures demonstrate progress in school safety and attendance and achievement of the middle school dropout metric, while chronic absenteeism and high school dropout prevention remain areas requiring continued attention.

The District will continue to evaluate the effectiveness of these increased and improved services using school safety and climate measures, attendance and chronic absenteeism data, suspension and behavioral data, middle and high school dropout measures, intervention participation, course performance, and student-level progress-monitoring data. These measures will help determine whether the supplemental services supported through LREBG are aligned with identified student needs and contributing to progress toward Goal 3 outcomes.

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 a review of implementation data, student outcome measures, and reflections on prior practice, no changes were made to Goal 3, its associated metrics, or target outcomes for the coming year. The district determined that the goal continues to address identified needs related to school climate, student engagement, attendance, social-emotional well-being, and student support systems, and that the existing metrics and outcomes remain appropriate measures of progress.

The only modification to Goal 3 for the coming year is the consolidation of the District’s dropout prevention efforts. Actions 3.6 and 3.7 have been combined into a revised Action 3.6, which addresses dropout prevention districtwide rather than separating the action by middle school

and high school. This modification provides a more comprehensive approach to monitoring dropout rates and to supporting students at risk of disengagement or dropping out of school.

The revised Action 3.6 will continue to provide dropout prevention and student engagement supports across applicable grade levels, including monitoring student attendance, academic progress, credit completion, and engagement; providing targeted interventions; and coordinating counseling, family outreach, and other student support services. This consolidation is intended to streamline the LCAP action while maintaining the District's commitment to identifying and supporting students at risk of dropping out and improving student persistence and school engagement.

All remaining actions will continue as originally planned. The district will continue implementing school climate supports, restorative practices, student wellness services, attendance interventions, and coordinated student support systems while monitoring progress toward established outcomes.

LREBG is allocated in Goal 1 Action 1.1 which is supporitng Actions 3.4 and 3.5

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, and Attendance Supports	To improve school climate, pupil engagement, attendance, and chronic absenteeism outcomes for English learners, low-income students, foster youth, students experiencing homelessness, and students with disabilities, Gonzales Unified School District will implement targeted attendance and engagement supports across all school sites. Districtwide actions include: A. Maintain a dedicated attendance clerk at each school site to monitor attendance, conduct outreach to families, coordinate interventions, and support students demonstrating attendance concerns or chronic absenteeism. B. Coordinate and oversee districtwide attendance systems, procedures, and intervention practices to ensure schools serving the highest-need student populations receive consistent support and monitoring. C. Provide materials, supplies, and resources for site-based attendance campaigns, Positive Behavioral Interventions and Supports (PBIS)	$1,753,027.68	Yes

Action #	Title	Description	Total Funds	Contributing
		incentives, family communication, and student engagement activities designed to address barriers to attendance and strengthen school connectedness. D. Provide ongoing professional development for clerical staff, administrators, and support personnel on attendance protocols, student information systems, family engagement strategies, and interventions that address the needs of unduplicated and at-risk student groups. GUSD will implement targeted attendance intervention strategies to address chronic absenteeism and improve student engagement for students identified as at risk for poor attendance outcomes. Interventions will include implementation of School Attendance Review Team (SART) processes, truancy mediation meetings, home visits, behavioral attendance contracts, attendance monitoring, and positive attendance incentive programs. Site attendance teams will use attendance and behavior data to identify students who require intervention and coordinate individualized supports in collaboration with families, school staff, and community agencies. These actions are intended to improve attendance and school connectedness because consistent monitoring, family engagement, relationship-building, and targeted interventions help address barriers preventing students from attending school regularly. Effectiveness will be measured through chronic absenteeism rates, attendance data, student engagement indicators, and California School Dashboard outcomes.		
3.2	Restorative Practices, Student Wellness, and Positive Behavior Supports for School Climate and Suspension Reduction	Gonzales Unified School District will maintain a Multi-Tiered System of Support (MTSS) that includes Positive Behavioral Interventions and Supports (PBIS), restorative practices, counseling services, and social-emotional and behavioral interventions to improve school climate, strengthen student connectedness, and reduce suspension rates, particularly for English learners, homeless youth, socioeconomically disadvantaged students, and student groups identified with Red suspension indicators on the California School Dashboard.	$215,001.33	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will maintain school counselors and school social workers to provide individual and group counseling, behavioral support, crisis response, family outreach, case management, and coordination of services for students experiencing academic, attendance, behavioral, or social-emotional challenges. Students identified through attendance, discipline, climate, and wellness data will receive targeted supports, including counseling, behavioral interventions, restorative conferences, check-in/check-out systems, and coordinated family engagement. The district will continue implementing PBIS and restorative practices across all school sites through teaching behavioral expectations, student recognition programs, restorative circles, conflict-resolution supports, and tiered interventions designed to promote positive behavior and strengthen relationships among students, staff, and families. Staff will participate in ongoing professional learning focused on restorative practices, de-escalation strategies, social-emotional learning, and relationship-centered approaches to student support. In addition, the district will maintain appropriate student supervision and provide structured opportunities for student engagement during the school day to promote positive peer interactions and a safe, supportive learning environment. These actions are intended to increase students' sense of belonging, improve student behavior, strengthen school connectedness, and reduce exclusionary discipline practices. Progress will be monitored through suspension rates, discipline referral data, attendance rates, climate survey results, and other local indicators of student engagement and school climate.		
3.3	Professional Development Metric: 3.1, 3.2	Gonzales Unified School District will implement a districtwide initiative to strengthen school climate, student engagement, and social-emotional supports through professional development and the implementation of Social-Emotional Learning (SEL), restorative practices, and Positive Behavioral Interventions and Supports (PBIS). Staff across all school sites will receive ongoing training and coaching in relationship-building, trauma-informed practices, de-escalation strategies, restorative approaches, and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		positive behavior supports to create safe, inclusive, and supportive learning environments. The district will continue refining PBIS and restorative systems as alternatives to exclusionary discipline by implementing restorative circles, conflict-resolution strategies, positive reinforcement systems, and proactive behavioral interventions designed to maintain student engagement in the instructional environment. These actions specifically support English learners, homeless youth, foster youth, socioeconomically disadvantaged students, and other student groups demonstrating elevated behavioral or suspension indicators because students who experience positive relationships, consistent behavioral supports, and safe learning environments are more likely to remain engaged in school and demonstrate improved behavioral outcomes. Effectiveness will be measured through School Climate and Suspension indicators on the California School Dashboard, climate survey results, attendance data, and suspension and behavior referral data.		
3.4	School Social Workers	Gonzales Unified School District will maintain school social workers to provide Tier 2 and Tier 3 social-emotional, behavioral, attendance, and mental health supports for English learners, homeless youth, foster youth, and socioeconomically disadvantaged students demonstrating elevated needs. Services will include one-on-one counseling, small group social-emotional learning (SEL) sessions, crisis intervention, family outreach, case management, and coordination with community agencies and student support services. The district identified that students requiring intensive behavioral and social-emotional supports experience disproportionately higher suspension rates and chronic absenteeism. School social workers and site-based crisis response supports will provide targeted interventions designed to strengthen student wellness, improve school connectedness, reduce behavioral incidents, and improve attendance because students receiving consistent counseling and coordinated support services are more likely to remain engaged in school and access academic supports successfully.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School Counselors	School counselors will be maintained districtwide to provide comprehensive, data-informed counseling services aligned to the California Standards for the School Counseling Profession. Counseling services will support the academic, college, and career, and social-emotional development of students, with targeted interventions for English learners, homeless youth, foster youth, socioeconomically disadvantaged students, and other students demonstrating elevated academic, behavioral, attendance, or wellness needs. School counselors will provide individual and group counseling, academic intervention and progress monitoring, college and career awareness activities, student wellness and social-emotional supports, behavioral interventions, family outreach, and coordination of services to remove barriers to learning and strengthen student engagement and connectedness. These supports are intended to improve attendance, academic achievement, college and career readiness, and social-emotional wellness because students who receive timely counseling, intervention, and coordinated support services are more likely to remain engaged in school and successfully access academic and behavioral supports. LREBG Funded: Learning recovery grant funds will support these efforts by maintaining expanded student support services and interventions designed to address the academic, behavioral, and social-emotional impacts of disrupted learning and increased student wellness needs. These supports will strengthen student re-engagement, improve access to academic and mental health resources, and provide coordinated interventions that help students recover from learning loss and barriers to school success.	$0.00	No
3.6	Dropouts	Gonzales Unified School District will implement districtwide dropout prevention and student engagement supports designed to improve attendance, increase student connectedness, and ensure students remain on track for graduation and postsecondary success. The district will prioritize support for English learners, homeless youth, foster youth, socioeconomically disadvantaged students, and other students identified	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		as at risk of disengagement, chronic absenteeism, credit deficiency, or dropping out of school. The district will use attendance, academic, behavior, credit completion, and student engagement data to identify students who require intervention and to provide coordinated supports that address barriers affecting school participation and academic progress. Interventions may include academic counseling, credit recovery opportunities, attendance monitoring, case management, family outreach, social-emotional and behavioral supports, mentoring, college and career planning, and coordination with community agencies and student support services. School counselors, administrators, teachers, and support staff will collaborate to implement individualized intervention plans and monitor student progress to strengthen school engagement, improve graduation outcomes, and reduce dropout rates. These actions are intended to improve student persistence and graduation outcomes because students who receive timely academic, behavioral, and social-emotional interventions are more likely to remain connected to school, successfully complete coursework, and graduate prepared for college, career, and postsecondary opportunities. Effectiveness will be measured through Dropout Rate indicators on the California School Dashboard, graduation rates, attendance data, credit completion rates, and student engagement metrics.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All families, especially families of unduplicated pupils, will feel connected, informed, and engaged in supporting student success and participating in school and district decision-making.	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 California Department of Education's Family Engagement Framework identifies family engagement as a critical factor in improving student success and educational outcomes. In developing this goal and related actions, Gonzales Unified School District recognized the important role parents, families, and caregivers play as students' first teachers and ongoing partners in supporting learning and student well-being.

Student, parent, and educational partner feedback indicates that relationships between schools and families are generally positive. Building on these established relationships, the district will continue expanding meaningful family engagement opportunities, strengthen two-way communication, and encourage increased participation of families in school activities, leadership opportunities, and local decision-making processes. These efforts are intended to strengthen partnerships between home and school because students are more likely to demonstrate improved engagement, attendance, and academic success when families are actively connected to their child's education and school community.

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 parents	In 2024-25, 66.3% of students report that their parents attend and are involved with school events, activities, and meetings.	In 2025-2026, 68% of students report that their parents attend and are involved with school events activities, and meetings.	The target for Year 3 is that 80% of parent or a guardian is involved in their education by attending school events, activities,	Students report parents involved-.8% Parents Involved: +.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are rarely or never involved with school events, activities, and meetings. Source: Student LCAP Survey	33.7% of parents are rarely or never involved with school events, activities, and meetings. Source: Student LCAP Survey	32% of parents are rarely or never involved with school events, activities, and meetings. Source: Survey	and or meetings.	
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	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 the parents of students identified as having special needs as partners in their children's education (e.g. district-hosted special education conference) including translation	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 students with special	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 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
	services.	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 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 [2025-26]

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.

Goal 4 was implemented largely as planned during the 2025–26 school year through Actions 4.1 through 4.4, which were designed to strengthen parent and family engagement, improve communication among families, schools, and the community, expand community partnerships, and provide meaningful opportunities for parents and guardians to participate in their children's education. The district implemented the planned actions through parent education and engagement opportunities, multiple communication methods, community collaboration, translation and interpretation supports, and targeted opportunities for families of students receiving special education services.

Action 4.1 – Parent Engagement: The district implemented parent engagement activities designed to increase opportunities for families to participate in and support their children's education. Implementation included parent workshops, informational meetings, family engagement activities, training opportunities, school events, and outreach intended to increase family understanding of instructional programs, student supports, and district services. The district provided targeted outreach and opportunities intended to increase participation among families of

English Learners, low-income students, foster youth, homeless students, and other families who may experience barriers to participation. Translation and interpretation supports were provided, as appropriate, to increase access to engagement opportunities.

Action 4.2 – Family, School, and Community Engagement Communication: The district implemented communication practices intended to strengthen connections among families, schools, and the broader community. Schools and the district used multiple communication methods to provide families with timely information regarding school programs, student learning, events, services, and opportunities for participation. Communication included digital communication platforms, parent portals, social media, school and district communications, translation services, and direct outreach. Implementation also included opportunities for families to communicate with school and district staff and receive information in accessible formats and languages.

Action 4.3 – Community Partnerships: The district implemented Action 4.3 by maintaining and strengthening partnerships with community organizations, agencies, and service providers to increase access to resources and supports for students and families. The district conducted five Community Collaborative meetings during the year, bringing together district staff and community partners to share information, coordinate resources, identify student and family needs, and strengthen connections between schools and community-based services. These collaborative structures supported the implementation of the action by providing an ongoing mechanism for district and community partners to coordinate services and resources.

Action 4.4 – Involvement Opportunities for Parents/Guardians of Students Receiving Special Education Services: The district implemented opportunities for parents and guardians of students receiving special education services to participate meaningfully in their children's education and educational decision-making. Parents and guardians were invited to participate in meetings and other opportunities related to their children's educational programs and services. The district provided communication, translation and interpretation, accommodations, and other supports, as appropriate, to reduce barriers to participation. The district maintained a 100% invitation rate for parents and guardians of students receiving special education services, demonstrating that the planned opportunities for family participation were provided.

Overall Implementation of Goal 4
Overall, Actions 4.1 through 4.4 were implemented during the 2025–26 school year, and implementation remained largely consistent with the adopted LCAP. The district provided parent engagement and education opportunities, maintained multiple systems for family-school-community communication, continued Community Collaborative meetings and partnerships, and provided opportunities and supports for parents and guardians of students receiving special education services to participate in their children's education.

There were no substantive differences between the planned actions and actual implementation that resulted in the elimination or significant reduction of planned services. Some activities were delivered through existing district and site staff, community partnerships, translation and interpretation resources, and other coordinated district supports. These operational approaches did not change the overall scope, purpose, or intended beneficiaries of Actions 4.1 through 4.4.

While all four actions were implemented, implementation data and stakeholder feedback identified areas where the district can strengthen the quality and consistency of implementation, particularly related to family participation and two-way communication. These results do not indicate that Actions 4.1 or 4.2 were not implemented; rather, they demonstrate the need to examine whether the strategies being implemented are sufficiently effective in increasing meaningful family engagement. The effectiveness and ineffectiveness of each action and the associated metrics are addressed separately in the Goal Analysis effectiveness prompt.

Moving forward, the district will continue implementation of all Goal 4 actions while strengthening outreach to families who have historically participated at lower rates, expanding accessible parent learning opportunities, increasing meaningful two-way communication, maintaining Community Collaborative partnerships, and continuing to remove barriers to participation for parents and guardians of students receiving special education services.

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.

Material differences between budgeted and estimated actual expenditures occurred in several actions during the year as implementation needs, participation levels, and available resources evolved.

Action 4.1, Parent Engagement and Education, was expended significantly below the budgeted amount. While the district continued to provide parent education opportunities, workshops, and engagement activities, many of these efforts were supported through existing staff, district resources, and no-cost community partnerships, resulting in lower expenditures than originally anticipated.

Action 4.2, School Parent Community Communication, was implemented largely as planned, and actual expenditures closely aligned with the budgeted amount. Resources continued to support communication efforts designed to keep families informed and engaged in their children's education.

Action 4.3, Community Partnerships, was expended below the budgeted amount because some planned partnership activities were supported through collaborative relationships with community organizations that required fewer direct district expenditures than originally projected.

No expenditures were recorded for Action 4.4, Involvement Opportunities for Parents and Guardians of Students Receiving Special Education Services. Opportunities for participation and engagement continued to be provided through existing district programs, staff support, and other family engagement activities, resulting in no direct expenditures being charged to this action during the year.

Despite these expenditure variances, the district continued to implement the overall goal of strengthening family engagement, improving communication between schools and families, expanding community partnerships, and increasing opportunities for parents and guardians to participate meaningfully in their children's education.

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

The district evaluated the effectiveness and ineffectiveness of Actions 4.1 through 4.4 by reviewing parent and student survey data, participation and invitation data, communication preferences, parent engagement opportunities, and evidence of community collaboration. For Actions 4.1 and 4.4, which are contributing actions, the district also reviewed applicable Goal 4 metrics to determine whether Increased or Improved Services were providing additional opportunities for English Learners, low-income students, foster youth, and their families to participate meaningfully in their children's education.

Overall, the Goal 4 actions demonstrated mixed levels of effectiveness. The district was effective in ensuring families had access to engagement opportunities, maintaining opportunities for parents of students receiving special education services, and providing targeted participation opportunities for families of low-income students, English Learners, and foster youth. However, parent engagement and communication data indicate that the district was only partially effective in increasing actual family participation and ensuring that communication approaches consistently met family preferences.

Action 4.1 – Parent Engagement: Partially Effective
Action 4.1 was partially effective in increasing meaningful parent and family engagement. Effectiveness was measured primarily through Metric 4.1, which measures parent engagement in school events, activities, meetings, committees, and opportunities for input in decision-making, including opportunities for parents to participate in their native language.

Metric 4.1 showed that 68% of students reported that their parents attended and were involved in school events, activities, and meetings, compared with 68.8% at baseline, representing a 0.8 percentage-point decline. At the same time, the percentage reporting that parents were rarely or never involved increased from 31.2% to 32%, an increase of 0.8 percentage points.

Although the district provided parent workshops, meetings, family activities, outreach, translation, and opportunities for participation, the results indicate that these strategies did not result in the desired increase in overall family participation. Therefore, Action 4.1 was determined to be partially effective.

Because Action 4.1 is a contributing action, the district used Metric 4.1 and Metric 4.4 to monitor the effectiveness of Increased or Improved Services for families of low-income students, English Learners, and foster youth. Metric 4.4 demonstrated that 100% of parents of low-income, English Learner, and foster youth students were invited to parent conferences and other parent, family, and school-sponsored events, and the metric was achieved.

These results demonstrate that the district was effective in providing access and opportunities for families of unduplicated students; however, Metric 4.1 indicates that providing opportunities alone has not yet resulted in increased overall participation. The district will therefore strengthen targeted outreach, identify barriers to participation, provide flexible engagement opportunities, and increase meaningful opportunities for families to participate in school and district decision-making.

Action 4.2 – Family, School, and Community Engagement Communication: Partially Effective
Action 4.2 was partially effective in strengthening communication between families, schools, and the district. Effectiveness was measured through Metric 4.2, which examines the availability of multiple platforms for parent participation in school events, committees, and decision-making, including translation services.

The district continued to provide families with multiple communication methods, including parent communication systems, digital platforms, parent portals, social media, translation services, and direct outreach. However, Metric 4.2 reflected a 10 percentage-point decline. Parent survey data also identified preferences that should inform future implementation, including 70% of parents preferring meetings after school and 59.7% preferring a hybrid meeting format.

Based on these results, Action 4.2 was partially effective. While multiple communication platforms were available, the data indicate that the existing methods and meeting structures did not consistently meet family communication and participation preferences. The district will use these findings to increase two-way communication, provide more flexible participation options, strengthen translation and accessibility, and evaluate which communication methods are most effective in reaching families.

Action 4.3 – Community Partnerships: Effective in Establishing and Maintaining Collaborative Structures
Action 4.3 was effective in establishing and maintaining community partnerships and structures for coordinating resources and services for students and families. The district conducted five Community Collaborative meetings, which brought together district staff and community partners to share resources, coordinate services, identify student and family needs, and strengthen connections between schools and community-based organizations.

The effectiveness of Action 4.3 was monitored through Metric 4.2 and implementation evidence from the five Community Collaborative meetings. The completion of these meetings demonstrates that the district successfully maintained a structure for community collaboration and resource coordination.

However, because Metric 4.2 declined by 10 percentage points, the district recognizes that successful implementation of community partnerships has not yet translated into improved family communication and participation at the desired level. Therefore, Action 4.3 was effective in building and maintaining community partnerships but only partially effective in contributing to the broader desired outcome of increased family engagement and communication.

The district will continue leveraging Community Collaborative meetings to identify family needs, coordinate resources, improve outreach, and strengthen connections between families, schools, and community organizations.

Action 4.4 – Involvement Opportunities for Parents/Guardians of Students Receiving Special Education Services: Effective
Action 4.4 was effective in ensuring that parents and guardians of students receiving special education services had meaningful opportunities to participate in their children's education. Effectiveness was measured through Metric 4.3, which monitors parent participation opportunities for students with exceptional needs.

Metric 4.3 demonstrated that 100% of parents of students qualifying for specialized services were invited to participate in IEPs, student decision-making meetings, and parent events, and the established goal was achieved.

The district also provided translation services, communication regarding specialized events, and opportunities for families to participate as partners in educational decision-making. These results demonstrate that Action 4.4 was effective in ensuring access to parent participation opportunities and maintaining inclusive family engagement practices.

Because Action 4.4 is a contributing action, the district used Metric 4.3 and Metric 4.4, as applicable, to monitor whether Increased or Improved Services were providing meaningful and accessible family engagement opportunities. Metric 4.3 confirmed that parents and guardians of students receiving special education services were provided opportunities to participate, while Metric 4.4 demonstrated that targeted families of low-income students, English Learners, and foster youth were also provided opportunities to participate in conferences and school-sponsored events.

Overall Effectiveness and Monitoring of Increased or Improved Services
Overall, the Goal 4 actions were effective in establishing access to family engagement opportunities, special education parent participation, and community partnerships, but only partially effective in increasing overall parent participation and strengthening communication according to family preferences.

For the Goal 4 contributing actions—Actions 4.1 and 4.4—the district used Metrics 4.1, 4.3, and 4.4, as applicable, to monitor the effectiveness of Increased or Improved Services. Metric 4.1 was used to examine actual levels of parent involvement in school events, activities, meetings, and decision-making opportunities. Metric 4.3 was used to monitor access to participation opportunities for parents and guardians of students receiving special education services. Metric 4.4 was used to monitor whether parents of low-income students, English Learners, and foster youth were provided targeted opportunities to participate in parent conferences and other family and school-sponsored events.

The analysis demonstrates an important distinction between providing access and achieving increased participation. Metric 4.4 was achieved, demonstrating that 100% of families of low-income students, English Learners, and foster youth were invited to participate in parent conferences and other family and school-sponsored events. Similarly, Metric 4.3 was achieved for parents of students receiving special education services. However, Metric 4.1 showed a 0.8 percentage-point decline in reported parent participation, while Metric 4.2 declined by 10 percentage points.

Therefore, the district determined that its Increased or Improved Services were effective in ensuring access and providing targeted engagement opportunities but were only partially effective in increasing actual family participation and engagement. This analysis indicates that simply providing or communicating opportunities may not be sufficient to overcome barriers that affect family participation.

Based on these findings, the district will continue Actions 4.1 and 4.4 while strengthening targeted outreach, flexible participation options, translation and interpretation, and opportunities for meaningful family input and decision-making. Action 4.2 will be refined based on parent communication preferences, including increased consideration of after-school and hybrid meeting formats. Action 4.3 will continue to leverage Community Collaborative partnerships to connect families with resources and strengthen outreach. The district will also continue monitoring Metrics 4.1 through 4.4 to determine whether these refinements result not only in access to opportunities, but in increased meaningful participation and stronger family-school partnerships, particularly for families of unduplicated students.

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 a review of implementation data, educational partner feedback, and reflections on prior practice, no changes were made to Goal 4, its associated metrics, or target outcomes for the coming year. The district determined that the goal continues to address identified needs related to family engagement, communication, and community partnerships, and that the existing metrics and outcomes remain appropriate measures of progress.

The only action modification for the coming year is the consolidation of Action 4.4, Involvement Opportunities for Parents and Guardians of Students Receiving Special Education Services, into Action 4.1, Parent Engagement and Education. Through implementation of these

actions, the district found that family engagement activities were most effective when coordinated through a unified system of outreach and support. As a result, Action 4.4 was incorporated into Action 4.1 to streamline services, reduce duplication of efforts, and ensure that all families, including parents and guardians of students receiving special education services, continue to have access to meaningful engagement opportunities and supports.

All remaining actions will continue as planned. The district will continue to strengthen family engagement, improve communication systems, expand community partnerships, and provide opportunities for families to actively participate in supporting student success.

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	The district will provide opportunities for parents, families, and caregivers to actively participate in their children's education through workshops, trainings, educational events, family engagement activities, and communication efforts. Services will focus on increasing families' understanding of academic expectations, graduation requirements, college and career readiness, social-emotional supports, and available school and community resources. The district will also provide information and training related to student achievement, attendance, technology resources, and ways families can support learning at home. This action is intended to increase meaningful family engagement and strengthen home-school partnerships because informed and engaged families are better able to support student learning, attendance, and overall well-being. Progress will be monitored through participation rates, educational partner feedback, and local measures related to family engagement.	$4,700.00	No
4.2	Family, School, and Community Engagement Communication	To strengthen collaborative partnerships between schools, families, staff, and the community, Gonzales Unified School District will expand and improve school-parent-community communication systems that promote meaningful engagement, transparency, and access to information. The district will increase opportunities for two-way communication and family participation through school events, parent meetings, advisory committees, community outreach activities, and district engagement efforts.	$3,900.00	No

Action #	Title	Description	Total Funds	Contributing
		The district will utilize multiple communication platforms, including district and school websites, social media, parent notification systems, digital communication tools, and the parent portal, to ensure families receive timely information related to student progress, school programs, services, events, and opportunities for involvement. Translation and interpretation services will be provided to ensure families can access information and participate meaningfully in their primary language. These actions are intended to strengthen relationships between schools and families because families who have consistent access to information and opportunities for engagement are more likely to participate in school activities, support student learning, and engage in decision-making processes that contribute to improved student outcomes.		
4.3	Community Partnerships (Metric 4.2)	To strengthen support systems and improve outcomes for English learners, homeless youth, foster youth, and socioeconomically disadvantaged students, Gonzales Unified School District will continue building collaborative partnerships among families, staff, community organizations, and local agencies. The district will facilitate ongoing communication and coordinated support efforts designed to address student academic, social-emotional, wellness, and family resource needs. The district will host multiple Community Collaborative meetings each year that bring together schools, families, community agencies, service providers, and local organizations to engage in collaborative dialogue, share resources, coordinate services, and strengthen community support systems for children, youth, and families. In addition, the district will continue leveraging partnerships with community agencies and local resources to expand access to services that support student engagement, wellness, attendance, family stability, and academic success. These actions are intended to improve student outcomes because coordinated partnerships and access to community resources help reduce barriers impacting student learning, strengthen family support systems,	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and increase access to academic, behavioral, and social-emotional services for students and families with the greatest needs.		
4.4	Involvement opportunities for parents/guardians fo students identified as receiving special education services.	Create activities, spaces, events, and opportunities to connect with parents of students identified as having special needs as partners in the 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 proficiency in English.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

GUSD recognizes the need to ensure EL students demonstrate progressive growth in English proficiency. The implementation of this goal will provide metrics to evaluate and monitor EL students' success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of English Learners who are LTEL's or "at-risk" of becoming LTEL's Source: Ellevation	The percentage of students in the 2023-24 Gonzales Unified School District who are "at-risk" of becoming LTEL's 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 LGE 6.4%/51 students New Goal - Outcomes are the same as baseline	The percentage of students in the Gonzales Unified School District who are LTELS or show signs of becoming LTELs is 41%% or 267 students. GHS 19%/127students FMS 16%/106 students LGE 5%/34 students	Decrease the number of "at-risk" LTEL's by 10%.	GHS: +.6 FMS: -8.3 LGE: -1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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	The percentage of LTEL students in the Gonzales Unified School District. District: 26%/171 GHS: 18%/121 FMS: 7%/49 LGE: 0	Decrease the percentage of LTEL by 15%.	GHS: +1 FMS: -6.7 LGE: Stays same
5.3	Increase the 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 percentage of students making progress in 2025 is 55% GHS: 37.5% FMS: 59.9% LGE: 62%	The target is for percentage of students who are making progress 60% GHS 60% FMS 80% LGE 50%	GHS: -20.4 FMS: -16.9 LGE: +19.6
5.4	Increase the amount of EL students being RFEP Source: Ellevation	The percentage of EL students who were RFEP in 2024 was 10.2% LGE 17/450 = 3.8% FMS 28/188 = 14.9% GHS 46/253 = 18.2%	The percentage of EL students who were RFEP in 2024 was 10.2% LGE 17/450 = 3.8% FMS 28/188 = 14.9%	The percentage of English Learner Students who were RFEP in 2025 was: LGE: 34/327=10.39% FMS: 142/43=22% GHS: 157/22=14%	LGE 17/450 = 8.8% FMS 28/188 = 24.9% GHS 46/253 = 28.2%	LGE: +6.59 FMS: +7.1 GHS: -4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Ellevation	GHS 46/253 = 18.2% New Goal - Same as baseline Source: Ellevation			

Goal Analysis [2025-26]

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.

Goal 5 was implemented largely as planned during the 2025–26 school year through Actions 5.1 through 5.5, with a continued focus on increasing English Learner progress toward English proficiency, reducing the number of students identified as Long-Term English Learners (LTELs) or at risk of becoming LTELs, strengthening instructional practices for multilingual learners, improving districtwide implementation of English Language Development (ELD), and strengthening systems for monitoring English Learner progress and reclassification.

The District implemented a coordinated system of English Learner supports through Action 5.1 (English Language Development Support for Long-Term English Learners), Action 5.2 (ELD Master Plan Implementation), Action 5.3 (Instructional Strategies Professional Development), Action 5.4 (Ellevation: English Learner Program Management Platform), and Action 5.5 (ELPAC Testing Support/Assessors). Collectively, these actions provided targeted instruction and intervention, districtwide program guidance, professional learning, progress monitoring, data management, and assessment supports for English Learners.

Action 5.1 – English Language Development Support for Long-Term English Learners: The District implemented targeted ELD services and instructional supports for English Learners, with particular attention to students identified as LTELs or at risk of becoming LTELs. Implementation included Designated and Integrated ELD, targeted language development and academic supports, identification of students requiring additional intervention, and ongoing monitoring of student progress toward English language proficiency and reclassification. Staff used available student performance and language acquisition data to identify student needs and provide additional supports intended to increase access to grade-level content and accelerate English language development.

Action 5.2 – ELD Master Plan Implementation: The District continued implementation of the ELD Master Plan to establish consistent districtwide expectations and procedures for serving English Learners. Implementation focused on English Learner identification and placement, Designated and Integrated ELD, access to standards-aligned core instruction, progress monitoring, intervention, reclassification, and ongoing monitoring of English Learner and LTEL progress. The ELD Master Plan served as the districtwide framework for aligning English Learner programs and practices across school sites and strengthening consistency in how students were identified, served, monitored, and supported toward reclassification.

Action 5.3 – Instructional Strategies Professional Development: The District implemented professional learning designed to strengthen teacher and staff capacity to provide effective instruction for English Learners. Professional development focused on instructional strategies that support academic language development, student discourse, comprehension, access to grade-level content, and implementation of Designated and Integrated ELD. Professional learning was incorporated into district professional development structures and supported the District's efforts to increase consistency and quality of instructional practices for English Learners across classrooms and school sites.

Action 5.4 – Ellevation: English Learner Program Management Platform: The District continued implementation of Ellevation as an English Learner program management and progress-monitoring system. Ellevation was used to organize and monitor English Learner data, identify LTELs and students at risk of becoming LTELs, track student progress toward English proficiency and reclassification, and provide educators and administrators with information to support instructional and intervention decisions. The platform provided an additional districtwide structure for reviewing English Learner data and identifying students requiring targeted support.

Action 5.5 – ELPAC Testing Support/Assessors: The District implemented ELPAC testing support to ensure English Learners participated in required English language proficiency assessments and that assessment administration was completed within established testing requirements and timelines. ELPAC assessors and testing supports assisted with the administration of Initial and Summative ELPAC assessments, as applicable, and supported the collection of English language proficiency data. Assessment results were made available to support student progress monitoring, instructional planning, intervention, English Learner program decisions, and progress toward reclassification.

Overall Implementation of Goal 5
Overall, all five Goal 5 actions were implemented during the 2025–26 school year, and implementation remained largely consistent with the adopted LCAP. The District maintained targeted ELD and LTEL supports through Action 5.1; districtwide English Learner program expectations and procedures through Action 5.2; professional learning and instructional capacity-building through Action 5.3; English Learner data management and progress monitoring through Action 5.4; and ELPAC assessment administration and support through Action 5.5.

The actions were implemented as a coordinated system rather than as isolated activities. ELPAC and other English Learner data supported identification of student needs; Ellevation provided a structure for organizing and monitoring English Learner progress; the ELD Master Plan established districtwide expectations for services and monitoring; professional development strengthened staff capacity to implement effective ELD practices; and targeted ELD and LTEL supports provided additional instructional responses based on identified student needs.

There were no substantive differences between the planned actions and their actual implementation that resulted in the elimination or significant reduction of planned English Learner services. Some professional learning, ELD Master Plan implementation activities, and progress-monitoring activities were delivered through existing District staff, expertise, and integrated professional development structures. These operational adjustments did not change the overall scope, purpose, or intended services associated with Actions 5.1 through 5.5.

While all five actions were implemented, student outcome data identified differences in progress across grade spans and school sites. These differences do not indicate that the actions were not implemented; rather, they demonstrate the need to examine the effectiveness and consistency of the implemented actions, particularly at the secondary level. The effectiveness or ineffectiveness of each action and the relationship between implementation and English Learner outcomes are addressed separately in the Goal Analysis effectiveness prompt.

Moving forward, the District will continue implementation of all five Goal 5 actions while strengthening the consistency and fidelity of implementation across school sites. Particular emphasis will be placed on targeted supports for LTELs and students at risk of becoming LTELs, consistent implementation of Designated and Integrated ELD, implementation of the ELD Master Plan, continued professional learning for teachers and staff, increased use of Ellevation within progress-monitoring and intervention cycles, and timely administration and use of ELPAC data to inform instruction, intervention, and reclassification decisions.

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.

Material differences between budgeted and estimated actual expenditures occurred within Goal 5 as the district adjusted implementation based on program needs, staffing capacity, and available resources.

Action 5.1, ELD Supports for English Learner (EL) and Long-Term English Learner (LTEL) students, was expended below the budgeted amount. While the district continued to provide language development supports, progress monitoring, and instructional services for English Learners and Long-Term English Learners, many activities were delivered through existing staff, integrated instructional programs, and other available resources. As a result, actual expenditures were lower than originally anticipated.

No expenditures were recorded for Action 5.2, ELD Master Plan Implementation and Professional Development. During the year, planned professional learning and implementation activities were incorporated into existing district professional development opportunities and English Learner support structures.

Despite these expenditure variances, the district continued to implement the overall goal of supporting English Learners and Long-Term English Learners through targeted instructional services, language development supports, and program implementation efforts designed to increase access to rigorous instruction and improve student outcomes.

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

The District evaluated the effectiveness and ineffectiveness of Actions 5.1 through 5.5 by reviewing Metric 5.1 (percentage of English Learners who are LTELs or at risk of becoming LTELs), Metric 5.2 (percentage of LTEL students), Metric 5.3 (English Learner Progress Indicator), and Metric 5.4 (percentage of English Learners being reclassified as Fluent English Proficient). Ellevation and California School Dashboard data were used to determine whether the instructional, professional learning, progress-monitoring, program management, and assessment supports implemented through Goal 5 were resulting in improved outcomes for English Learners.

Overall, the Goal 5 actions were partially effective. The data demonstrate positive outcomes at La Gloria Elementary and reductions in LTEL and at-risk identification at Fairview Middle School. However, declines in English Learner progress at Fairview Middle School and Gonzales High School, along with increases in LTEL/at-risk and LTEL percentages at Gonzales High School, demonstrate that the actions did not produce consistent outcomes across all grade spans.

Action 5.1 – English Language Development Support for Long-Term English Learners: Partially Effective

Action 5.1 was partially effective in reducing the number of students identified as LTELs or at risk of becoming LTELs. Effectiveness was measured primarily through Metrics 5.1 and 5.2, using Ellevation data.
Metric 5.1 demonstrated positive progress at Fairview Middle School, where the percentage of students identified as LTEL or at risk of becoming LTEL decreased by 8.3 percentage points, and at La Gloria Elementary, where the percentage decreased by 1.4 percentage points. However, Gonzales High School increased by 0.6 percentage points. Metric 5.2 demonstrated a 6.7 percentage-point reduction in LTEL students at Fairview Middle School, while La Gloria Elementary remained at 0%; Gonzales High School increased by 1 percentage point.

These results indicate that targeted language development, identification, intervention, and progress monitoring were effective at some grade spans but were not consistently effective at the secondary level, particularly at Gonzales High School. The District will strengthen targeted LTEL interventions, individual student progress monitoring, and early identification of students at risk of becoming LTELs, with increased attention to secondary English Learners.

Action 5.2 – ELD Master Plan Implementation: Partially Effective
Action 5.2 was partially effective in establishing and supporting a districtwide framework for English Learner identification, instruction, intervention, monitoring, and reclassification. Effectiveness was evaluated using Metrics 5.1, 5.2, 5.3, and 5.4, because these measures provide evidence of whether the District's broader English Learner instructional system is resulting in improved language development and progress toward reclassification.

Metric 5.3 demonstrated mixed results. La Gloria Elementary increased from 42.3% to 62% of English Learners making progress, an improvement of 19.6 percentage points. In contrast, Gonzales High School declined by 20.4 percentage points, and Fairview Middle School declined by 16.9 percentage points.

These results indicate that the ELD Master Plan provided an important districtwide framework, but implementation has not yet resulted in consistent English Learner progress across school sites. The District will strengthen fidelity to the ELD Master Plan, particularly at the secondary level, and monitor whether expectations for Designated and Integrated ELD, intervention, progress monitoring, and reclassification are being implemented consistently.

Action 5.3 – Instructional Strategies Professional Development: Partially Effective
Action 5.3 was partially effective in strengthening instructional capacity to support English Learners. Effectiveness was evaluated primarily through Metric 5.3 (ELPI) and was further informed by Metrics 5.1, 5.2, and 5.4.
Professional development, including EL Achieve, focused on academic language development, structured student discourse, Designated and Integrated ELD, and meaningful access to grade-level content. The 19.6 percentage-point increase in ELPI at La Gloria Elementary provides evidence that instructional supports and professional learning contributed to positive English Learner progress at the elementary level. However, the 20.4-point decline at Gonzales High School and 16.9-point decline at Fairview Middle School indicate that professional learning and instructional strategies have not yet produced consistent improvements across grade spans.

Therefore, the action was determined to be partially effective. The District will continue professional learning while increasing attention to classroom implementation and fidelity, particularly at the secondary level, and will use walkthroughs, PLCs, and English Learner outcome data to determine whether professional learning is resulting in changes in instructional practice and student language development.

Action 5.4 – Ellevation English Learner Program Management Platform: Effective as a Monitoring System; Partially Effective in Supporting Improved Student Outcomes
Action 5.4 was effective in establishing a system for identifying, tracking, and monitoring English Learners, including LTELs and students at risk of becoming LTELs. Its effectiveness as a tool was monitored through the District's ability to use Ellevation as the data source for Metrics 5.1, 5.2, and 5.4.

Ellevation provided student-level information that allowed the District and school sites to identify LTELs, monitor students at risk of becoming LTELs, review reclassification information, and support instructional and intervention decisions. However, the student outcome data associated with these measures were mixed. Fairview Middle School demonstrated reductions in LTEL and at-risk identification, while Gonzales High School demonstrated increases in both measures.

Therefore, while Ellevation was effective as a progress-monitoring and program-management system, the District's use of the data was only partially effective in producing consistent student outcomes. Moving forward, the District will strengthen the use of Ellevation within PLCs, English Learner monitoring meetings, and intervention cycles so that identified needs result in timely instructional responses and follow-up.

Action 5.5 – ELPAC Testing Support/Assessors: Effective in Providing Assessment Data; Student Outcomes Remain Mixed
Action 5.5 was effective in supporting the assessment process necessary to measure English language proficiency and provide data for instructional and program decisions. The effectiveness of this action was evaluated primarily through Metric 5.3 (ELPI) and Metric 5.4 (RFEP) because ELPAC performance is an important component of measuring English Learner progress and determining progress toward reclassification.

Metric 5.3 showed mixed results across sites: La Gloria Elementary improved by 19.6 percentage points, while Fairview Middle School declined by 16.9 points and Gonzales High School declined by 20.4 points. Metric 5.4 also provides the District with an additional measure of whether English Learners are progressing to reclassification. The available metric table shows changes in RFEP outcomes across all three sites, further reinforcing the need for continued monitoring of progress toward reclassification.

The action was therefore effective in ensuring that the District had assessment data necessary to evaluate English Learner progress; however, assessment administration itself does not cause improved English Learner outcomes. The mixed ELPI results demonstrate that the instructional response to ELPAC and other English Learner data must be strengthened, particularly at the secondary level.

Overall Effectiveness of Goal 5
Overall, Actions 5.1 through 5.5 were partially effective in achieving the intended outcomes of Goal 5. The strongest evidence of effectiveness was demonstrated at La Gloria Elementary, where ELPI increased by 19.6 percentage points, and at Fairview Middle School, where the percentage of students identified as LTEL or at risk of becoming LTEL declined by 8.3 points and LTEL identification declined by 6.7 points. Conversely, Gonzales High School experienced increases in LTEL/at-risk and LTEL identification, and both Gonzales High School and Fairview Middle School experienced declines in ELPI. These mixed outcomes demonstrate that the District's English Learner systems and supports have not yet been consistently effective across all school sites and grade spans.

The District used Metrics 5.1 through 5.4 to evaluate the effectiveness of Goal 5: Metric 5.1 monitored LTEL/at-risk identification; Metric 5.2 monitored LTEL identification; Metric 5.3 monitored English Learner progress toward English proficiency through the California School Dashboard ELPI; and Metric 5.4 monitored progress toward reclassification through RFEP data. Together, these measures provided the District with information about whether English Learners were progressing toward proficiency and reclassification and whether the actions were producing the intended outcomes.

Increased or Improved Services Monitoring
Actions 5.1 through 5.5 are not identified as contributing actions in the adopted Goal 5 action table. Therefore, Goal 5 does not identify Metrics 5.1 through 5.4 as metrics specifically used to monitor the effectiveness of Increased or Improved Services associated with contributing actions within this goal.

Nevertheless, Metrics 5.1 through 5.4 provide important evidence regarding English Learner outcomes and are used by the District to evaluate whether its English Learner programs and services are producing the intended results. If Increased or Improved Services for English Learners are identified elsewhere in the LCAP under contributing actions, the District should identify the metrics associated with those specific contributing actions in the applicable goal analysis rather than characterize the non-contributing Goal 5 actions as contributing.

Based on the analysis, the District will continue all five Goal 5 actions while refining implementation to address the areas of partial effectiveness. Action 5.1 will strengthen targeted LTEL interventions and progress monitoring; Action 5.2 will increase consistency and fidelity in ELD Master Plan implementation; Action 5.3 will strengthen professional learning and monitoring of classroom implementation; Action 5.4 will increase the use of Ellevation within PLC and intervention cycles; and Action 5.5 will continue providing timely ELPAC assessment data while strengthening the instructional response to those results. Particular emphasis will be placed on secondary English Learners, where the data demonstrate the greatest need for improvement.

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 a review of implementation data, student outcome measures, and reflections on prior practice, no changes were made to Goal 5, its associated metrics, or target outcomes for the coming year. The district determined that the goal continues to address identified needs related to English Learner achievement, English language proficiency, and reducing the number of students identified as Long-Term English Learners (LTELs) or at risk of becoming LTELs.

Actions 5.1, ELD Supports for EL and LTEL Students, and 5.2, ELD Master Plan Implementation and Professional Development, will continue without modification. Based on implementation outcomes and the need to strengthen support for English Learners, particularly at the secondary level where English Learner Progress Indicator (ELPI) results declined and the percentage of LTEL and at-risk LTEL students increased, the district added several actions for the coming year. These additions are intended to strengthen instructional practices, improve progress monitoring, and enhance the systems used to support English Learner achievement and language acquisition.

Action 5.3, Instructional Strategies Professional Development, was added to increase staff capacity to implement effective instructional practices that support language acquisition, academic language development, and access to rigorous grade-level content for English Learners.

Action 5.4, Ellevation: English Learner Program Management Platform, was added to strengthen progress monitoring, data analysis, and coordination of services for English Learners. The district will utilize the platform to support identification, monitoring, intervention planning, and communication regarding student progress toward English proficiency and reclassification.

Action 5.5, ELPAC Testing Support/Assessors, was added to strengthen the administration of English language proficiency assessments and ensure timely, accurate identification and monitoring of English Learners. This action will support the district's efforts to use assessment data effectively to inform instructional decisions and monitor student progress.

These action additions reflect the district's commitment to strengthening English Learner systems, improving instructional support, enhancing data-driven decision-making, and increasing opportunities for students to progress toward English proficiency and long-term academic success.

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	English Language Development (ELD) support for Long Term English Learners (LETEL)	Gonzales Unified School District will strengthen English Language Development (ELD) supports and language acquisition services for English learners and Long-Term English Learners (LTELs) through targeted instruction, supplemental instructional supports, and access to standards-aligned learning materials. The district will implement both Designated and Integrated ELD in grades K–6 and provide targeted ELD instruction and language development supports in grades 7–12 to strengthen foundational language acquisition, literacy, academic vocabulary, writing, and oral language skills necessary for success in core academic courses. Bilingual paraprofessionals will support student engagement, language development, and access to instruction across grade levels. The district will also purchase and implement supplemental instructional materials, curriculum enhancements, and learning recovery tools aligned to the needs of English learners and LTELs to improve access to grade-level content and accelerate English language proficiency and academic achievement.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Targeted supports for LTELs will focus on re-engagement, language development acceleration, and increased access to rigorous coursework because students identified as LTELs often require additional language development, academic intervention, and scaffolded instruction to successfully progress toward English proficiency and academic success. These actions are intended to improve English learner outcomes because consistent access to evidence-based ELD instruction, targeted interventions, bilingual support, and standards-aligned instructional materials increases student engagement, language acquisition, and access to core academic instruction. LREBG Funded Action: This action is partially funded through Learning Recovery Emergency Block Grant (LREBG) funds to purchase evidence-based learning recovery programs, instructional materials, and supplemental supports designed to accelerate academic proficiency and English language development for English learners and academically struggling students. Research from the What Works Clearinghouse and the U.S. Department of Education supports the use of culturally responsive, scaffolded, and adaptive instructional programs to improve language acquisition, literacy development, and academic outcomes for English learners.		
5.2	ELD Master Plan Implementation	GUSD will ensure all components of the new EL Master Plan are in place, and GUSD will support extra duty compensation for designated teachers to provide ELPAC testing coordination and EL reclassification for each site. Additionally, have certificated & classified support staff to assist in integrated ELD, ELPAC, Testing, and reclassification process.	$0.00	No
5.3	Instructional Strategies Professional Development	Gonzales Unified School District will provide professional development through EL Achieve focused on instructional strategies that support student engagement, academic language development, and access to rigorous grade-level instruction. Training will support teachers in implementing strategies to meet the needs of English learners and all students across content areas.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Elevation: English Learner Program Management Platform	Gonzales Unified School District will utilize the Ellevation Education platform to support English Learner program management, monitoring, and student progress toward English proficiency. The platform will assist staff in monitoring ELPAC progress, reclassification data, Long-Term English Learner (LTEL) status, RFEP monitoring, and instructional supports for English learners. Elevation will support data analysis, compliance monitoring, and targeted interventions to improve outcomes for English learners.	$0.00	No
5.5	ELPAC Testing Support/Assessors	ELPAC Testing Support/Assessors – Funds are allocated for certificated and/or classified staff to administer the English Language Proficiency Assessments for California (ELPAC), including Initial and Summative assessments for English Learners. Expenditures support staff time for test administration, calibration, and training; substitute coverage as needed; and related assessment activities to ensure timely identification and monitoring of English learners. These services provide accurate language proficiency data that informs placement, instructional planning, and targeted language development supports.	$35,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,756,892	$772,056

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
30.813%	0.000%	$0.00	30.813%

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:** Credentialed and Appropriately assigned teachers **Need:** Analysis of student achievement data indicates that English Learners, homeless youth, and socioeconomically disadvantaged students continue to experience lower academic outcomes than their peers. Because teacher effectiveness is a critical factor in	Analysis of local and state assessment data indicates that English Learners, homeless youth, and socioeconomically disadvantaged students continue to experience lower academic outcomes in English Language Arts and Mathematics than their peers. Educational partners identified the need for consistent access to highly qualified educators who can effectively address diverse learning needs and provide rigorous, standards-aligned instruction.	Local Indicator: Percent of teachers assigned and fully credentialed.

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
	student achievement, the district has identified a need to recruit, retain, and appropriately assign fully credentialed teachers to ensure all students have equitable access to high-quality instruction. **Scope:** LEA-wide	This action addresses that need by ensuring that all teachers are fully credentialed and appropriately assigned to the subjects and student populations they serve. Credentialed and appropriately assigned teachers increase and improve services for unduplicated students because they possess the required knowledge, skills, and authorizations to deliver effective instruction, implement evidence-based strategies, support language development, and respond to the academic needs of students requiring additional support. This action is provided on an LEA-wide basis because unduplicated students are enrolled across all district schools and grade levels. Ensuring that every classroom is staffed by a credentialed and appropriately assigned teacher provides equitable access to high-quality instruction for all students while particularly benefiting English Learners, homeless youth, and socioeconomically disadvantaged students who have been identified as needing additional academic support. This LEA-wide approach ensures consistent implementation of instructional programs and equitable access to qualified educators throughout the district.	
1.3	**Action:** Technology **Need:** In 2023-2024, District students scored 15.32% at or above proficiency on the CAST. The results below demonstrate a needs for these students:	Analysis of student achievement data and educational partner feedback identified a need to increase student engagement, strengthen problem-solving and critical-thinking skills, and expand access to hands-on, technology-rich learning experiences. Educational partners expressed interest in opportunities that prepare students for college and career pathways through	California Dashboard: 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
	Socioeconomically Disadvantaged: 14.29% English Learner: 1.54% Students with Disabilities: 0% Homeless: 17.57% **Scope:** LEA-wide	science, technology, engineering, and mathematics (STEM) learning. This action addresses those needs by providing C-STEM training for staff, implementing project-based learning (PBL) labs at each school site, and supplying programming and robotics kits, materials, and equipment to support hands-on learning. These resources and professional learning opportunities increase educators' capacity to deliver engaging, standards-aligned instruction that integrates technology, collaboration, creativity, and real-world problem-solving. Students will have increased access to experiential learning opportunities that promote academic engagement and the development of STEM-related skills. This action is provided on an LEA-wide basis because students at all schools would benefit from access to technology-enhanced instruction and project-based learning opportunities. Providing PBL labs, robotics kits, and related materials at every school site ensures equitable access to innovative learning experiences regardless of school assignment. An LEA-wide approach also supports consistent implementation of STEM and project-based learning practices across the district, creating expanded opportunities for all students while addressing the identified needs of unduplicated student groups.	
1.4	**Action:** Standards-Aligned Curriculum and Instructional Supports **Need:**	Analysis of student achievement data and educational partner feedback identified a need to ensure that all students have access to high-quality, standards-aligned instructional materials and curriculum that support grade-level learning. Data also indicate that English Learners, low-	Local Indicator: walkthrough tool

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
	Analysis of the 2024-25 CAASPP results indicates a significant need to improve student achievement in English Language Arts (ELA) and Mathematics. Districtwide, only 33.1% of students met or exceeded standards in ELA, with the remaining students performing 48.5 points below standard. Homeless students experienced even greater challenges, performing 67.5 points below standard in ELA. In Mathematics, districtwide performance remains a critical area of need, with only 17.6% of students meeting or exceeding standards, and overall performance 97.4 points below standard. Achievement gaps are particularly pronounced among student groups, including Hispanic students who performed 98.1 points below standard, socioeconomically disadvantaged students who performed 103.4 points below standard, and homeless students who performed 112 points below standard. These results demonstrate a need to strengthen access to high-quality instruction, standards-aligned curriculum, and differentiated academic supports, particularly for homeless students, socioeconomically disadvantaged students, and other student groups experiencing the largest performance gaps. Educational partner feedback further emphasized the importance of providing targeted instructional resources and interventions to improve academic outcomes and ensure equitable access to learning opportunities for all students.	income students, and foster youth require additional differentiated supports and resources to address academic needs and improve outcomes. This action addresses those needs by providing all students with access to standards-aligned curriculum and instructional materials across all subject areas and grade levels. In addition, supplemental materials and resources will be provided to support differentiated instruction and targeted interventions for English Learners, low-income students, and foster youth. Access to high-quality instructional materials increases opportunities for students to engage with rigorous content and receive the supports necessary to meet grade-level standards. This action is provided on an LEA-wide basis because all students benefit from access to high-quality curriculum and instructional materials. Providing these resources districtwide ensures consistency in instruction and equitable access to standards-aligned learning opportunities across all schools. The inclusion of supplemental materials specifically designed to address the academic and language development needs of English Learners, low-income students, and foster youth increases and improves services for unduplicated students while supporting improved academic outcomes.	

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		
1.5	**Action:** School Safety/School Climate **Need:** Local data indicate a continued need to strengthen student engagement, connectedness, and social-emotional well-being. While the district's attendance rate increased by 9.93 percentage points, student survey results showed a 3.7 percentage point decline in social-emotional well-being, suggesting that many students continue to experience challenges related to school connectedness, relationships, and overall well-being. Additionally, the district's expulsion rate increased by 0.1 percentage points, indicating a need for continued efforts to promote positive student behavior, conflict resolution, and supportive school environments. Educational partner feedback emphasized the importance of creating safe, welcoming, and engaging school climates where students feel connected, supported, and valued. These data and stakeholder input demonstrate a need for proactive strategies that strengthen student engagement, improve social-emotional supports, foster positive relationships, and reduce behaviors that may lead to disciplinary actions. Particular attention is needed to ensure that English Learners, low-income students, and foster youth have access to	Educational partner feedback and student outcome data indicate a need to strengthen school connectedness, improve student engagement, and provide safe, supportive learning environments for English Learners, low-income students, and foster youth. Local data on attendance and student behavior show that these student groups experience higher rates of chronic absenteeism and are at greater risk of disengagement from school. Educational partners emphasized the importance of increasing student supervision, providing structured opportunities for engagement, and implementing proactive approaches to conflict resolution and relationship building. This action addresses these needs by providing adequate student supervision throughout the school day, offering engaging activities during breaks and lunch periods, delivering annual school safety and emergency response training for staff, and implementing restorative practices at all school sites. These actions expand and improve services for unduplicated students by creating safe, inclusive, and supportive environments where students feel connected and engaged. Restorative practices provide students with opportunities to build relationships, resolve conflicts, and remain connected to the school community, while structured activities and supervision increase student engagement and reduce opportunities for negative behaviors.	Local Indicator California Dashboard: Suspension, Chronic Absenteeism

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
	supportive school environments that promote regular attendance, positive behavior, and academic success. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because English Learners, low-income students, and foster youth are enrolled across all district schools. Providing these supports districtwide ensures consistent implementation of school climate, safety, and engagement practices and promotes equitable access to positive learning environments for all students. An LEA-wide approach maximizes the impact of these services while specifically addressing the identified attendance, engagement, and behavior needs of unduplicated student groups.	
2.6	**Action:** Expanded Learning Opportunities for Science Achievement Metric 2.5 **Need:** Analysis of the 2025 California School Dashboard Science Indicator (CAST) results demonstrates a need to improve student achievement in science. District data show that only 15.32% of students met or exceeded science standards, while 84.68% did not meet or nearly met them. These results indicate that a significant majority of students are not yet demonstrating grade-level proficiency in science concepts and practices. The data suggest a need to strengthen science instruction, increase access to engaging and standards-aligned learning experiences, and provide students with opportunities to develop critical thinking,	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. 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	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
	problem-solving, inquiry, and application skills. Educational partner feedback also emphasized the importance of expanding hands-on learning opportunities and increasing student engagement through STEM-related activities and project-based learning experiences. These findings demonstrate a need to enhance instructional resources, professional learning, and science-focused educational opportunities to improve student understanding and achievement in science while ensuring equitable access to high-quality science instruction for all students. . **Scope:** LEA-wide		
2.11	**Action:** Implementation of District Math and ELA Benchmarks using the program- Illuminate Metric 2.4, 2.5 **Need:** Analysis of the 2024-2025 CAASPP results indicates a significant need to improve student achievement in English Language Arts (ELA) and Mathematics and to strengthen the district's ability to monitor student learning throughout the school year. Districtwide, only	Analysis of local assessment data indicates a need to improve student achievement in English Language Arts, Mathematics, and other core content areas. Educational partners emphasized the importance of using timely and meaningful student performance data to identify learning gaps, monitor progress, and provide targeted academic support. The district has identified a need for consistent assessment practices and data analysis processes that inform instructional decision-making and support improved outcomes for all students, particularly English Learners, low-income students, and foster youth. This action addresses those needs by implementing district benchmark assessments and	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
	33.1% of students met or exceeded standards in ELA, while only 17.6% met or exceeded standards in Mathematics. Student groups, including homeless students, socioeconomically disadvantaged students, and Hispanic students, demonstrated even greater levels of academic need and larger performance gaps. These results indicate a need for a systematic process to regularly assess student progress, identify learning gaps, and provide timely instructional adjustments and interventions before state assessment results are available. Educational partners emphasized the importance of monitoring student achievement more frequently and using data to inform instructional decisions, targeted supports, and resource allocation. The district has identified the need to implement benchmark assessments and a comprehensive data management system to provide educators with timely, actionable information on student performance. Regular monitoring of student progress will support the identification of students in need of additional academic assistance, strengthen differentiated instruction, and improve the effectiveness of interventions designed to accelerate learning and close achievement gaps for English Learners, low-income students, foster youth, and other student groups experiencing lower academic outcomes. **Scope:**	using Data and Assessment (DnA): Illuminate to collect, analyze, and monitor student performance data. Benchmark assessments provide educators with timely information regarding student progress toward grade-level standards, allowing staff to identify areas of need, adjust instruction, implement targeted interventions, and monitor the effectiveness of instructional strategies. The use of Illuminate strengthens the district's ability to make data-informed decisions and provide differentiated supports based on student needs. This action is implemented LEA-wide because all students benefit from a comprehensive assessment and data analysis system that supports the continuous improvement of instruction. English Learners, low-income students, and foster youth are enrolled across all district schools and will particularly benefit from the timely identification of learning needs and targeted interventions made possible through district benchmark assessments and data monitoring. An LEA-wide approach ensures consistent assessment practices, equitable access to supports, and district-wide monitoring of student progress toward academic goals.	

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
3.1	**Action:** School Climate, Pupil Engagement, and Attendance Supports **Need:** Analysis of the 2025 California School Dashboard indicates that chronic absenteeism continues to be a significant area of need for the district. Districtwide, 20.1% of students were chronically absent, reflecting a 0.5 percentage-point decline from the prior year. Despite this improvement, chronic absenteeism remains elevated and continues to negatively impact student access to instruction and academic success. Several student groups experience even higher rates of chronic absenteeism. Hispanic students had a chronic absenteeism rate of 20.2% and remained in the Red performance level on the Dashboard. English Learners had a chronic absenteeism rate of 20.8%, homeless students 23.8%, socioeconomically disadvantaged students 20.7%, and students with disabilities 29.0%. While each of these groups demonstrated some improvement from the previous year, absenteeism rates remain substantially higher than desired and indicate a continued need for targeted attendance supports and interventions. Chronic absenteeism reduces instructional time and limits students' opportunities to engage in learning, build relationships with peers and staff, and access academic and	This action addresses the identified need to reduce chronic absenteeism by strengthening student engagement, increasing family outreach, and providing timely interventions for students with attendance concerns. Chronic absenteeism remains elevated across the district and disproportionately impacts English Learners, homeless students, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. Missed instructional time limits students' access to academic learning, social-emotional supports, and opportunities to build meaningful connections with their school community. The action increases and improves services for unduplicated students by providing proactive attendance monitoring, outreach, and support to identify barriers to attendance and connect students and families with appropriate resources and interventions. By increasing student engagement and strengthening school-family partnerships, the district aims to improve attendance, increase instructional time, and support improved academic and social-emotional outcomes. This action is provided on an LEA-wide basis because the identified student groups are enrolled throughout the district and attendance challenges occur across all schools. An LEA-wide approach ensures consistent implementation of attendance supports, equitable access to services, and coordinated efforts to improve attendance outcomes for all students while specifically	California Dashboard: 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
	social-emotional supports. Educational partner feedback emphasized the importance of strengthening student engagement, family outreach, school connectedness, and attendance interventions to ensure students attend school regularly and benefit from available educational opportunities. These data demonstrate a need for continued efforts to improve attendance, particularly for student groups experiencing the highest rates of chronic absenteeism. **Scope:** LEA-wide	addressing the needs of English Learners, low-income students, and foster youth.	
3.2	**Action:** Restorative Practices, Student Wellness, and Positive Behavior Supports for School Climate and Suspension Reduction **Need:** Analysis of the 2025 California School Dashboard indicates that student behavior and school climate remain areas of need. Districtwide, 4.8% of students were suspended for at least one day, representing a 1.2 percentage-point improvement over the prior year. Despite this progress, suspension rates remain disproportionately high for several student groups. Homeless students had a suspension rate of 7.1%, English Learners 7.0%, students with disabilities 7.0%, and socioeconomically disadvantaged students 5.2%, all exceeding the district average. Hispanic students had a	This action addresses the identified need to reduce suspension rates and improve school climate by providing students with positive behavioral supports, social-emotional learning opportunities, and access to interventions that address the underlying causes of student misconduct. Suspension data indicate that English Learners, homeless students, socioeconomically disadvantaged students, and students with disabilities experience suspension rates that exceed the district average, resulting in lost instructional time and reduced access to learning opportunities. The action increases and improves services for unduplicated students by providing proactive supports that strengthen student engagement, self-regulation, conflict resolution, and positive behavior. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional learning,	California Dashboard: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
	suspension rate of 4.8%. While most student groups demonstrated improvements from the previous year, suspension rates continue to indicate a need for additional supports that promote positive student behavior, engagement, and school connectedness. Higher suspension rates result in lost instructional time and reduce students' access to academic learning and supportive school environments. Educational partner feedback emphasized the importance of strengthening positive behavior supports, increasing opportunities for student engagement, expanding social-emotional and behavioral interventions, and implementing proactive strategies that help students remain connected to school. These data demonstrate a need to continue developing safe, supportive, and inclusive learning environments that promote positive student behavior, reduce exclusionary disciplinary practices, and improve outcomes for student groups experiencing higher rates of suspension. **Scope:** LEA-wide	counseling services, social skills groups, peer mediation programs, and structured student engagement activities, students receive additional support to remain connected to school and successfully address behavioral challenges. These services are intended to reduce disciplinary incidents by providing students with opportunities to develop positive relationships, learn appropriate behavioral skills, and access interventions before behaviors escalate to suspension. This action is implemented LEA-wide because English Learners, low-income students, and foster youth are enrolled in all district schools and benefit from consistent behavioral expectations, supports, and interventions. An LEA-wide approach ensures equitable access to positive school climate initiatives and student support services while creating a safe, inclusive, and supportive learning environment for all students. Because the action is designed to address the behavioral and engagement needs that disproportionately affect unduplicated students, it is expected to contribute to reduced suspension rates and improved student outcomes.	
3.4	**Action:** School Social Workers **Need:** Analysis of local survey data and student outcome data indicates a need to strengthen	This action addresses the identified need to improve student social-emotional well-being, strengthen school connectedness, and reduce barriers that contribute to chronic absenteeism. Survey results indicate that many students do not consistently feel safe, happy, and connected at	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
	student social-emotional well-being, school connectedness, and access to mental health supports. Student survey results show that only 32.0% of students reported feeling safe and happy while at school, while 47.3% indicated they only sometimes feel safe and happy, and 20.6% reported lower levels of feeling safe and happy at school. Although school safety survey results indicate that 68.2% of students feel safe and happy at school, 22.6% reported only sometimes feeling safe and happy, suggesting that a significant number of students continue to experience challenges related to belonging, connectedness, and overall well-being. Attendance data further highlight the need for additional social-emotional and behavioral supports. The district's chronic absenteeism rate was 20.1% during the 2024–25 school year, with higher rates among student groups including homeless students (23.8%), English Learners (20.8%), socioeconomically disadvantaged students (20.7%), and students with disabilities (29.0%). At Fairview Middle School, chronic absenteeism rates were also elevated for homeless students (26.1%), students with disabilities (25.4%), English Learners (20.4%), socioeconomically disadvantaged students (18.7%), and Hispanic students (17.9%). These data suggest a need for increased social-emotional, behavioral, and mental health supports to help students build positive relationships, develop coping and self-	school, while chronic absenteeism rates remain elevated for English Learners, socioeconomically disadvantaged students, homeless students, and students with disabilities. Educational partners emphasized the need for additional mental health supports, social-emotional learning opportunities, and family engagement services to help students successfully navigate academic, social, and emotional challenges. This action expands and improves services for unduplicated students by providing access to school social workers who deliver counseling, social-emotional learning supports, crisis intervention, case management, family outreach, and referrals to community resources. School social workers collaborate with students, families, and staff to identify and address barriers to attendance, engagement, and academic success. These services are designed to improve student well-being by providing individualized and group supports that strengthen coping skills, emotional regulation, problem-solving abilities, and connections to school. Family outreach and service coordination further support student success by addressing social, emotional, and environmental factors that may interfere with regular attendance and participation in school. This action is provided on an LEA-wide basis because English Learners, low-income students, and foster youth are enrolled throughout the district and may experience social-emotional, behavioral, or attendance-related challenges regardless of school site. An LEA-wide approach ensures equitable access to mental health and	

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
	management skills, strengthen school connectedness, and address barriers that may contribute to disengagement and chronic absenteeism. Educational partner feedback emphasized the importance of providing students and families with access to counseling, social-emotional learning opportunities, and coordinated support services that promote student well-being, engagement, attendance, and academic success. **Scope:**	social-emotional supports, promotes consistent implementation of intervention practices across schools, and strengthens districtwide systems of support. Providing these services districtwide increases opportunities for students to feel connected, supported, and engaged in school, which contributes to improved attendance, well-being, and academic outcomes.	
3.5	**Action:** School Counselors **Need:** Analysis of local student outcome and survey data indicates a need to strengthen academic, attendance, college and career, and social-emotional supports for students. During the 2024–25 school year, the district's high school dropout rate was 2.4%, with higher rates among students with disabilities (5.1%), English Learners (3.0%), socioeconomically disadvantaged students (2.4%), homeless students (2.2%), and Hispanic students (2.4%). Although the middle school dropout rate was 0%, the high school data indicate a continued need to identify and support students at risk of disengagement from school. Attendance data further demonstrates the need for intervention and support. The district attendance rate was 92.73% during the 2024–	This action addresses the identified need to improve student attendance, increase school connectedness, reduce dropout risk, and strengthen academic, college and career, and social-emotional supports for students. District data indicate that some student groups continue to experience higher dropout rates, while attendance data and student survey results demonstrate that many students do not consistently feel connected to a supportive adult at school. Educational partners emphasized the importance of providing students with access to counseling services, academic guidance, and individualized support to help them successfully navigate academic, social, emotional, and postsecondary challenges. This action increases and improves services for unduplicated students by providing access to school counselors who deliver academic advising, attendance monitoring and intervention, college and career planning, social-emotional support, and family outreach. School counselors work closely	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
	25 school year, indicating that a significant number of students continue to miss instructional time, which can negatively impact academic achievement, graduation outcomes, and overall student success. Student survey data also reveal a need to strengthen student connectedness and access to supportive adult relationships at school. While 58% of students reported having an adult at school they can go to for help or support, 31.7% indicated they were unsure whether they have a trusted adult, and 10.3% reported they do not have an adult they can go to when they need help. These results suggest that many students may lack the relationships and support systems necessary to successfully navigate academic, social, emotional, and postsecondary planning challenges. Educational partner feedback emphasized the importance of providing students with access to counseling services, academic guidance, college and career planning, attendance interventions, and social-emotional supports. These data demonstrate a need for school counselors to provide proactive interventions, individualized student support, and family engagement services that promote attendance, student connectedness, academic success, graduation, and college and career readiness. **Scope:**	with students and families to identify barriers to success, develop intervention plans, monitor student progress, and connect students with appropriate school and community resources. These services improve outcomes because students receive timely support, guidance, and advocacy that promote engagement in school, regular attendance, successful course completion, and progress toward graduation and postsecondary goals. This action is provided on an LEA-wide basis because English Learners, low-income students, and foster youth are enrolled throughout the district and may require academic, attendance, social-emotional, and college and career supports regardless of school site. An LEA-wide approach ensures equitable access to counseling services and consistent implementation of student support systems across all schools. Providing districtwide counseling services increases opportunities for students to build meaningful relationships with trusted adults, remain engaged in school, improve attendance, and progress toward graduation and future educational and career opportunities.	

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
4.3	**Action:** Community Partnerships (Metric 4.2) **Need:** Analysis of the LCAP Parent Survey indicates a need to strengthen family engagement and increase opportunities for meaningful participation in district and school decision-making processes. Survey results show that 70% of parents prefer meetings to be held after school hours, suggesting that scheduling may be a barrier to participation for many families. Additionally, 59.7% of families indicated a preference for hybrid meetings, underscoring the need for flexible engagement options that accommodate varying schedules, transportation needs, and access considerations. Educational partner feedback highlighted the importance of providing accessible and inclusive opportunities for families to participate in school activities, educational workshops, and decision-making processes. These findings demonstrate a need to expand communication, strengthen community partnerships, and provide multiple avenues for family engagement to ensure that all families, particularly those representing English Learners, low-income students, and foster youth, have meaningful opportunities to participate in their children's education and contribute to district planning efforts.	This action addresses the identified need to increase family engagement and strengthen community partnerships by providing accessible opportunities for families to participate in school activities, educational workshops, advisory committees, and district decision-making processes. Parent survey results indicate that many families face barriers to participation due to scheduling and accessibility, with 70% of parents preferring after-school meetings and 59.7% preferring a hybrid meeting format. Educational partners emphasized the importance of flexible engagement opportunities, improved communication, and stronger connections between schools, families, and community organizations. This action increases and improves services for unduplicated students by expanding outreach efforts, providing family engagement opportunities at times and in accessible formats, and strengthening partnerships with community-based organizations that provide additional resources and supports. These services improve outcomes because families are better able to participate in their children's education, access information and resources, support student learning at home, and engage in decisions that affect student success. Strong school-family-community partnerships also help schools identify and address barriers that may impact attendance, academic achievement, and student well-being. This action is provided on an LEA-wide basis because English Learners, low-income students, and foster youth are enrolled throughout the	Local Indicator

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
	Increasing access to family engagement opportunities and community partnerships will strengthen home-school connections, improve communication between schools and families, and increase participation in programs and services that support student success. **Scope:** LEA-wide	district and benefit when families have meaningful opportunities to engage with schools and access community resources. A districtwide approach ensures consistent communication, equitable access to engagement opportunities, and coordinated partnerships across all schools. By increasing family participation and strengthening community connections, the district is better able to support student achievement, attendance, and overall success for unduplicated students and their families.	

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:** Enhanced English Language Development Supports and Professional Learning **Need:** Analysis of student achievement data indicates a significant need to improve academic outcomes for English Learners and strengthen the effectiveness of English Language Development (ELD) instruction across the district. On the 2024–25 CAASPP assessments, only 8.33% of English Learners met or exceeded standards in English Language Arts and 10.03% in Mathematics, demonstrating substantial academic	This action is designed to address the identified need to improve academic achievement and English language proficiency for English Learners. Assessment data indicate that only 8.33% of English Learners met or exceeded standards in English Language Arts and 10.03% met or exceeded standards in Mathematics. In addition, the 2025 California School Dashboard reported that 55% of English Learners made progress toward English language proficiency, demonstrating a need to accelerate language acquisition and improve access to grade-level academic content.	California Dashboard: English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	performance gaps and the need for additional targeted supports. Additionally, the 2025 California School Dashboard English Learner Progress Indicator (ELPI) shows that 55% of English Learners made progress toward English language proficiency. While more than half of English Learners demonstrated progress, the data indicate that a significant percentage of students are not yet making sufficient progress toward English proficiency, which may limit their ability to fully access grade-level curriculum and achieve academic success across content areas. Educational partner feedback emphasized the importance of strengthening English Language Development instruction, providing targeted supports for English Learners, and increasing professional learning opportunities for teachers to enhance their capacity to implement effective ELD strategies and differentiated instruction. These findings demonstrate a need to expand English Learner supports, strengthen designated and integrated ELD practices, and provide ongoing professional learning to ensure English Learners develop language proficiency while accessing rigorous, grade-level academic content. **Scope:** Limited to Unduplicated Student Group(s)	The action addresses these needs by strengthening designated and integrated English Language Development (ELD) instruction and providing ongoing professional learning for teachers. Professional learning will focus on research-based ELD strategies, language acquisition practices, differentiated instruction, and methods for integrating language development across content areas. These supports increase and improve services for English Learners by building educators' capacity to deliver instruction that simultaneously develops English proficiency and academic skills. By enhancing teacher knowledge and implementation of effective ELD practices, English Learners will receive more targeted language supports, increased opportunities for meaningful academic discourse, and improved access to rigorous grade-level content. These services are expected to improve English language proficiency by engaging students in instructional practices designed to develop listening, speaking, reading, and writing skills, while strengthening achievement in English Language Arts, Mathematics, and other academic subjects.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Language Development and Reclassification Supports Metric: 2.6 **Need:** **Scope:**		English Learner Progress Indicator (ELPI)

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 30.81%. The planned quantitative increase is demonstrated by the expenditure of funds of $14,177,833 as described in the LCAP above. Gonzales USD has a number of actions in the LCAP that are designed to increase the number of staff providing direct services to students at schools with an unduplicated pupil enrollment above 55%. Both certificated and classified staff positions have been identified that will provide additional academic, behavioral, and social-emotional direct services to students. The supporitn Actions being funded in Goal 1 Action 1.1 (2.7, 3.4, 3.5).

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

2026-27 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	21,928,387	6,756,892	30.813%	0.000%	30.813%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$23,837,531.04	$529,317.39	$0.00	$0.00	$24,366,848.43	$21,231,711.37	$3,135,137.06

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	Credentialed and Appropriately assigned teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,104,362.33	$570,207.61	$12,145,252.55	$529,317.39	$0.00	$0.00	$12,674,569.94	
1	1.2	Maintain safe clean functional facilities that are in good repair.	All	No			All Schools	Ongoing	$4,579,868.31	$1,150,892.57	$5,730,760.88	$0.00	$0.00	$0.00	$5,730,760.88	
1	1.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$277,400.00	$812,993.88	$1,090,393.88	$0.00	$0.00	$0.00	$1,090,393.88	
1	1.4	Standards-Aligned Curriculum and Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$86,543.00	$86,543.00	$0.00	$0.00	$0.00	$86,543.00	
1	1.5	School Safety/School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
2	2.1	Increase teacher instructional capacity in mathematics through ongoing professional development, collaborative planning, and data analysis because standards-aligned training and instructional support strengthen teachers' ability to implement effective instructional strategies that improve student achievement in mathematics. Progress will be monitored through Metric 2.1.	All English Learners, hispanic, low income, SED	No			All Schools	Ongoing	$829,669.71	$238,913.00	$1,068,582.71	$0.00	$0.00	$0.00	$1,068,582.71	
2	2.2	Enhanced English Language Development Supports and Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools	Ongoing	$0.00	$3,200.00	$3,200.00	$0.00	$0.00	$0.00	$3,200.00	

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
					)											
2	**2.3**	CTE Pathways Metric 2.14	All	No			Specific Schools: Gonzales High School 9-12	Ongoing	$1,201,357.00	$1,500.00	$1,202,857.00	$0.00	$0.00	$0.00	$1,202,857.00	
2	**2.4**	English Language Development and Reclassification Supports Metric: 2.6	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.5**	Aligned English Learner Programs and Language Development Supports Metrics: 2.2, 2.6, 2.7	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.6**	Expanded Learning Opportunities for Science Achievement Metric 2.5	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$386,312.01	$0.00	$386,312.01	$0.00	$0.00	$0.00	$386,312.01	
2	**2.7**	Instructional Aides for Learning Recovery	All	No			Specific Schools: La Gloria	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.8**	Professional Development for EL and LTEL Instruction Metric 2.2	All English Learner	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.9**	GHS Dual Enrollment	All	No			Specific Schools: Gonzales High School 9-12	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.10**	Dual Langauge Program	All	No			Specific Schools: La Gloria Elementary School, Fairview Middle School K-8	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.11**	Implementation of District Math and ELA Benchmarks using the program- Illuminate Metric 2.4, 2.5	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.12**	PLC's (Professional Learning Communities) Metric 2.4, 2.5	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
3	3.1	School Climate, Pupil Engagement, and Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,645,740.68	$107,287.00	$1,753,027.68	$0.00	$0.00	$0.00	$1,753,027.68	
3	3.2	Restorative Practices, Student Wellness, and Positive Behavior Supports for School Climate and Suspension Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$207,001.33	$8,000.00	$215,001.33	$0.00	$0.00	$0.00	$215,001.33	
3	3.3	Professional Development Metric: 3.1, 3.2	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	School Social Workers	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	School Counselors	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Dropouts	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	Parent Engagement	All	No			All Schools	Ongoing	$0.00	$4,700.00	$4,700.00	$0.00	$0.00	$0.00	$4,700.00	
4	4.2	Family, School, and Community Engagement Communication	All	No			All Schools	Ongoing	$0.00	$3,900.00	$3,900.00	$0.00	$0.00	$0.00	$3,900.00	
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	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	
4	4.4	Involvement opportunities for parents/guardians fo students identified as receiving special education services.	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	English Language Development (ELD) support for Long Term English Learners (LETEL)	All English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.2	ELD Master Plan Implementation	All English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.3	Instructional Strategies Professional Development	All English Learners	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.4	Elevation: English Learner Program Management Platform	All English Learners	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.5	ELPAC Testing Support/Assessors	All English Learners	No			All Schools	Ongoing	$0.00	$35,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	

2026-27 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
21,928,387	6,756,892	30.813%	0.000%	30.813%	$15,791,730.45	0.000%	72.015 %	**Total:**	$15,791,730.45
								LEA-wide Total:	$15,788,530.45
								Limited Total:	$3,200.00
								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**	Credentialed and Appropriately assigned teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,145,252.55	
1	**1.3**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,090,393.88	
1	**1.4**	Standards-Aligned Curriculum and Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,543.00	
1	**1.5**	School Safety/School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	**2.2**	Enhanced English Language Development Supports and Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,200.00	
2	**2.6**	Expanded Learning Opportunities for Science Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,312.01	

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 (%)
		Metric 2.5						
3	**3.1**	School Climate, Pupil Engagement, and Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,753,027.68	
3	**3.2**	Restorative Practices, Student Wellness, and Positive Behavior Supports for School Climate and Suspension Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,001.33	
4	**4.3**	Community Partnerships (Metric 4.2)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,335,290.04	$23,625,740.48

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	$13,246,955.92	11,009,315.55
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	$3,273,513.43	5,951,183.05
1	**1.3**	Priority 1: Technological Support & Connectivity	Yes	$302,787.00	1,116,071.91
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	Yes	$239,945.00	124,476.65

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)
		Metric 1.3			
1	1.5	Priority 6: School Safety/School Climate	Yes	$793,225.52	100,813.48
2	2.1	Increase teacher instructional capacity through professional learning and participation in Math Communities of Practice. Metric: 2.1	No	$416,279.00	1,098,908.62
2	2.2	Increase student access to supplemental resources and services to increase English language acquisition: professional development Metric 2.2	Yes	$93,000.00	0.00
2	2.3	CTE Pathways Metric 2.14	No	$0.00	1,230,515.51
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	0
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			0
2	2.6	Increase pupil achievement on statewide assessments for Science with expanded learning options.	Yes	$35,000.00	232,231.15

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)
		Metric 2.5			
2	**2.7**	Provide a district-wide ELD TOSA: Language Program for ELs 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**	GHS Dual Enrollment (Metric 2.12)	No	$0.00	0.00
2	**2.10**	Dual-language Program Metric 2.3	No	$959,602.15	0.00
2	**2.11**	NEW for 2025-26 Implementation of District Math and ELA Benchmarks using the program-Illuminate Metric 2.4/2.5	Yes	$30,000.00	2,198.52
2	**2.12**	NEW for 2025-26 PLC's (Professional Learning Communities) Metric 2.4/2.5	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	$938,366.60	1,924,439.32

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)
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	$156,291.00	744,661.96
3	3.3	Professional Development Metric: 3.1, 3.2	No	$0.00	4,546.84
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	$544,450.71	0
3	3.5	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	Yes	$1,193,064.25	0
3	3.6	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	No	$153,933.82	33,620.58
3	3.7	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	No	$445,505.00	264.64
4	4.1	Parent Engagement and Education (Metric 4.3)	Yes	$143,596.77	2,496.97
4	4.2	School-Parent-	No	$27,130.66	26,420.19

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)
		Community Communication			
4	**4.3**	Community Partnerships (Metric 4.2)	Yes	$5,000.00	2,383.97
4	**4.4**	Involvement opportunities for parents/guardians of students identified as receiving special education services. Metric: 4.3	No	$0.00	0
5	**5.1**	ELD Supports for EL and LTEL students	No	$130,643.21	21,191.57
5	**5.2**	ELD Master Plan implementation and professional development	No	$0.00	0

2025-26 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)
7,335,370	$14,212,833.24	$15,259,089.48	($1,046,256.24)	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	$10,411,796.94	11,009,315.55		
1	1.3	Priority 1: Technological Support & Connectivity	Yes	$50,000.00	1,116,071.91		
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	$49,945.00	124,476.65		

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	1.5	Priority 6: School Safety/School Climate	Yes	$793,225.52	100,813.48		
2	2.2	Increase student access to supplemental resources and services to increase English language acquisition: professional development Metric 2.2	Yes	$58,000.00	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	0.00		
2	2.6	Increase pupil achievement on statewide assessments for Science with expanded learning options. Metric 2.5	Yes	$35,000.00	232,231.15		
2	2.7	Provide a district-wide ELD TOSA: Language Program for ELs Metric 2.3	Yes	$137,000.00	0.00		
2	2.11	NEW for 2025-26 Implementation of District Math and ELA Benchmarks using the program-Illuminate Metric 2.4/2.5	Yes	$30,000.00	2,198.52		
3	3.1	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates	Yes	$937,924.60	1,924,439.32		

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: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9					
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	$156,291.00	744,661.96		
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	$360,491.71	0.00		
3	**3.5**	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	Yes	$1,071,440.00	0.00		
4	**4.1**	Parent Engagement and Education (Metric 4.3)	Yes	$81,718.47	2,496.97		
4	**4.3**	Community Partnerships (Metric 4.2)	Yes	$5,000.00	2,383.97		

2025-26 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)
22,131,994	7,335,370	0	33.144%	$15,259,089.48	0.000%	68.946%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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