



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gonzales Unified School District

CDS Code: 27754730000000

School Year: 2024-25

LEA contact information:

Dr. Deborah Blow

Interim Superintendent

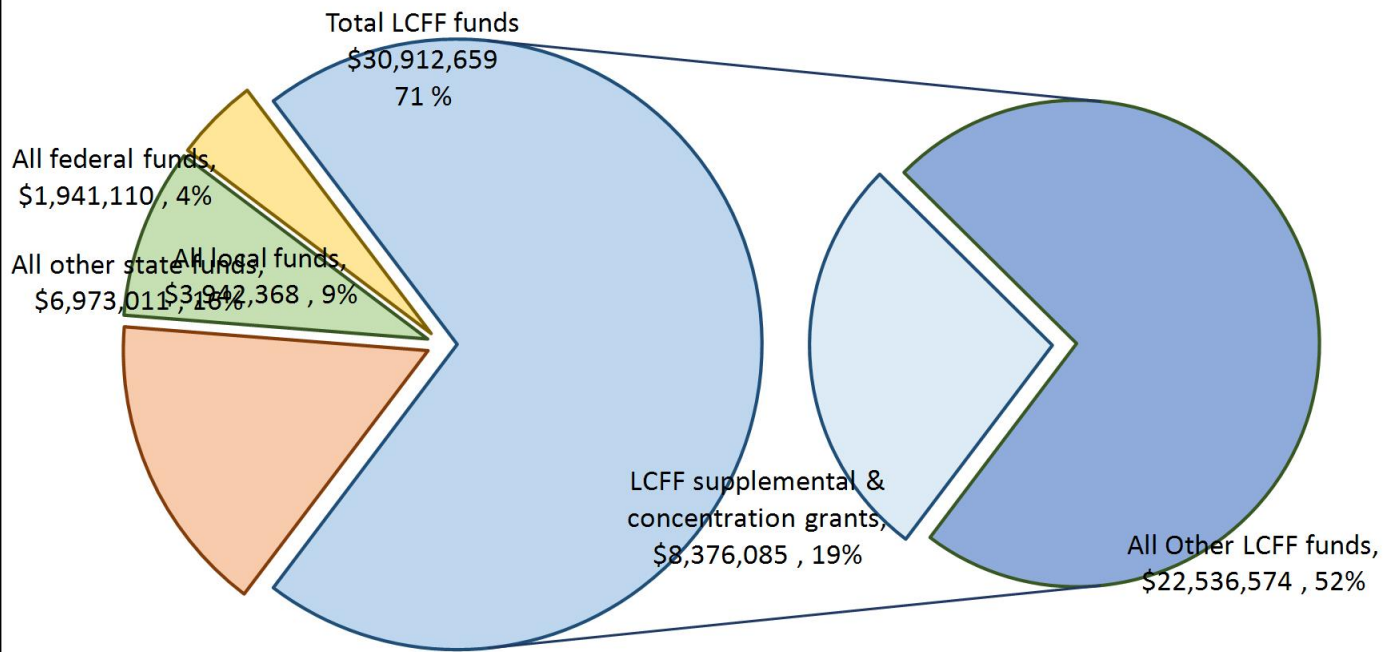
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

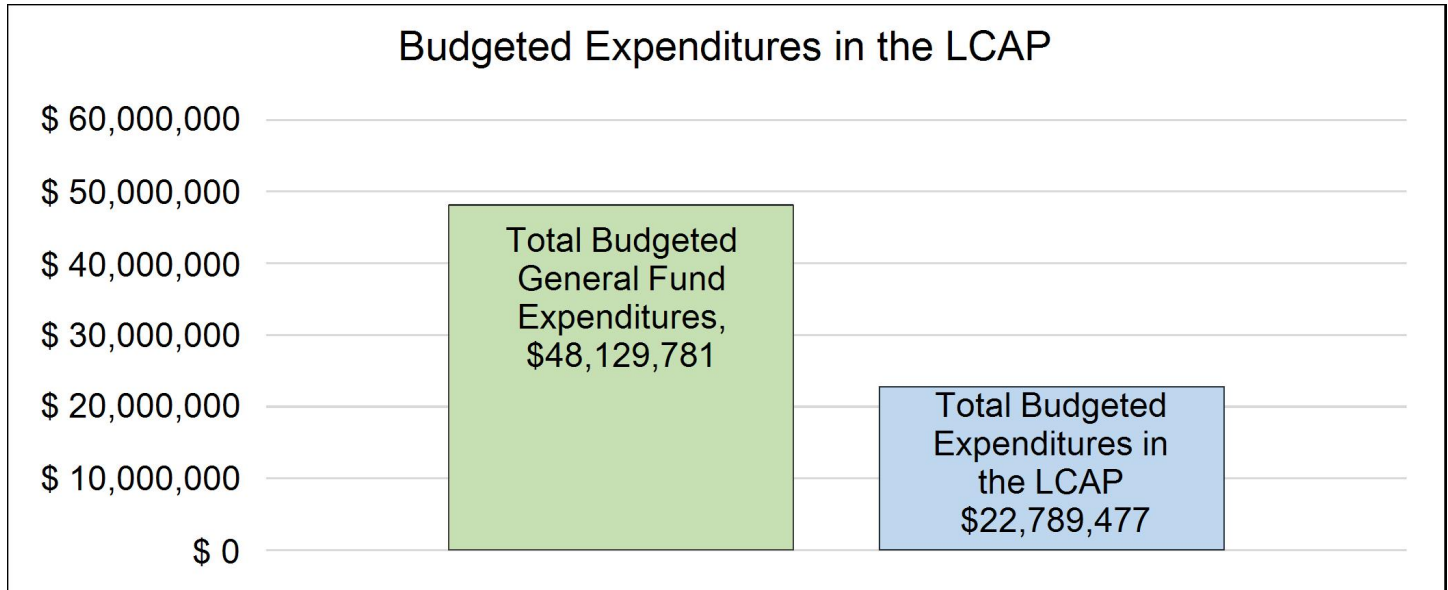


This chart shows the total general purpose revenue Gonzales Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gonzales Unified School District is \$43,769,148, of which \$30,912,659 is Local Control Funding Formula (LCFF), \$6,973,011 is other state funds, \$3,942,368 is local funds, and \$1,941,110 is federal funds. Of the \$30,912,659 in LCFF Funds, \$8,376,085 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 2024-25. 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 \$48,129,781 for the 2024-25 school year. Of that amount, \$22,789,477 is tied to actions/services in the LCAP and \$25,340,304 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

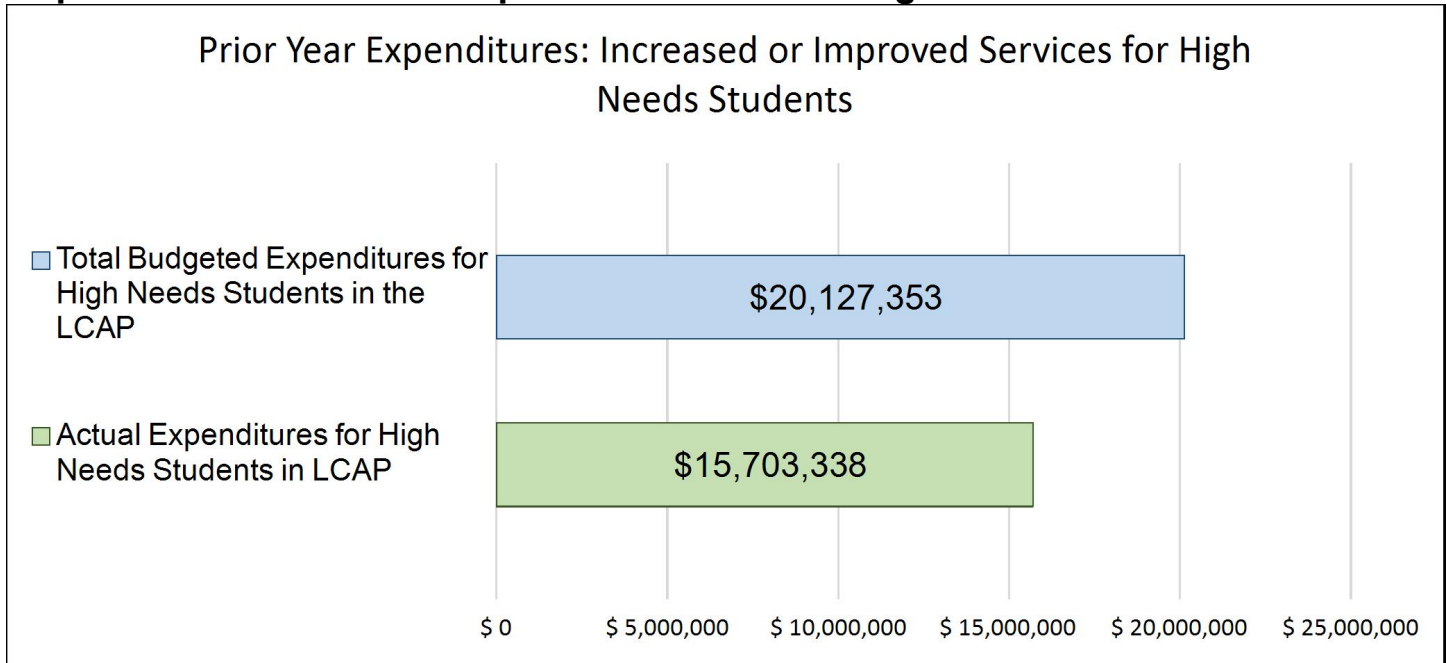
General Fund expenditures not included in the Local Control and Accountability Plan consist of base program services and resources like, site principals to lead the learning and provide support needed for students, staff, and parents; district leadership to continuously monitor and support the academic 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 2024-25 School Year

In 2024-25, Gonzales Unified School District is projecting it will receive \$8,376,085 based on the enrollment of foster youth, English learner, and low-income students. Gonzales Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gonzales Unified School District plans to spend \$14,226,469 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 2023-24



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 2023-24, Gonzales Unified School District's LCAP budgeted \$20,127,353 for planned actions to increase or improve services for high needs students. Gonzales Unified School District actually spent \$15,703,338 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$4,424,015 had the following impact on Gonzales Unified School District's ability to increase or improve services for high needs students:

There was no impact on the district's ability to support the needs of high needs students. The minimum required expenditure for 2023-24 was \$11,580,799, including carryover, and the district spent \$15,703,338. The plan contained more proposed expenditures than necessary. All actions were implemented.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gonzales Unified School District	Dr. Deborah Blow Interim Superintendent	dblow@gonzales.k12.ca.us 831.675.0100

Goals and Actions

Goal

Goal #	Description
1	All GUSD students will experience quality, rigorous and relevant standards-based instruction that improve academic performance provided by highly-effective teachers, safe, clean facilities and access to 21st century tools that enhance teaching and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LOCAL INDICATOR) All students have sufficient access to the standards-aligned instructional materials.	In 2020-21, 100% of students had access to standards-aligned instructional materials according to the Williams Report.	In 2021-22, 100% of students had access to standards-aligned instructional materials.	In 2022-23, 100% of students had access to standards-aligned instructional materials.	In the 2023-24 school year, 100% of students have access to standards-aligned instructional materials.	100% of students will have access to standards-aligned instructional materials.
(LOCAL INDICATOR) Maintain Williams FIT (Facilities Inspection Tool) Inspection rating at 100% under Williams Lawsuit Regulations	In 2020-21, GUSD had a FIT inspection rating of 99.3%.	In 2021-22, GUSD had a FIT inspection rating of 100% meeting “good repair” standards.	In 2022-23, GUSD had a FIT inspection rating of 93.92 % meeting “good repair” standards.	GHS rating was 95.02% = Good FMS rating was 90.15% = Good LGE rating was 88.69% = Fair	Maintain a high FIT (Facilities Inspection Tool) Inspection rating under Williams Lawsuit Regulations, or 97% or above.
Programs and services to enable EL to access CCSS and ELD standards.	In 2019-20, English Learners scored 67.6 points below standard in ELA.	Pending dashboard data results, a review of ELA CAASPP scores showed that 13% of EL students are at or exceeding ELA targets (64/482 EL Students)	In 21-22, 13.28% of English Language Learners met or exceeded standards for ELA on the CAASPP. LGE: 21.49% FMS: 6.21% GHS: 0%	In 22-23, 12.36% of English Language Learners met or exceeded standards for ELA on the CAASPP. LGE: 12.62% FMS: 11.34% GHS: 15.1%	Increase percentage of EL students in grades 3-8, & 11, who meet or exceed ELA Targets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of the state board adopted academic content and performance standards for all students.	In 2020-21, State standards were not fully implemented as verified by data collection obtained through routine classroom walk-throughs.	In 2021-22, 99.91% provision of access to standards aligned materials as verified by data collection obtained through routine classroom walk-throughs.	In 2022-23, 100% of classrooms have access to standards-aligned materials as verified by data collection obtained through routine classroom walk-throughs.	In 2023-24, 100% of classrooms have access to standards-aligned materials as verified by data collection obtained through routine classroom walk-throughs.	100% of GUSD academic courses are in alignment with current state standards.
(STATE INDICATOR) Percentage of students in 3-8 & 11 performing at standard or above on the SBAC English Language Arts assessment will increase annually.	he actual measurable outcome for the 2019-20 CAASPP ELA statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-2, issued on March 17, 2020, that suspended standardized assessments for 2019-20. Current available data for SBAC ELA achievement was from SY 18/19 which indicated that 29.26% of students met standard or above in English Language	ELA CAASPP in SY 2020/21, 29.79% Met or Exceeded Standards LGE 3rd: 21% Met or Exceeded, 17% Nearly Met 4th: 27% Met or Exceeded, 16% Nearly Met 5th: 19% Met or Exceeded, 23% Nearly Met FMS 6th, 7th, 8th: Not Tested GHS 11th: 50% Met or Exceeded, 19.57% Nearly Met	ELA CAASPP in SY 2021/22, 32.46% Met or Exceeded Standards LGE 3rd: 30.55% Met or Exceeded, 20.14% Nearly Met 4th: 34.64% Met or Exceeded, 20.47% Nearly Met 5th: 32.45% Met or Exceeded, 25,17% Nearly Met FMS: 29.08% Met or Exceeded Standards	ELA CAASPP in SY 2022/23, 32.83 % Met or Exceeded Standards LGE 3rd: 30.67% Met or Exceeded 20.67% Nearly Met 4th: 33.33% Met or Exceeded 15.28% Nearly Met 5th: 27.27% Met or Exceeded 19.01% Nearly Met FMS: 29.93% Met or Exceeded Standards 27.27 Nearly Met	Increase percent of all students in grades 3-8 & 11 who meet or exceed standards by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Arts on the SBAC assessment.		6th: 21.68% Met or Exceeded, 25.87% Nearly Met 7th: 30.72% Met or Exceeded, 28.1% Nearly Met 8th: 34.18% Met or Exceeded, 37.34% Nearly Met GHS 11th: 30.28% Met or Exceeded 28.86% Nearly Met	6th: 30.06% Met or Exceeded, 27.45% Nearly Met 7th: 28.08% Met or Exceeded, 22.60% Nearly Met 8th: 31.57% Met or Exceeded 31.58% Nearly Met GHS 11th: 44.51% Met or Exceeded 27.75% Nearly Met	
(STATE INDICATOR) Percentage of students performing at standard or above on the SBAC mathematics assessment will increase annually.	The actual measurable outcome for the 2019-20 CAASPP MATH statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-2, issued on March 17, 2020, that suspended standardized assessments for 2019-20. Current available data for SBAC MATH	MATH CAASPP in SY 2020/2, 14.50% Met or Exceeded Standards LGE 3rd: 28% Met or Exceeded, 15% Nearly Met 4th: 16% Met or Exceeded, 33% Nearly Met 5th: 6% Met or Exceeded, 16% Nearly Met FMS: 6th, 7th, 8th Not Tested GHS	MATH CAASPP in SY 2020/21, 24.83% Met or Exceeded Standards LGE 3rd: 32.88% Met or Exceeded, 29.45% Nearly Met 4th: 30.95% Met or Exceeded, 29.37% Nearly Met 5th: 12.26% Met or Exceeded, 27.74% Nearly Met	MATH CAASPP in SY 2022/23, 16.67% Met or Exceeded Standards LGE 26.86 Met or Exceeded Standards 28.78% Nearly Met 3rd: 32.67% Met or Exceeded, 30.00% Nearly Met 4th: 31.25% Met or Exceeded, 27.78% Nearly Met	Increase percent of all students in grades 3-8 & 11 who meet or exceed standards by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	achievement was from SY 18/19 which indicated that 16.74% of students met standard or above in MATH on the SBAC assessment.	11th: 14.5% Met or Exceeded, 23.85% Nearly Met	<p>FMS: 11.21% Met or Exceeded Standards</p> <p>6th: 28.67% Met or Exceeded, 0% Nearly Met</p> <p>7th: 11.11% Met or Exceeded, 19.61% Nearly Met</p> <p>8th: 14.47% Met or Exceeded, 27.67% Nearly Met</p> <p>GHS 11th: 30.35% Met or Exceeded, 28.86% Nearly Met</p>	<p>5th: 14.63% Met or Exceeded, 28.46% Nearly Met</p> <p>FMS: 9.05 % Met or Exceeded Standards % 20.53 Nearly Met</p> <p>6th: 9.15% Met or Exceeded, 18.3% Nearly Met</p> <p>7th: 7.53% Met or Exceeded, 21.23% Nearly Met</p> <p>8th: 10.39% Met or Exceeded, 22.08% Nearly Met</p> <p>GHS 11th: 12.5% Met or Exceeded 19.79% Nearly Met</p>	
LOCAL INDICATOR) Maintain 1:1 student access to technology equipment (e.g. chromebooks) as measured by data indicated in school site SARC reports.	All students currently have access devices.	All students currently have access to devices.	All middle and high school students currently have access to devices. Elementary school students have a 2:1 device to student ratio.	All middle and high school students currently have access to devices. Elementary school students have a 2:1 device-to-student ratio.	100% of students have access to a device.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LOCAL INDICATOR) Maintain 1:1 student access to internet connectivity as measured by data indicated in school site SARC reports	All students currently have access to the internet.	All students currently have access to the internet.	All students currently have access to the internet while at school.	All students currently have access to the internet while at school.	100% of students have access to the internet at school.
(STATE INDICATOR) Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they teach.	In School year 20/21 91.5% of teachers were fully credentialed according to HR audit and the number of misassignment is 0%	In School year 21/22 % of teachers were fully credentialed according to the HR audit and the number of misassignments is 0.1%.	In School year 22/23 74.4% of teachers were fully credentialed according to the HR audit and the number of misassignments is 33%.	In School year 23/24 9.1% of teachers were not fully credentialed according to the HR audit.	95% of teachers will be fully credentialed and appropriately assigned for the subject area and the pupils they teach.

Goal Analysis

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

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

The overall implementation of action 1.1, sub-actions A-1 was mostly met. The successes and growth areas are listed below:

Action 1: Teachers had access to grade and subject matter curriculum. In 2023, Fairview Middle School and Gonzales High School adopted a new Spanish language curriculum, which was implemented during the 23-24 school year. La Gloria, Fairview Middle School, and Gonzales High School piloted updated math curriculums and provided recommendations to the GUSD school board for adoption.

Formative (iReady) assessments assessed and monitored students' academic skill development in Math and English Language Arts. Fairview Middle School completed its third year of using iReady data to identify student academic strengths and growth areas to guide instruction decisions. La Gloria Elementary School and Gonzales High School completed their first full year of using iReady data to identify student academic strengths and growth areas to guide instruction decisions.

Professional Learning Communities (PLCs) met regularly at all three sites to collaborate on focus areas for essential standards instruction, strategies for guiding instruction, assessments of student progress, and opportunities to extend the learning of students who have mastered the standards.

Professional development opportunities were provided on-site, online, through the Monterey County Office of Education, and conference attendance throughout the year. Specific focus areas for professional learning included: math professional development and participation in a math community of practice, WICOR (writing, inquiry, critical thinking, organization, and rigor) strategies through AVID, restorative practices, and using technology to enhance instruction. Fairview Middle School received support from an academic coach for the full year. La Gloria Elementary School received support from an academic coach for half the year.

The district continues to recruit classified and certificated personnel. The Riverside County Office of Education provides teacher induction to support new teachers.

Action 2: Maintenance & Operations: Fully implemented with no challenges.

Action 3: Technological Support & Connectivity. Fully implemented with no challenges.

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.

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The planned goal, metrics, desired outcomes, and actions remained a consistent focus across all three years. Facilities and maintenance, English Language Development, Mathematics, chronic absenteeism, and recruiting and retaining teachers with full credentials and the appropriate assignments for the subject area and the students they teach remain areas of desired growth.

In 2022-23, the district determined that it would be most beneficial to focus on supplemental & concentration grants and exclude base expenditures. Only supplemental & concentration grants and related one-time federal and state funds from prior years' COVID allocations were used in place of some concentration and supplemental grant funding that would have been otherwise utilized for program continuity. Moving forward, the district intends to primarily align expenditures to the LCAP goals and actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Staff from Gonzales High School, Fairview Middle School, La Gloria Elementary School implemented professional learning communities in alignment with the professional learning that took place during the 22-23 school year. Sites report increased rigor in the

review of student data to drive instruction and academic planning. The implementation of WICOR (writing, inquiry, critical thinking, organization, and rigor) via AVID (Advancement Via Individual Determination) is growing in implementation fidelity across all three sites.

Action 1.1 High-Quality Instruction, Recruitment/Retention of Highly-Effective Staff

- A. Teachers were provided with standards-aligned curriculum materials, training, equipment, support, and supplies meeting 100% of the William's Act requirements. The district continues to focus on increasing the implementation of high-quality, differentiated instruction for ELs, low-income, and foster youth.
- B. iReady was used to administer formative assessments to inform instruction at all three school sites.
- C. The district provided funding for recruiting and retaining credentialed staff, especially for hard-to-fill positions in math, science, and special education.
- D. The district provides qualifying new teachers with an induction program through the Riverside County Office of Education to clear their California Teaching Credential (CTC).
- E. Revising staff evaluation protocols and expectations to include performance measures in supporting the development of relationships and positive learning environments remains an area to be addressed.
- F. All three school sites actively address school culture and support growing the expertise of teacher instructional practice.
- G. Administrators at all three school sites have received professional development to guide the implementation of best practices for implementing Professional Learning Communities (PLCs). PLCs meet regularly at all three sites and include data analysis to inform instruction.
- H. AVID WICOR teaching strategies and curriculum-specific professional development reinforce research-based teaching strategies to provide effective first-teaching instruction.
- I. Fairview Middle School had a full-time academic coach to support the implementation of first good instruction in classrooms. La Gloria had a full-time academic coach for half a year to support the implementation of first good instruction in classrooms.

Action 1.2 Maintenance & Operations

- A. Maintain school facilities that are clean and in good repair
 - B. Complete facility projects and upgrades district-wide
 - C. Continue to provide adequate student supervision (e.g., classroom, playground, cafeteria, etc.)
 - D. Continue to allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional costs expenditures
 - E. Continue to Implement safety training to all staff (e.g., Keenan, ALICE), school site safety drills, and emergency response (e.g., AED)
- The FIT report (for facilities) showed that the Gonzales High School facilities are in good condition with a FIT score of 95%. The FIT report (for facilities) showed that the Fairview Middle School facilities are in good condition with a FIT score of 90.15%. The FIT report (for facilities) showed that the La Gloria Elementary School facilities are in fair condition with a FIT score of 88.69%.

Action 1.3: All students had access to devices.

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

In an effort to create stronger learning conditions and boost student engagement, we made significant changes to Goal 1. The goal was rewritten to directly support improved learning environments for all students, with specific actions aimed at better engagement in and outside the classroom. To measure progress more accurately, we aligned all outcome metrics with the revised goal, ensuring we were on track. The original three actions have now been expanded to five. These new actions include ensuring access to a curriculum that aligns with state standards, enhancing school safety, and fostering an inclusive, supportive learning environment for all students. Our aim is to create a school atmosphere where every student feels safe, valued, and prepared to learn.

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.

Goals and Actions

Goal

Goal #	Description
2	All GUSD students will be college and career ready and demonstrate the academic and/or language proficiency necessary to be prepared for post-secondary opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LOCAL INDICATOR) Increase the percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments of California (ELPAC).	Due to the school closures that occurred in March of 2020, not all GUSD EL students were able to complete the ELPAC assessment. Based on the data that the district has available, 803 students were able to complete the ELPAC and based on the data we have available 12.3% of those students scored a 4 on the ELPAC, while another 39.6% scored a 3.	In 2020-21, 866 students were able to complete the ELPAC with test scored. 11.43% of those students scored a 4, while another 32.5% scored a 3.	In 2021-22, 891 students were able to complete the ELPAC with tests scored 15.04% of those students scored a 4, while another 34.34% scored a 3.	In 2022-23, 851 students were able to complete the ELPAC with tests scored 11.87% of those students scored a 4, while another 34.43% scored a 3.	The number of GUSD English Learners scoring a 4 on ELPAC will be 42.3%
EL Reclassification Rates (K-12).	In 2019-20, 2% students were reclassified K-12.	In 2020-21, 6% students were reclassified K-12.	In 2021-22, 0.2% of students were reported to the CDE as being reclassified K-12.	In 2022-23, 11.87% of students were reported to the CDE as being reclassified K-12.	15% of EL students K-12 were reclassified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LOCAL INDICATOR) Course access for English learner students, including low income, foster youth, & homeless, as measured by a local audit of prerequisites and course offerings per the master schedule.	Currently, the master schedule does not enable English Learner students to have access to all course offerings.	Currently, the master schedule does enable English Learner students to have access to all course offerings.	Currently, the master schedule does enable English Learner students to have access to all course offerings.	Currently, the master schedule does enable English Learner students to have access to all course offerings.	Redesign prerequisites and the master schedule to enable all English learner students' to have access to all course offerings.
(LOCAL INDICATOR) Course access for English learner students with Disabilities, as measured by a local audit of prerequisites and course offerings per the master schedule.	Currently, the master schedule does not enable all students with disabilities to have access to all course offerings.	Currently, the master schedule does enable all students with disabilities to have access to all course offerings.	Currently, the master schedule does enable all students with disabilities to have access to all course offerings.	Currently, the master schedule does enable all students with disabilities to have access to all course offerings.	Redesign prerequisites and the master schedule to enable all students with disabilities to have access to all course offerings.
(LOCAL INDICATOR) To maintain or increase CTE course access to students in grades 6-12.	In 2019-2020, there were 32 CTE course sections offered (0% increase from 18-19)	In 2020-2021, there were 50 CTE course sections offered. (please note in this SY teacher's taught an extra section - ex. 6 vs. 5)	In 2021-2022, there were 47 CTE course sections offered in grades 6-12.	In 2022-2023, there were 43 CTE course sections offered in grades 6-12.	Desired outcome: 41 CTE course sections will be offered. In 2023-2024, 36 CTE courses were offered.
LOCAL INDICATOR) Increase the percentage of students took and passed an advanced	In 2019-20, the percentage of students who took and passed an AP exam	In 2020-21, the percentage of students who took and passed an AP exam	In 2021-22, the percentage of students who took and passed an AP exam	In 2022-23, the percentage of students who took and passed an AP exam	The percentage of students with a score of 3 or higher on the AP exams is 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
placement (AP) exam with a score of 3 or higher in grades 9-12.	with a score of 3 or higher was 49%.	with a score of 3 or higher was 16%.	with a score of 3 or higher was 0.5%.	with a score of 3 or higher was 39%.	
(LOCAL INDICATOR) Increase the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	In 2018-19, 42.8% of pupils demonstrated college preparedness in ELA and 8% in math pursuant to the Early Assessment Program (ELA/Math CAASPP Score of 3 or higher).	In 2020-21, 29.79% of pupils demonstrated college preparedness in ELA and 14.5% in math pursuant to the Early Assessment Program (ELA/Math CAASPP Score of 3 or higher).	In 2021-22, % of pupils demonstrated college preparedness in ELA and 14.5% in math pursuant to the Early Assessment Program (ELA/Math CAASPP Score of 3 or higher).	In 2022-23, 32.83% of pupils demonstrated college preparedness in ELA and 16.67% in math pursuant to the Early Assessment Program (ELA/Math CAASPP Score of 3 or higher).	55% of pupils will demonstrate college preparedness in ELA and 20% in math pursuant to the Early Assessment Program (ELA/Math CAASPP Score of 3 or higher).
(LOCAL INDICATOR) To increase the number of dual enrollment offerings in grades 9-12.	In 2019-20, 6 courses were offered to students (45.5% decrease from 18/19).	In 2020-21, 6 courses were offered to students.	In 2021-22, 6 dual enrollment courses were offered to students.	In 2023-23, 8 dual enrollment courses were offered to students. In this current school year, we are offering 12.	Desired outcome: number of dual enrollment offerings in grades 9-12 will be 9.
(LOCAL INDICATOR) Percentage of students who successfully complete a Career Technical Education (CTE) pathway.	In 2019-20, 21% of students successfully completed a Career Technical Education (CTE) pathway upon graduation.	In 2020-21, 48.9% of students successfully completed a Career Technical Education (CTE) pathway upon graduation.	In 2021-22, 48.9% of students successfully completed a Career Technical Education (CTE) pathway upon graduation.	In 2022-23, 46.1% of students successfully completed a Career Technical Education (CTE) pathway upon graduation.	36% of students will successfully complete a Career Technical Education (CTE) pathway upon graduation.
(STATE INDICATOR) Percentage of students who successfully complete all A-G eligibility requirements for	In 2019-20, 29% of 12th grade students successfully completed all A-G eligibility requirements	In 2020-21, 34.1% of 12th grade students successfully completed all A-G eligibility requirements	In 2021-22, 42.5% of 12th grade students successfully completed all A-G eligibility requirements	In 2022-23, 36% of 12th grade students successfully completed all A-G eligibility requirements	44% of students will successfully complete all A-G eligibility requirements for UC/CSU entrance upon graduation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UC/CSU entrance upon graduation.	for UC/CSU entrance upon graduation.	for UC/CSU entrance upon graduation.	for UC/CSU entrance upon graduation.	for UC/CSU entrance upon graduation.	
(STATE INDICATOR) Percentage of students who successfully complete a Career Technical Education pathway AND complete all A-G eligibility requirements	11% of students who successfully complete a Career Technical Education pathway AND complete all A-G eligibility requirements.	In 2020-21, 25.1% of students who successfully complete a Career Technical Education pathway AND complete all A-G eligibility requirements.	In 2021-22 30% of students successfully completed a Career Technical Education pathway AND complete all A-G eligibility requirements.	In 2022-23, 27.4% of students successfully completed a Career Technical Education pathway AND complete all A-G eligibility requirements.	23% of students who successfully complete a Career Technical Education pathway AND complete all A-G eligibility requirements.
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs.	In 2020-21, all students had access to a broad course of study that includes all subject areas as defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2020-21, all students had access to a broad course of study that includes all subject areas as defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2021-22, all students had access to a broad course of study that includes all subject areas as defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2022-23, all students had access to a broad course of study that includes all subject areas as defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.
(STATE INDICATOR) GUSD will maintain high cohort Graduation Rates from Gonzales High School.	The cohort graduation rate was at 95.4% in SY 18/19 and 90.3% in 19/20.	In 2020-2021 the cohort graduation rate was 91.5%	In 2021-2022 the cohort graduation rate was 92.5%	In 2022-23, the cohort graduation rate was 91.3%	Maintain high cohort graduation rates, or at least 97% or above

Goal Analysis

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

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

Goal 2 Actions were implemented during the 2023-24 year. The following demonstrate the successes of each action:

Action 1: Student interventions and enhancements

- A. Intervention program materials were available and used. GUSD hired an Intervention teacher for the elementary school, and offers a specialized afterschool Math Intervention program at the middle school.
 - B. GUSD Used iReady diagnostic and performance testing as part of the year-long process to embed test prep into instruction. Teachers use the iReady diagnostic tests to monitor student progress through pre-and post-testing and guide instructional decision-making. Teachers use the iReady standards mastery tests with pre- and post-assessment for each of the essential standards in Math and English Language Arts. Students have taken SBAC prep tests in i-Ready which provide projected SBAC proficiency reports.
 - C. District admin utilize the ELLevation data management system to monitor and track the success of all learners, especially EL students. District utilizes the data reports from iReady to track successful student progress and improved outcomes.
 - D. After school, extended days are offered and implemented, including Reading and Math intervention programs.
 - E. Electives and VAPA, PE were also fully implemented.
- All three sites offer a variety of lunchtime and afterschool, Saturday, and summer activities for students, including the ASES program, ELOP (extended learning opportunity program), sports, cheer, FFA, music, art, and Folklorico.

Action 2: Identification, Service & Reclassification of English Language Learners

- A. State-approved ELD instructional materials were purchased to meet the needs of our English Learners in all schools
- B. GUSD provides ELD sections for appropriate teaching of English Learner students at all grade levels
- C. Professional development in utilizing supplemental materials and iReady to support EL students were offered
- D. ELLevation management system was purchased and used by district admin.
- E. Allocate funds to ensure compliance with Initial and summative ELPAC assessments.

Action 3: College and Career Readiness

- A. The district partnered with Gear Up and Hartnell to promote college and career awareness. High school students went on field trips to college sites. College/FAFSA informational nights were held, and Dual Enrollment program courses were offered.
- B. Saturday School (called GPA 4.0) was offered 1-2 times per month to support students with credit recovery and academic skill development. Credit recovery courses are offered.
- C. CTE has robust program offerings for students, which is a strength for the district.
- D. Multiple certifications are available through a variety of venues -- high school courses, Gonzales Adult School, and Early College program.
- E. AB 288 course/dual enrollment college courses are offered to Gonzales High School students (including cost of FTE & associated class materials/ textbooks).
- F. GUSD Informs and connects students to college and career options through community partners (Gear Up, ETS, DCAC, etc.).
- G. GUSD employs 8 school counselors who plan and execute college and career goal planning & preparation activities.
- H. Music was offered at Fairview Middle School and Gonzales High School. CTE Multi-media art classes were offered at Gonzales High School. Innovation Centers offer STEAM learning at each site -- the district partners with Fused Learning for STEAM program.

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.

The planned goal, metrics, desired outcomes, and actions remained a consistent focus across all three years. Facilities and maintenance, English Language Development, Mathematics, chronic absenteeism, and recruiting and retaining teachers with full credentials and the appropriate assignments for the subject area and the students they teach remain areas of desired growth.

In 2022-23, the district determined that it would be most beneficial to focus on supplemental & concentration grants and exclude base expenditures. Only supplemental & concentration grants and related one-time federal and state funds from prior years' COVID allocations were used in place of some concentration and supplemental grant funding that would have been otherwise utilized for program continuity. Moving forward the district intends to primarily align expenditures to the LCAP goals and actions.

In action 2.1, the budget was \$11,506,002 but only \$5,347,637 due to the use of one-time monies and lower-than-expected costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective outcomes included the following:

Action 1: Student interventions and enhancements

Improved teacher understanding of and student outcomes on iReady District benchmarks platform

Implementation of successful afterschool, Saturday school, and summer school programming

Fully implemented electives, VAPA, and PE

Action 2: Identification, Service & Reclassification of English Language Learners

Initial implementation of ELlevation platform to monitor EL progress and ensure success.

851 students completed ELPAC; 11.87% scored 4; 34.4% scored 3. This demonstrates a decline in the number of 4 scores and an increase in the number who scored a 3.

Action 3: College and Career Readiness

Increased student participation in college and career pathways

Improved student SEL outcomes as demonstrated on student surveys

43 CTE course sections offered in grades 6-12 demonstrate effectiveness.

Desired results the LEA still aims to achieve:

Increased percentages of students presenting at or above grade level on SBAC ELA and Math tests

Improved EL student outcomes demonstrated by increased RFEP percentages

Increase percentages of students completing A-G, CTE, and early college programs

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

Goal 2 underwent a comprehensive revision to encompass academic progress, English learners, and a broad course of study. The outcome metrics were aligned with this wider scope, ensuring that all necessary benchmarks are measured, tracked, and met. Actions were expanded to incorporate a variety of new supports, such as professional development for teachers through a Math Community of Practice (Math COP), enhanced support for English learners, dual enrollment opportunities, and a Dual Language Program. Additionally, we added an action to support science education, including the California Science Test (CAST). These changes are designed to ensure that every student, regardless of background or language, has access to a rich, rigorous academic experience that prepares them for success in the future. The changes in the 24-25 LCAP are a result of input from educational partner feedback.

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.

Goals and Actions

Goal

Goal #	Description
3	All GUSD students will be provided an adequate, safe, and welcoming learning environment where students attend, engage and feel connected.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(STATE INDICATOR) Decrease student chronic absenteeism rates.	In 2018-19, chronic absenteeism rates were at 9.2%, which is a 1.3% decline from the previous school year.	In 2020-21, chronic absenteeism rates were at 8.6%.	In 2021-22, chronic absenteeism rates were at 30.8%.	In 2022-23, chronic absenteeism rates were at 25.4%.	The GUSD absenteeism rate is at 3.2% or below.
(STATE INDICATOR) Increase student attendance rates for students from K to 12	In 2019-20, GUSD's district attendance rate was 90.2%.	In 2020-21, GUSD's district attendance rate was 91.36%.	In 2021-22, GUSD's district attendance rate was 91.92%.	In 2022-23, GUSD's district attendance rate was 91.36%.	Maintain the District attendance rate at or above 95%.
(STATE INDICATOR) Decrease the pupil suspension rates annually.	The suspension rate in 2019-20 was at 4%.	The suspension rate in 2020-21 was at 0.1%.	The suspension rate in 2021-22 was 4.7 %.	The suspension rate in 2022-23 was 5.1%.	A decrease in suspension rate to 1%.
(LOCAL INDICATOR) Decrease the number of student expulsions to a very minimal level as measured by student expulsion records	In 2019-20, GUSD had 3 students expelled.	In 2020-21, GUSD had 0 students expelled.	In 2021-22, GUSD had 0 students expelled.	In 2022-23, GUSD had 7 students expelled.	Decrease the number of student expulsions to at most 0 to 1 student expulsion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(STATE INDICATOR) Reduce the middle school drop out rate.	In 19-20, there were 2 students who dropped out of middle school.	In 20-21, there were 0 students who dropped out of middle school.	In 21-22, there were 0 students who dropped out of middle school.	In 22-23, there were 0 students who dropped out of middle school.	There will be no middle school drop outs.
(STATE INDICATOR) Reduce the high school dropout rate.	In 19-20, there were 3 students who dropped out of middle school.	In 20-21, there were 14 students who dropped out of high school.	In 21-22, there were 12 students who dropped out of high school.	In 22-23, there were 8 students who dropped out of high school.	There will be no high school dropouts.
(LOCAL INDICATOR) Improve percentage of students reporting a sense of safety and school connectedness disaggregated by student group as reported on the California Healthy Kids Survey (CHKS).	According to the results of the CHKS administered in SY 19/20, 48.25% of students indicated a perceived safety at school, based on the percentage of Agree to Strongly Agree responses for “I feel safe in my school”.	According to the results of the CHKS administered in SY 21/22, 58.25 % of students indicated a perceived safety at school, based on the percentage of Agree to Strongly Agree responses for “I feel safe in my school”.	According to the results of the Gonzales student survey administered in SY 22/23, 91.3% of students indicated they feel okay or good about their safety at school.	According to the results of the Gonzales student survey administered in SY 23/24, 91.7 % of students indicated they feel okay or good about their safety at school.	According to the results of the CHKS administered in SY 19/20, 78.25% of students indicated a perceived safety at school, based on the percentage of Agree to Strongly Agree responses for “I feel safe in my school”.

Goal Analysis

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

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

Details of the implementation and success of the Goal 3 actions are as follows:

Action 3.1:

A. The Gonzales Unified School District offered student support for social-emotional learning (SEL) through site-based positive behavioral interventions and supports (PBIS), focusing on student self-awareness, character development, and developing conflict resolution skills. PBIS offered checking in/checking out with adult support for students who benefit from extra adult mentorship. School counselors, licensed clinical social workers, Harmony at Home, and Monterey County Behavioral Health were available to students who needed extra support.

B. PBIS and iReady incentives included lunches and student recognition assemblies. School spirit activities and celebrations were held throughout the year. Some of the areas in which students were recognized include academic achievements, sports, arts, music, poetry, and agriculture. School spirit activities included activities such as school spirit days,

rallies, dances, lunchtime activities, sports tournaments, and homecoming activities.

C. PBIS developed site-based slogans that value student action, reflection, and self-awareness.

D. The Aeries attendance system is used at all three sites to monitor and track student attendance. The Student Attendance Review Team (SART) meets routinely.

E. School sites follow SST processes for Tier 2 and/or Tier 3 levels of mental health support. GUSD offered its first ever Mental Health and Wellness Fair in March, offering 17 different mental wellness focused breakout sessions and a keynote presentation by the Gonzales Youth Council on student-generated research on mental wellness.

F. A school nurse or behavior technician was available at each site to provide students with health services.

Action 3.2

A. GUSD implements Positive Behavioral Interventions and Supports (PBIS) framework with fidelity at all school sites, details provided in review of Action 3.1.

B. SEL supports offered through site-based PBIS, focusing on student self-awareness, character development, developing conflict resolution skill, and checking in/checking out with adult support for students who benefit from extra adult mentorship. School counselors, licensed clinical social workers, Harmony at Home, and Monterey County Behavioral Health were available to students who needed extra support. SST process exists for students with Tier 2 or Tier 3 behavioral needs.

C. Professional development for staff on SEL strategies and structures for relationship building and safe, supportive environments provided via inspirational presentation by Ovi Vasquez. GUSD offered its first ever Mental Health and Wellness Fair in March, offering 17 different mental wellness focused breakout sessions and a keynote presentation by the Gonzales Youth Council on student-generated research on mental wellness.

Action 3.3

A-B. Professional development to build teacher capacity to create classroom environments that foster positive student relationships included inspirational presentation by Ovi Vasquez to staff, student body, and families. Mental Health and Wellness Fair offered staff and community over 20 vendors, and 17 different mental wellness focused breakout sessions, as well as a keynote presentation by the Gonzales Youth Council on student-generated research on mental wellness. GUSD would benefit from continuing and expanding on facilitation of positive school climate via professional development.

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.

There were no material differences here.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district realized a decrease in the chronic absenteeism rate indicating that efforts to improve student attendance have been effective. District attendance rate was 91.36%, which has been maintaining for the past several years. Suspension rates increased from previous year, which will be addressed with new actions in 2024-25. Expulsion rates also increased. However, 91.7% of students feel okay or good about their safety at school.

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

We've reworked Goal 3 to give a clearer picture of the supports available to students, including social-emotional learning (SEL), behavioral help, and the Multi-Tiered System of Supports (MTSS). We've also made sure the ways we measure progress match up with these updates. On top of that, we expanded the actions to include hiring a social worker and school counselor, and we're paying close attention to both middle and high school dropout rates. The goal here is to make sure students have the support they need to succeed emotionally, behaviorally, and academically. The district will distribute the annual district LCAP survey rather than the California Healthy Kids Survey.

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.

Goals and Actions

Goal

Goal #	Description
4	GUSD parents, staff and community members will be fully invested in collaborative partnerships that result in positive educational outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(STATE INDICATOR) Seek parent input & promote parental participation in programs for low income, English learners, foster youth, and students with disabilities.	19/20 California Schools Parent Survey (CSPS) Survey responses indicate that 21% of parents were provided opportunities for meaningful participation.	In 2021-22, California Schools Parent Survey (CSPS) Survey responses indicate that 80% of parents were provided opportunities for meaningful participation.	In 2022-23, the Gonzales Parent Survey responses indicate that 83.5% of parents felt they were provided opportunities for meaningful participation.	In 2023-24, the Gonzales Parent Survey responses indicate that 64.2% of parents felt they were provided opportunities for meaningful participation.	California Schools Parent Survey (CSPS) Survey responses indicate that at least 51% of parents felt they were provided the opportunities for meaningful participation.
(STATE INDICATOR) Increase parent participation and input in district and school decision making (includes parent involvement and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan	In 2019-20, California Schools Parent Survey (CSPS) Survey responses indicated that 14% of GUSD parents felt the school district and individual school sites actively asked for parent input before making important school decisions.	In 2021-22, California Schools Parent Survey (CSPS) Survey responses indicated that 53% of GUSD parents felt the school district and individual school sites actively asked for parent input before making important school decisions.	In 2022-23, the Gonzales Schools Parent Survey responses indicated that 36% of GUSD parents felt the school district and individual school sites actively asked for parent input before making important school decisions.	In 2023-24, the Gonzales Parent Survey responses indicated that 64.2 % of GUSD parents felt the school district and individual school sites actively asked for parent input before making important school decisions.	California Schools Parent Survey (CSPS) Survey responses indicate that 28% of GUSD parents felt the school district and individual school sites actively asked for parent input before making important school decisions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LCAP) forums, surveys, and School Site Councils (SSC) at school sites.					
(LOCAL INDICATOR) Provide classes/workshops open to all parents, including but not limited to English-as-a-Second Language, High School Diploma/Equivalency, computer literacy and topic-specific parent workshops on how to support their student for PreK-12 success.	In 19-20, GUSD offered 28 parent education classes to all parents in the areas of English-as-a-Second Language, High School Diploma/Equivalency, computer literacy, and topic-specific parent workshops on how to support their students for PreK-12 success.	In 20-21, GUSD offered 31 parent education classes to all parents in the areas of English- as-a-Second Language, High School Diploma/Equivalency, computer literacy, and topic-specific parent workshops on how to support their students for PreK-12 success.	In 2021-22, GUSD offered 79 parent education classes in the areas of English as-a-Second Language and computer literacy. High School Diploma/Equivalency was offered. Through May 22-23, GUSD offered 79 parent education classes in the areas of English as-a-Second Language and computer literacy. High School Diploma/Equivalency courses continued to be offered as well. Parent workshops on topics such as diabetes, healthy nutrition, and vaping were also held.	In 2022-23, GUSD offered 81 parent education classes in the areas of English as-a-Second Language and computer literacy. High School Diploma/Equivalency was offered. Through March 23-24, GUSD offered 59 parent education classes in the areas of English as-a-Second Language and computer literacy. High School Diploma/Equivalency courses continued to be offered as well. Parent workshops on topics such as diabetes, healthy nutrition, and vaping were also held.	GUSD will offer a minimum of 40 virtual and/or in-person classes/workshops open to all parents, including but not limited to English-as-a-Second Language, High School Diploma/Equivalency, computer literacy and topic-specific parent workshops on how to support their students for PreK-12 success.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
To provide parents with LCAP information which will increase parent understanding of the LCAP, the process and parents will gain a solid foundation of information in order to make informed decisions related to the LCAP suggested services and programs	In 19-20, Gonzales Unified made one presentation to parents regarding the LCAP process	In 20-21, Gonzales Unified made five presentations to parents regarding the LCAP process	<p>In 2021-22, the Gonzales Unified School engaged with parents through meetings and surveys regarding the LCAP process.</p> <p>In 22-23, the Gonzales Unified School made five presentations to parents regarding the LCAP process at board meetings and cafecitos, as well as SSC & ELAC meetings. A parent survey regarding the LCAP priorities was distributed throughout each site.</p>	<p>In 2021-22, the Gonzales Unified School engaged with parents through meetings and surveys regarding the LCAP process.</p> <p>In 2022-23, the Gonzales Unified School made five presentations to parents regarding the LCAP process at board meetings and cafecitos, as well as SSC & ELAC meetings. A parent survey regarding the LCAP priorities was distributed throughout each site.</p>	Gonzales Unified made eight presentations to parents regarding the LCAP process
To provide parents with interpretation/translation services 100% of the time it is needed so that our Spanish speaking community can have meaningful participation and input which will enhance collaborative	In 19-20, GUSD provided interpretation/translation services but not consistently at every parent meeting (70% of meetings).	In 20-21, GUSD provided interpretation/translation services but not consistently at every parent meeting (80% of meetings).	In 2021-22, a translator was hired to provide translation services for IEP meetings. A contracted service was used to provide translation services for evening parent workshops and events.	In 2022-23, a translator was hired to provide translation services for IEP meetings. A contracted service was used to provide translation services for evening parent workshops and events.	GUSD provided interpretation/translation services consistently at every parent meeting (100% of meetings).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
partnerships between parents and the district.			In 22-23, GUSD continued to provide interpretation/translation services through the district's translator. Contracted interpretation services continued to be provided for evening parent workshops and events. Interpretation services were provided at 100% of school board meetings.	To date in 2023-24, GUSD continues to provide interpretation/translation services through the district's translator. Contracted interpretation services continued to be provided for evening parent workshops and events. Interpretation services were provided at 100% of school board meetings.	
To promote parental participation in programs for individuals with exceptional needs.	Parental participation in programs for individuals with exceptional needs has not been measured for this sub-group previously.	A review of IEP documents indicate that 100% of parents of students with disabilities were provided opportunities for meaningful participation during individualized program planning.	The district is conducting a comprehensive review of student IEPs through the CIM (compliance improvement monitoring) process to ensure that all parents are being provided the opportunity to be meaningful participants in the IEP process.	The district completed a comprehensive review of student IEPs through the CIM (compliance improvement monitoring) process to ensure that all parents are being provided the opportunity to be meaningful participants in the IEP process. A random sample set of IEPs reviewed	Maintain 100% of parents expressing that they were provided opportunities for meaningful involvement in individualized program planning meetings as measured by IEP meeting documentation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			A random sample set of IEPs reviewed indicated that 100% of parents of students with disabilities were provided opportunities for meaningful participation during individualized program planning.	indicated that 100% of parents of students with disabilities were provided opportunities for meaningful participation during individualized program planning.	

Goal Analysis

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

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

The overall implementation of Goal 4 and the subsequent actions were successful, with minimal challenges. The following demonstrate how GUSD parents, staff, and community members implemented collaborative partnerships, the district provided increased SchoolParent-Community communication by:

- A. Increase the opportunities for parent, community, and school communication.
- B. Communication: dissemination of information, website, social media, parent portal
- C. Translation services available to families.

4.3 Community Partnerships

- A. Held a minimum of 6 Community Collaborative meetings to host community organizations like afterschool and summer programs, mental health organizations, and social services agencies to create more opportunities for relationships and student/family support.
- B. Leveraged available community agencies and resources to support district goals in responding to student needs and improving outcomes.

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.

There were no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The percentage of parents district-wide who indicated they feel involved in the schools' decision-making processes increased by 31.2%. The school district offered 81 parent education classes exceeding the goal of offering 40 parent classes.

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

For Goal 4, we took a deeper dive into how we involve the community, boost engagement, and improve the overall school climate. We made sure our metrics and outcomes are lined up to track progress in these areas. One big addition is Action 4.4, which creates more opportunities for families receiving special education services to get involved. We're committed to building a strong sense of community where all families feel welcome and empowered to contribute to their children's 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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gonzales Unified School District	Dr. Deborah Blow Interim Superintendent	dblow@gonzales.k12.ca.us 831.675.0100

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Gonzales Unified School District (GUSD) is located in the small, rural, community of Gonzales located in the heart of the Salinas Valley in Southern Monterey County. The primary industries in Gonzales include agriculture, health care, and education. The district serves approximately 2,100 students from Preschool to 12th grade and adult learners. Schools in the district include La Gloria Elementary School for preschool to 5th grade students, Fairview Middle School for students from 6th to 8th, Gonzales High School for students from 9th to 12th grade, and an adult school. 97.5% of the students in the district are of Hispanic or Latino descent, and out of these students, 46.5% are classified as English Language Learners. 90% of the total student population is identified as low socio-economic, 15% as Homeless/Foster, and 13% are students with disabilities.

The LCAP is intended to provide a roadmap that supports the success of unduplicated students, i.e., students from low socio-economic backgrounds, English Learners, and Foster Youth, who comprise 90% of the Gonzales Unified School District's student population, and to address the eight priority areas set forth by the State of California. The eight priority areas include: basic conditions of learning, state standards for learning, parent involvement, student achievement, student engagement, school climate, course access, and supports for

student outcomes to include professional learning, equity, and curriculum. For each student identified within the “unduplicated” group, the school receives additional Supplemental and Concentration funds above the base funding. These Supplemental and Concentration funds are used to increase teacher efficacy, to provide and enhance equitable educational programs, and to close the achievement gap for students who come from low socio-economic backgrounds, are identified as English Learners, foster youth, or are homeless.

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

Reflections: Annual Performance

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

The Gonzales Unified School District has met with several stakeholder groups and surveyed students, parents, and staff to guide reflection on district progress and site-based achievements as well as growth areas related to the Local Control Accountability Plan (LCAP). The school sites including Gonzales High School, Fairview Middle School, La Gloria Elementary School, and the district as a whole seek to foster safe, welcoming learning environments. The goal is to ensure equitable access to education for all students and to provide supplemental support as needed for every student to thrive. This performance summary provides information on student performance by lowest performing student subgroups at each site:

Districtwide, the following student subgroups' performance areas are among the lowest performance levels for the 2022-23 school year as indicated by the California School Dashboard:

All Students: Math

Hispanic: Math

Homeless Youth: Math, ELA, Suspension Rates

Socioeconomically disadvantaged: Math

Students with disabilities: ELA

At La Gloria Elementary School, the following student subgroups' performance areas are among the lowest performance levels for the 2022-23 school year as indicated by the California School Dashboard:

All students: Suspensions

Students with disabilities: ELA

Homeless Youth: ELA and Suspensions

Hispanic: Suspensions

Socioeconomically disadvantaged: Suspensions

English learners - Suspensions and ELPI

At Fairview Middle School, the following student subgroups' performance areas are among the lowest performance levels for the 2022-23 school year as indicated by the California School Dashboard:

All students: Chronic Absenteeism and Math

Students with disabilities: ELA and Chronic Absenteeism

Homeless Youth: ELA, Math, and Chronic Absenteeism

Hispanic: Math

Socioeconomically Disadvantaged: Math and Chronic Absenteeism

English learners: ELPI - English Learner Progress Indicator which measures the number of EL students who advance by at least one level

At Gonzales High School, 35.3% of students in the class of 2023 measured qualified as college and career-ready. Qualifying criteria include: Successful Advanced Placement Exams, A–G Course Completion, Career Technical Education Pathway Completion, College Credit Course (formerly called Dual Enrollment), International Baccalaureate Exams, Leadership/Military Science, Pre-Apprenticeships, Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics (Grade 11), State and Federal Job Programs, State Seal of Biliteracy, and/or Transition Classroom and Work-Based Learning Experiences

Reflections: Technical Assistance

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

The Gonzales Unified School District has qualified for Technical Assistance (TA) for the 2023-24 academic year due to the identification of homeless students performing at the lowest performance indicator (red) in English Language Arts, Math, and Suspension rates. Following comprehensive internal discussions and reflections, we have pinpointed Mathematics as the primary area for improvement for our homeless student subgroup.

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

The District will maintain its engagement with Math communities of practice (COP) in the 2024-25 academic year, participating in Plan-Do-Study-Act (PDSA) professional learning cycles. This process will be supported by personalized coaching from MCOE, aimed at implementing necessary changes to achieve our goal of providing equitable and rigorous mathematics learning opportunities for all students, with a focused emphasis on our homeless students.

Comprehensive Support and Improvement

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

Schools Identified

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

Fairview Middle School has been identified for comprehensive support and improvement (CSI). This identification is based on the 2023 California School Dashboard.

Support for Identified Schools

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

The Gonzales Unified School District will support Fairview Middle School (FMS) in the areas of chronic absenteeism, English Language Learner (ELL) progress, English Language Arts (ELA), and Mathematics by analyzing student iReady and/or IAB/IAFB benchmark and achievement data, attendance rates, and comprehensive needs assessments such as the Fidelity Integrity Assessment (FIA) conducted in partnership with the Monterey County Office of Education to address the areas identified as needing improvement as indicated by the color red on the California School Dashboard.

Meetings and workshops involving teachers, administrators, parents, and community representatives gathered during the 23-24 school year to provide input and insights on the identified areas of concern including chronic absenteeism, ELL progress, ELA, and Mathematics. The district and the site are working together to share relevant data such as attendance records, ELL progress reports, and assessment results in ELA and Mathematics with educational partners including the Monterey County Office of Education, School Site Council, and English Language Advisory Committee to collaboratively to identify trends, patterns, and areas for improvement.

The district and the site will collaborate with educational partners to share resources, best practices, and interventions that have proven successful in addressing similar challenges in other schools or districts. Professional development opportunities for teachers and staff will focus on effective strategies for addressing chronic absenteeism, supporting ELL students, and improving instruction in ELA and Mathematics. Specifically, FMS is working with the Monterey County Office of Education to embed restorative practices into the school's culture to provide an alternative to suspension. An updated math curriculum has been adopted. Ongoing professional development to include Math Communities of Practice (COPs) is being offered to assist with improving student math achievement. iReady and/or IAB/IAFB benchmark and achievement data analysis professional development for ELA and Math will be provided. Additionally, professional development for the implementation of the supplemental English 3D curriculum at Fairview Middle School will be provided.

Monitoring and Evaluating Effectiveness

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

As part of the ongoing process of continuous improvement, the district and the site involve staff, families, and community members in needs assessment processes through surveys, focus groups, and community meetings. These efforts are designed to gather their perspectives and input on how to better support student success in the identified areas.

Action planning is done collaboratively to develop plans that address the identified needs and goals to reduce chronic absenteeism, improve ELL progress, and enhance instruction in ELA and Mathematics. Ongoing monitoring and evaluation of the implemented strategies will be done through regular check-ins to assess progress, make adjustments as needed, and ensure accountability for achieving improved outcomes. Fairview Middle School is actively developing intervention supports for ELA and ELD. The site is adopting AVID instructional strategies as part of its comprehensive approach to improving student outcomes. In addition, FMS has a teacher on special assignment (TOSA) to assist with academic coaching, providing professional development, and supporting student assessment implementation and data analysis.

Engaging Educational Partners

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

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

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

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

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

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

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

The Local Control and Accountability Plan (LCAP) outlines the school district's goals, actions, and expenditures to support student achievement and address disparities. Educational partners, including teachers, administrators, parents, and community members played a significant role in shaping the LCAP through their feedback and input.

Teachers, principals, administrators, other school personnel, parents, and students provided valuable insights into the specific needs and challenges faced by students, schools, and the community. Their feedback helped in identifying priority areas for improvement, such as addressing achievement gaps in mathematics, enhancing school climate, and expanding access to educational resources. Input from each of the groups informed the development of goals and actions within the LCAP.

Student Engagement:

1,032 students in grades 3-12 completed the district survey related to school climate, school safety, parent involvement, school facilities, and quality of instruction.

Parent Engagement:

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

Staff Engagement:

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

February 26th - District Leadership Team LCAP Stakeholder Plan Meeting

March 6th - FMS Site Leadership Team (SLT) Presentation

March 13th - District Leadership LCAP Presentation

March 20th - La Gloria Elementary School Site Leadership Team (SLT) Presentation

Community Engagement:

February - Mid-Year LCAP Update

March 6th - District English Language Advisory Committee (DELAC)/District Advisory Committee (DAC) Presentation

March 11th - La Gloria Elementary School Site Council (SSC)/English Language Advisory Committee (ELAC) Presentation

March 19th - Gonzales High School Site Council (SSC)/English Language Advisory Committee (ELAC) Presentation

March 25th - Fairview Middle School Site Council (SSC)/English Language Advisory Committee (ELAC) Presentation

April 11th - Community Meeting: English

April 18th - Community Meeting: Spanish

June 11th - Scheduled Public Hearing to present the draft of the LCAP

June 25th - Scheduled Board Meeting date for approval of the 24-25 LCAP

District and Community Agency Collaboration:

In addition to the above, the district consults with the Educational Services Team at the Monterey County Office of Education on a regular basis.

Stakeholder engagement influenced the LCAP through direct conversational input, stakeholder notes, and survey results. Students, parents, and teachers highlighted the need for increased time to support learning. math concepts, increasing skill and knowledge among staff members, and focusing specifically on English language development and Mathematics. Additional professional development opportunities, math communities, of practice, and new math curricula are being implemented to improve instructional practices specific to mathematics. Specific goals and actions related to student achievement, teacher training, and English language development support are included in the LCAP as a result of stakeholder feedback, as can be seen in the goals and actions listed.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	<p>Priority 1: Safe, clean functional facilities maintained</p> <p>Source: Facility Inspection Report (FIT Report)</p>	<p>GHS rating was 95.02% = Good FMS rating was 90.15% = Good LGE rating was 88.69% = Fair</p> <p>Source: 2023-24 FIT</p>			The target for Year 3 is that all three sites (LGE, FMS, and GHS), receive a minimum 90% FIT rating of Good.	
1.3	<p>Priority 1: Access to 21st-century tools that enhance teaching and learning</p>	<p>GHS has a 1:1 device allocation FMS has a 1:1 device allocation LGE has a 2:1 student to device ration.</p> <p>Year: 2023-24</p>			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.	
1.4	<p>Priority 1: Implementation of the state board adopted academic content and performance standards for all students.</p>	<p>In 2023-24, State standards were observed to be mostly implemented across all grade levels and classrooms as observed through routine classroom walk-throughs.</p>			The target for Year 3 is that 100% of GUSD academic courses will be taught in alignment with current state adopted standards.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	<p>To support highly qualified teaching staff to ensure rigorous, standards-aligned lessons, the district will provide the following increased services for English learners, low-income, and foster youth:</p> <p>A. Design and implement a plan to recruit and retain appropriately credentialed teachers with a focus on addressing the needs of English learners, homeless, and socioeconomically disadvantaged students across all grade levels and subject areas.</p> <p>B. Revise staff evaluation protocols and expectations to include measures of performance in supporting developmental relationships, creating positive learning environments, and addressing the specific needs of priority student groups such as English learners, homeless, and socioeconomically disadvantaged students.</p> <p>C. Provide qualifying new teachers in the district with an Induction program to clear their California Teaching Credential (CTC) with targeted support for educators working with high-need student populations.</p> <p>D. Allocate funding for recruitment and retention of credentialed staff, with special attention to hard-to-fill positions in areas such as math, science, special education, and bilingual instruction to better serve English learners and other priority students.</p>	\$14,561,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>E. Provide an induction program for year 1 and year 2 teachers to obtain clear professional credentials, with additional coaching and mentoring focused on equipping them to effectively teach English learners, homeless, and socioeconomically disadvantaged students.</p> <p>F. Implement K-3 class size reduction to create more individualized learning environments, prioritizing schools and classrooms serving English learners, homeless, and socioeconomically disadvantaged students.</p>		
1.2	<p>Priority 1:</p> <p>Maintain safe clean functional facilities that are in good repair.</p> <p>Source: Facility Inspection Report (FIT Report)</p> <p>Metric 1.2</p>	<p>The MOT department will:</p> <p>A. Maintain school facilities that are clean and in good repair.</p> <p>B. Complete facility projects and upgrades district-wide.</p> <p>C. Allocate funding to maintain facilities that are in good repair.</p>	\$3,987,850.00	No
1.3	<p>Priority 1:</p> <p>Technological Support & Connectivity</p>	<p>To support Goal 1, Access to 21st-century tools that enhance teaching and learning, the district will:</p> <p>A. Maintain 100% of technology devices to students on a 1:1 basis</p> <p>B. Provide training to staff and students on utilizing ED Tech Tools including accessibility tools for devices that will support students' access to material.</p>	\$0.00	No
1.4	<p>Priority 1:</p>	<p>To ensure students have access to high-quality, differentiated instruction for ELs, low-income, and foster youth, the district will provide the following:</p>	\$324,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
	<p>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.</p> <p>Source: Local Curriculum Reports</p> <p>Metric 1.3</p>	<p>A. Provide targeted professional development for educators on implementing the math curriculum adopted during the 23-24 academic year, with an emphasis on strategies that support English learners, homeless students, and socioeconomically disadvantaged students.</p> <p>B. Evaluate and consider the adoption of a supplemental curriculum specifically designed to support the core curriculum in addressing the unique academic needs of English learners, homeless students, and socioeconomically disadvantaged students</p> <p>C. Provide professional development for the effective implementation of the ELA curriculum, ensuring structure and consistency, with a focus on phonemic awareness, phonics, and reading fluency. This training will be tailored to meet the needs of English learners, homeless students, and socioeconomically disadvantaged students. Specifically, it will address the red indicators in ELA for homeless students districtwide, as well as at Fairview and La Gloria, and for students with disabilities districtwide, at Fairview and La Gloria. Additionally, it will target English learners' progress at Fairview and La Gloria.</p>		
1.5	Priority 6: School Safety	<p>The district will provide the following actions to create safe and engaging school environments for English learners, low-income, and foster youth, to lower suspension rates and chronic attendance rates.</p> <p>A. Sites will provide adequate student supervision (e.g., classroom, playground, cafeteria, etc.).</p> <p>B. Provide engaging activities for students during breaks.</p> <p>C. The district will provide safety training to all staff (e.g., Keenan, ALICE, M.C. Kimball), school site safety drills, and emergency response (e.g., AED).</p> <p>D. Sites will implement restorative practices to guide students and adults through conflict resolution.</p>	\$800,071.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

- Ongoing instructional support for ELA and ELD
- Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home
- Expanded after school learning opportunities for students who are English Language Learners, low-income, or foster youth

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

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

Notes:

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

are referred to as Socioeconomically Disadvantaged students within the Dashboard.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Priority 2: Implementation of State Standards</p> <p>Implementation of state and/or local board-adopted academic content and performance standards for all students for Math.</p> <p>Source: Local Indicators Self-Reflection Tool</p>	<p>In 2023-24, La Gloria Elementary School adopted the Houghton Mifflin Into Math CA standards-aligned curriculum. Fairview Middle School adopted the iReady CA standards-aligned curriculum. Gonzales High School adopted McGraw Hill Reveal Algebra I, Algebra II/Trigonometry, and Geometry, Cengage Precalculus, Calculus, Financial Algebra, and Statistics.</p>			<p>The target for Year 3 is that all students will receive standards-aligned instruction using board adopted core and supplemental math curriculum.</p>	
2.2	<p>Priority 2: Provide access to standards-aligned instructional materials</p> <p>Source: Local data to include textbook</p>	<p>The Gonzales Unified School District adopted math curriculum in 2024. Teachers recommended that the District review and adopt new curriculum</p>			<p>The target for Year 3 is to provide 100% of students across all grade levels and subject areas with standards-aligned curriculum.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	inventory and student textbook check out data	for Ethnic Studies, Health, ELD, and ELA.			The district will recommend new curriculum for adoption to the school board for Ethnic Studies, Health, ELD, and ELA.	
2.3	<p>Priority 2: Implementation of State Standards</p> <p>Program and service alignment that will enable English language learners to access the common core academic content knowledge and ELD standards</p> <p>Source: Local Indicators Self-Reflection Tool</p>	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 target for Year 3 is that 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.	
2.4	<p>Priority 4: Pupil Achievement</p> <p>Statewide assessment ELA</p> <p>Source: CA School Dashboard</p>	<p>GUSD 2022-2023 CAASPP ELA Results: Districtwide: 32.83% at or above proficiency, or 51.7 points below standard</p> <p>Homeless Students: Districtwide: 72.9 points below standard</p>			The target for Year 3 is that 70% of students score at or above proficiency on the CAASPP ELA assessment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>La Gloria Elementary: 70.9 points below standard Fairview Middle: 81.3 points below standard</p> <p>Students with disabilities: Districtwide: 127.7 points below standard La Gloria Elementary: 119.4 points below standard Fairview Middle: 154 points below standard</p> <p>Source: 2023 California Dashboard</p>				
2.5	<p>Priority 4: Pupil Achievement</p> <p>Statewide assessment Mathematics</p> <p>Source: CA School Dashboard</p>	<p>GUSD 2022-2023 CAASPP MATH Results: Districtwide: 16.67% at or above proficiency, or 99.5 points below standard</p> <p>ALL students: Districtwide: 99.5 points below standard Fairview Middle: 127.5 points below standard</p> <p>Hispanic students: Districtwide: 100.6 points below standard</p>			The target for Year 3 is that 70% of students score at or above proficiency on the CAASPP Math assessment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Fairview Middle: 129.4 points below standard</p> <p>Homeless Students: Districtwide: 117.6 points below standard Fairview Middle: 144.8 points below standard</p> <p>Socioeconomically disadvantaged students: Districtwide: 104.8 points below standard Fairview Middle: 132.6 points below standard</p> <p>Source: 2023 California Dashboard</p>				
2.6	<p>Priority 4: Pupil Achievement</p> <p>Rate of EL students making progress toward English proficiency</p> <p>Source: CA School Dashboard</p>	<p>Based on 2022-2023 test data, 41.6% are making progress towards English language proficiency.</p> <p>Source: 2023 Dashboard</p>			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.	
2.7	<p>Priority 4: Pupil Achievement</p> <p>Statewide assessment CAST</p>	<p>In 2022-2023, District students scored 13.13% at or above proficiency on the CAST.</p> <p>Socioeconomically</p>			The target for Year 3 is that 70% of students score at or above proficiency on the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: https://caaspp-elpac.ets.org/caaspp/	Disadvantaged: 12.1% English Learner: 0.6% Students with Disabilities: 0.0% Homeless: 2.9% Source: https://caaspp-elpac.ets.org/caaspp/			CAST assessment.	
2.8	Priority 4: Pupil Achievement EL reclassification rate Source: Local EL Records	Based on 2022-23 test data, 11.87% of students were reported to the CDE as being reclassified K-12.			The target for Year 3 is that 50% of eligible students will reclassified as fully English proficient as 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.			The target for Year 3 is that 80% of students will have access to a broad course of study.	
2.10	Priority 7: Course Access Programs and services developed and provided to unduplicated pupils and students with disabilities	In 2023-24, Multi-tiered SEL and academic support services are provided to students through in-class tier one services, tier two and tier three services in 1:1 or small group settings, during school,			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Records	after school, Saturdays, and during the summer.			tier one SEL and academic support services; and that 100% of students eligible for tier 2 and tier 3 support will have access to services.	
2.11	Priority 4: Pupil Achievement Early Assessment Program (EAP) College preparedness Source: CAASPP-ELPAC	In 2022-23, 30.4% of high school juniors met or exceeded standards in ELA and 11.2% of high school juniors met or exceeded standards in Math.			The target for Year 3 is that 70% of juniors will meet or exceed ELA and Math standards as measured by the CAASPP.	
2.12	Priority 7: Course Access Access to A-G approved courses Source: GHS Master Schedule	In 2022-23, 35.0% of high school seniors completed all A-G eligibility requirements for UC/CSU entrance upon graduation.			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.	
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			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		19.4% of English Learners 34.8% of Socio-Economically Disadvantaged Students 0.0% of Students with Disabilities 25.0% of Homeless students				
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%.			The target for Year 3 is for a 70% AP test passage rate.	
2.15	Priority 4: Pupil Achievement CTE pathway completion rate Source: California Dashboard	In 2022-23, 42.7% of students successfully completed a Career Technical Education (CTE) pathway upon graduation. 42.8% of Hispanic graduates 28.4% of English Learners 41.4% of Socio-Economically Disadvantaged Students			The target for Year 3 is for 70% of students to successfully complete a Career Technical Education (CTE) pathway upon graduation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		00.0% of Students with Disabilities 31.3% of Homeless students				
2.16	<p>Priority 4: Pupil Achievement</p> <p>Both A-G completion and CTE pathway completion rate</p> <p>Source: California Dashboard</p>	<p>In 2022-23, 25.2% of students completed a Career Technical Education pathway and all A-G eligibility requirements.</p> <p>25.4% of Hispanic graduates 10.4% of English Learners 24.7% of Socio-Economically Disadvantaged Students 0.0% of Students with Disabilities 14.6% of Homeless students</p>			The target for Year 3 is for 70% of students to complete a Career Technical Education pathway and all A-G eligibility requirements.	
2.17	<p>Priority 5: Pupil Engagement</p> <p>High school graduation rates</p> <p>Source: California Dashboard</p>	<p>The High school graduation rates for 2022-23 is 91.3% for All students.</p> <p>Hispanic: 91.5% Socio-Economically Disadvantaged: 90.9% English Learners: 86.6% Homeless: 83.3%</p>			The target for Year 3 is 95% high school graduation rate for all student groups.	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase teacher instructional capacity through professional learning and participation in Math Communities of Practice. Metric: 2.1	CAASPP test results indicate that students district-wide are achieving below age and grade level expectations in the area of Mathematics across subgroups. Teachers from across all three sites will participate in Math Communities of Practice (COPs) to build instructional capacity (technical assistance).	\$294,512.00	No
2.2	Increase student access to supplemental resources and services to increase English language acquisition. Metric 2.2	To support increased student access to supplemental resources and services to increase English language acquisition, this action specifically focuses on ELs and LTELs by providing supplemental English language development materials and professional development to support evidence-based teaching strategies. There is a need to prioritize English Learners (ELs) and Long-Term English Learners (LTELs), as elementary, middle school and high school ELA and ELD curricula have been identified as areas for improvement. The initiative will be reinforced through professional development, teacher coaching, and access to scaffolded instruction in English to ensure that these students can effectively engage with Common Core State Standards-based instruction.	\$70,000.00	Yes
2.3	CTE Pathways Metric 2.14	The district will continue to maintain CTE pathways at Gonzales High School.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	GUSD will provide an integrated and designated language development program to ensure that all English Learner (EL) students, with a specific focus on LTELs, develop the listening, speaking, reading, and writing skills necessary to achieve one year's growth annually and reclassify to Fully English Proficient. Supplemental and scaffolded instructional resources will be made available to support LTELs in accessing Common Core State Standards-based instruction. Additionally, an instructional aide will be allocated to support this work.	\$70,000.00	Yes
2.5	Increase rate of EL students making progress toward English proficiency and EL students who are reclassified by aligning programs and services to enable English language learners to access the common core academic content knowledge and ELD standards. Metrics 2.2, 2.6, 2.7	Professional Development (PD) and Coaching to support English Language Development (ELD). Evidence-based teaching strategies for ELA/ELD will be supported by professional development and coaching.	\$35,000.00	No
2.6	Increase pupil achievement on statewide assessments for Science with	Board and state-adopted science curricula will be made accessible at La Gloria, Fairview Middle School, and Gonzales High School. Evidence-based teaching strategies for science will be enhanced through targeted professional development and coaching, with a particular focus on meeting the needs of English learners, homeless students, and those from socioeconomically disadvantaged backgrounds. Supplemental curriculum	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
	expanded learning options. Metric 2.5	and professional learning opportunities will be tailored to support these students effectively. Additionally, supplemental science activities will be offered through the Expanded Learning Opportunities Program (ELOP) to further support and engage these students		
2.7	Provide a district-wide ELD TOSA Metric 2.3	GUSD will provide a district-wide TOSA to support the fidelity of implementation of the integrated and designated English language development programs, to ensure all English learners (EL) with a focus on long-term English language learner (LTEL) students develop the listening, speaking, reading, and writing skills to achieve one year's growth annually, to assist with the use of the EL Roadmap to guide EL instruction and student support, and to monitor and support student reclassification to Fully English Proficient.	\$137,000.00	Yes
2.8	Increase staff knowledge and capacity in providing instruction for English Language Learners (ELLs) with an emphasis on providing targeted instructional services for long-term English Language Learners (LTELs). Metric 2.2	Provide professional development opportunities for teachers to increase and improve academic achievement for EL students. The professional development will support teachers in implementing rigorous standards-aligned instruction principally designed to support EL and LTEL students. This includes providing interventions and addressing the differentiated language and academic needs of all groups of EL students.	\$0.00	No
2.9	Dual Enrollment (Metric 2.12)	The district will continue to offer a dual enrollment courses at Gonzales High School.	\$0.00	No
2.10	Dual-language Program	The district will grow it's dual language program by one grade level each year through 8th grade.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Metric 2.3			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>14.7% of students indicate they feel unhappy while at school.</p> <p>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.</p> <p>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.</p> <p>Source: 2023-24 Local Student Data Survey</p>				
3.2	<p>Priority 5: Pupil Engagement</p> <p>Student Social-Emotional Well-Being</p> <p>Source: Local Records</p>	<p>61.7% of students indicate they have an adult they can go to at school if they need help or someone to talk to.</p> <p>14.6% of students indicate they are unsure</p>			The target for year three is 90% of students know that they have an adult they can go to at school if they need	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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.</p> <p>Source: 2023-24 Local Student Data Survey</p>			help or someone to talk to.	
3.3	<p>Priority 6: Safety and School Connectedness</p> <p>School Safety</p> <p>Source: Local Student Survey Data</p>	<p>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.</p> <p>Source: 2023-24 Local Student Data Survey</p>			The target for year three is that 80% of all students report feeling safe or very safe while at school.	
3.4	<p>Priority 5: Pupil Engagement</p> <p>School Attendance Rates</p> <p>Source: Local Student Information System (SIS)</p>	<p>The attendance rate was 82.8% for the 2022-2023 school year.</p> <p>Source: Local SIS</p>			The target for Year 3 is 90%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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			The target for Year 3 is 0%.	
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			The target for Year 3 is a drop out rate of 2% of less.	
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 3.2%. Source: CDE Expulsion Data			The target for Year 3 is an expulsion rate of less than 1%.	
3.8	Priority 6: Student Suspension Rates Source: California Dashboard	LGE 22-23 Suspension Rate: 3.7% FMS 22-23 Suspension Rate: 7.8% GHS 22-23 Suspension Rate: 5.1% Districtwide:			The target for Year 3 is a suspension rate of less than 3% for each school site.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 7.9% English Learner: 5.5% SocioEconomically Disadvantaged: 5.4% Students with Disabilities: 5.2% Source: 2023 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 Socio-Economically Disadvantaged: 23.2% FMS Students Identified as Having Special Needs: 32.1% Districtwide: Homeless: 31.2% English Learner: 25.3% SocioEconomically Disadvantaged: 25.2% Students with Disabilities: 35% Source: 2023 California Dashboard			The chronic absentee target rate for Year 3 is 5% or less.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS).	To support a positive school climate, attendance, and engagement for English learners, low-income, and foster youth, GUSD will provide the following increased actions: A. Assign one dedicated attendance clerk at each school site to focus on reducing chronic absenteeism, with particular attention to English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities. B. Appoint one district program secretary to oversee attendance processes and procedures districtwide, ensuring support is provided to schools serving the most at-risk students.	\$440,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Metrics 3.3 - 3.9	<p>C. Allocate materials and supplies to support site-based attendance campaigns, including targeted interventions for English learners, homeless students, and socioeconomically disadvantaged students. This includes creating informational campaigns and positive attendance incentives tailored to these groups.</p> <p>D. Provide ongoing professional development for clerical staff on school attendance and student information systems, with a focus on addressing the unique needs of high-risk student populations.</p> <p>Fairview Middle School (Targeting Red Indicators):</p> <p>A. Establish site-based attendance teams specifically to address red indicators for chronic absenteeism among all students, with targeted strategies for English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities.</p> <p>B. Provide materials and supplies for targeted positive attendance campaigns for 6th-8th-grade students, focusing on addressing chronic absenteeism through tailored interventions and incentives for at-risk groups.</p> <p>C. Increase collaborative family engagement for chronically absent students through targeted family events, home visits, and community outreach, with a focus on supporting English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities.</p>		
3.2	<p>Maintain Low Suspension and Expulsion Rates</p> <p>Implementation of Restorative Practices</p>	<p>Restorative school discipline and accountability practices will prioritize English learners, homeless youth, socioeconomically disadvantaged students, and students with red indicators for suspension. These practices will focus on fostering a sense of community within classrooms and schools to prevent conflict and address misconduct by encouraging students to take responsibility and rebuild relationships. The action plan includes the following components:</p>	\$141,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
	<p>Source: Local Student Survey Data, DataQuest, CALPADS, and CDE</p> <p>Metrics 3.2, 3.3 - 3.9</p>	<p>A. Ensure adequate student supervision in all areas (e.g., classrooms, playgrounds, cafeterias) to maintain a safe and supportive environment for all students.</p> <p>B. Provide engaging activities for students during breaks to promote positive interactions and reduce behavioral issues.</p> <p>C. Implement district-wide safety training for all staff, including programs such as Keenan, ALICE, and M.C. Kimball, along with school site safety drills and emergency response training (e.g., AED).</p> <p>D. Adopt restorative practices to guide students and adults through conflict resolution, focusing on the needs of English learners, homeless youth, socioeconomically disadvantaged students, and those with red indicators for suspension.</p> <p>E. Offer tiered counseling and support services (tier one, two, and three) to all students as needed, ensuring that those at higher risk receive targeted interventions.</p> <p>F. Provide targeted training in restorative practices for staff and students to enhance their conflict resolution and relationship building skills.</p> <p>This plan specifically addresses the needs of students with red indicators for suspension, including English learners, Hispanic students at La Gloria, homeless youth districtwide and at La Gloria, and socioeconomically disadvantaged students at La Gloria.</p>		
3.3	<p>Professional Development</p> <p>Metric: 3.1, 3.2</p>	<p>To ensure students feel safe and are in a welcoming learning environment, the district will provide professional development to build staff capacity in developing positive classroom environments, social-emotional strategies and structures, and restorative practices.</p> <p>A. Provide professional development to build (a) teacher capacity to create classroom environments that foster positive student relationships and use</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>instructional methodologies that intentionally support students' socio-emotional learning needs and (b) site leadership capacity to manage change processes, develop positive school cultures, and support shifts in teacher practice.</p> <p>B. Provide professional development for staff (including teachers, counselors, paraprofessionals, administrators, office, nutrition, and transportation staff, and others who interact with students) on social and emotional learning (SEL) strategies and structures for relationship building and safe and supportive environments to reinforce the social and emotional capacities of all adults who work with students.</p> <p>C. All teachers including specifically staff at La Gloria Elementary School will participate in restorative practice training, social-emotional learning training, and positive behavior intervention to provide alternatives to student suspension.</p>		
3.4	<p>Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students</p> <p>Metric 3.1, 3.3, 3.9</p>	<p>To prioritize English learners, homeless students, and socioeconomically disadvantaged students, School Social Workers will enhance their support at all three schools. They will focus on providing tier 3 one-on-one counseling and small group sessions tailored to the needs of these priority groups. Data shows that students requiring tier 2 and tier 3 support services, including English learners and those from homeless or socioeconomically disadvantaged backgrounds, face higher suspension rates and chronic absenteeism. Providing these students with additional social-emotional learning (SEL) support will decrease suspension rates and enhance attendance rates.</p> <p>Additionally, crisis response teams will be established at each site to offer immediate support and interventions for these high-priority groups, ensuring they receive the necessary assistance to thrive academically and emotionally.</p>	\$565,771.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	School counselors will be available at La Gloria Elementary, Fairview Middle School, and Gonzales High School to provide targeted support for English learners, homeless youth, socioeconomically disadvantaged students, and other students needing tiered services. This support will include social-emotional assistance, academic intervention and acceleration, and guidance on college and career awareness.	\$1,114,595.00	Yes
3.6	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	<p>GUSD will ensure English learners, homeless, and socioeconomically disadvantaged students receive increased service and attention to keep the middle school dropout rates at 0 by:</p> <p>A. Provide enhanced student supervision (e.g., classroom, playground, cafeteria, etc.).</p> <p>B. Provide additional activities for students during recess breaks.</p> <p>C. Provide all students with access to tier one, two, and three counseling and support services as needed.</p> <p>D. Provide Tier 3 social-emotional support services for students. Provide Tier 3 social-emotional support services for students at risk of dropping out.</p> <p>E. Credit recovery options are offered through summer school, Saturday school, and online learning options One campus supervisor.</p>	\$35,000.00	Yes
3.7	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions	<p>GUSD will ensure English learners, homeless, and socioeconomically disadvantaged students receive increased service and attention to lower high school dropout rates by:</p> <p>A. Enhance student supervision across all areas (classroom, playground, cafeteria, etc.).</p>	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Source: CALPADS Metrics 3.3 - 3.9	<p>B. Increase activities during recess breaks to engage all students.</p> <p>C. Expand all students' access to tiered counseling and support services (Tier 1, 2, and 3).</p> <p>D. Provide Tier 3 social-emotional support services targeted at students at risk of dropping out.</p> <p>E. Offer credit recovery options through summer school, Saturday school, and online learning platforms.</p> <p>F. Assign one campus supervisor to oversee these initiatives, ensuring they are effectively implemented.</p> <p>These actions will support English learners, homeless students, and those from socioeconomically disadvantaged backgrounds by addressing their unique needs through enhanced supervision, increased engagement, comprehensive support services, and targeted academic recovery opportunities, ultimately creating a more inclusive and supportive educational environment.</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		events, activities, and 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.			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.	
4.3	Promote parent participation in programs for individuals with exceptional needs by creating activities, spaces, and opportunities to connect with parents of students identified as having special needs as partners in their children's education (e.g. district-hosted special education conference) including translation services.	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 needs via ParentSquare.			100% of parents will have the opportunity to attend events.	
4.4	Promote parent participation in programs for parents of low income, English Learner, and Foster Youth by creating activities, spaces, and	In 2023-24, 100% of parents of low income, English Learner, and Foster Youth students have the opportunity to attend parent conferences and other			100% of parents will have the opportunity to attend events.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities to connect with parents partners in their children's education	parent, family, and school sponsored events. Parents receive notification of specialized events for students and families of low income, English Learner, and Foster Youth students via ParentSquare.				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement and Education	To encourage and increase parent engagement and education, GUSD will continue to provide and enhance educational classes and workshops for all	\$125,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Metric 4.3)	GUSD parents and families, with a specific focus on increasing accessibility and support for English learners, homeless students, and those from socioeconomically disadvantaged backgrounds.		
4.2	School-Parent-Community Communication	<p>To ensure GUSD parents, staff and community members will be fully invested in collaborative partnerships, the district will provide School-Parent-Community communication by:</p> <p>A. Increase the opportunities for parent, community, and school communication.</p> <p>B. Communication, dissemination of information, website, social media, parent portal.</p> <p>C. Translation services available to families.</p>	\$0.00	No
4.3	Community Partnerships (Metric 4.2)	<p>To focus on addressing the unique needs of English learners, homeless students, and those from socioeconomically disadvantaged backgrounds, the district, parents, staff, and community members will be fully invested in collaborative partnerships by:</p> <p>A. Host a minimum of six Community Collaborative meetings, inviting a variety of community organizations. The goal is to support the children, youth, adults, and families of Gonzales through collaborative dialogue and information sharing of resources to strengthen our efforts to create an informed, educated, and healthy community.</p> <p>B. Continue to leverage available community agencies and resources to support district goals in responding to student needs and improving outcomes.</p>	\$10,000.00	Yes
4.4	Involvement opportunities for	Create activities, spaces, events, and opportunities to connect with parents of students identified as having special needs as partners in their children's	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	parents/guardians of students identified as receiving special education services. Metric: 4.3	education (e.g. district-hosted special education conference) including translation services.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,376,085	\$1,048,381

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.835%	0.000%	\$0.00	37.835%

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	<p>Action:</p> <p>Priority 1:</p> <p>Teachers will be appropriately assigned and fully credentialed.</p> <p>Source: California Schools Dashboard</p> <p>Metric 1.1</p>	<p>This action addresses the need to ensure that all students receive high-quality instruction from well-prepared educators. Appropriately assigned and fully credentialed teachers are essential to providing equitable access to rigorous and effective instruction, which directly impacts student learning outcomes, particularly for English learners, homeless students, foster youth, and socioeconomically disadvantaged students. By ensuring all teachers meet these standards, the</p>	<p>CAASPP ELA & Math Test Scores</p>

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
	<p>Need: Achievement Gaps: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, Homeless youth, and socioeconomically disadvantaged students and the overall student body.</p> <p>ELA All Students: 99.5 points below standard EL: 112.3 points below standard Homeless: 117.6 points below standard SED: 104.8 points below standard</p> <p>Math All Students: 51.7 points below standard EL: 74.3 points below standard Homeless: 72.9 points below standard SED: 55.9 points below standard</p> <p>Scope: LEA-wide</p>	<p>district can improve educational quality and close achievement gaps across all student groups.</p> <p>This action is provided on an LEA-wide basis to ensure consistency in educational quality across all schools within the district. By maintaining a standard of fully credentialed and appropriately assigned teachers throughout the LEA, the district ensures that every student, regardless of school or background, has equal access to a qualified teacher, promoting fairness and equity in education.</p>	
1.4	<p>Action: Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-income, and foster youth.</p> <p>Source: Local Curriculum Reports</p> <p>Metric 1.3</p>	<p>This action is designed to meet the needs of students achieving below age and grade level expectations in mathematics by providing the current curriculum, supplemental materials, and teacher support.</p> <p>The actions are listed as specifically supporting English Learners, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged Students. While the actions specifically target English Learners, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged Students, the interventions and</p>	William's Compliance Report

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: On the 2023 CA Dashboard, the lowest performance indicators for Mathematics are: All Students Districtwide -99.5. below standard Hispanic Districtwide -100.6 below standard Homeless Youth Districtwide -117.6 below standard Socioeconomically Disadvantaged Students Districtwide -104.8 below standard</p> <p>(Targeting red/lowest performing indicators in Mathematics) Fairview Middle School: All Students -127.5 below standard Hispanic -129.4 below standard Homeless Youth -144.8 below standard</p> <p>Unduplicated Student Groups Not Performing Red in Mathematics English Learners Districtwide -112.3 below standard Socioeconomically Disadvantaged -132.6 below standard</p> <p>On the 2023 CA Dashboard, the lowest performance indicators for English language arts district-wide are:</p>	<p>resources are provided on an LEA-wide basis to improve learning opportunities and outcomes for all students, fostering an inclusive environment.</p>	

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
	<p>ELA Homeless Youth -72.9 ELA Students with Disabilities. -127.7</p> <p>On the 2023 CA Dashboard, the lowest performance indicators for English language arts at Fairview Middle School are:</p> <p>ELA Homeless Youth -81.3 ELA Students with Disabilities. -154</p> <p>On the 2023 CA Dashboard, the lowest performance indicators for English language arts at La Gloria Elementary are:</p> <p>ELA Homeless Youth -70.9 ELA Students with Disabilities -119.4</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: Increase pupil achievement on statewide assessments for Science with expanded learning options.</p> <p>Metric 2.5</p> <p>Need:</p>	<p>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.</p>	<p>The State Science (CAST) assessments (Percent Met or Exceeded)</p>

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
	<p>On the 2023 CA Dashboard, the lowest performance CAST (State Science Assessment) indicators are: (Percent Met or Exceeded) for 2022-23 is 13.1%.</p> <p>Scope:</p>	<p>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</p>	
3.1	<p>Action: School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates</p> <p>Source: California Schools Dashboard Local Student Information System (SIS).</p> <p>Metrics 3.3 - 3.9</p> <p>Need: 2023 California School Dashboard data indicators the following needs (red indicators):</p> <p>Fairview Middle School All Student Chronic Absenteeism 22.1% Fairview Middle Homeless Youth Chronic Absenteeism 31.3% Fairview Middle Socioeconomically Disadvantaged Chronic Absenteeism 23.2%</p>	<p>This action addresses the need to reduce chronic absenteeism by providing dedicated personnel to monitor attendance daily. By identifying students at risk of chronic absenteeism early on, the district can intervene proactively, engaging with families to address barriers to regular attendance.</p> <p>It is implemented on an LEA-wide basis because chronic absenteeism affects students across all grade levels and student groups. Proactively supporting attendance improves academic outcomes and strengthens family engagement and ensures that students, especially those from vulnerable populations, receive the support needed to stay on track academically.</p>	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
	<p>Fairview Middle Students with Disabilities Chronic Absenteeism 32.1%</p> <p>Districtwide: Homeless: 31.2% English Learner: 25.3% SocioEconomically Disadvantaged: 25.2% Students with Disabilities: 35%</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Maintain Low Suspension and Expulsion Rates</p> <p>Implementation of Restorative Practices</p> <p>Source: Local Student Survey Data, DataQuest, CALPADS, and CDE</p> <p>Metrics 3.2, 3.3 - 3.9</p> <p>Need: 2023 CA Dashboard Suspension rates: All students: 5.1% suspended at least one day (increased 0.6%) Homeless: 7.9% suspended at least one day (increased 3.6%) EL: 5.5% suspended at least one day (increased 0.9%) Hispanic: 5.1% suspended at least one day (increased 0.5%)</p>	<p>Restorative Practices are designed to address the SEL needs of low-income, foster, and EL students by facilitating conflict resolution, promoting accountability, and building positive relationships. These practices encourage self-awareness, empathy, and effective communication, helping students develop crucial interpersonal skills.</p> <p>This action is being implemented LEA-wide because Restorative Practices benefit all students, not just those in targeted groups. By improving conflict resolution skills and fostering a positive school climate, these practices enhance the overall social-emotional environment for the entire district. As such, any student facing social-emotional challenges will benefit from the supportive and inclusive approach of Restorative Practices, making it an effective, comprehensive strategy for improving student well-being across the district.</p>	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
	<p>SED: 5.4% suspended at least one day (increased 0.7%)</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students</p> <p>Metric 3.1, 3.3, 3.9</p> <p>Need: The suspension rates are as follows: Els: 5.5% SED: 5.4%</p> <p>Source: 2023 California Dashboard</p> <p>This action is in response to the data that indicates that students in need of tier 2 and tier 3 support services are suspended at a higher rate than other student populations. They also have a higher Chronic Absenteeism rate. Working with school social workers, these students will receive additional SEL support to decrease the number of suspensions and decrease the rate of chronic absenteeism. Data indicates that students in need of tier 2 and tier 3 support services are suspended at a higher rate than other student populations. They also have a higher Chronic Absenteeism rate.</p>	<p>We designed this action because social workers play a crucial role in supporting social-emotional learning (SEL) by culturally responsive counseling and creating safe spaces where students can express their feelings and experiences. This is especially important for EL and SED students.</p> <p>Working with school social workers, these students will receive additional SEL support to decrease suspensions and the rate of chronic absenteeism.</p> <p>Crisis response teams will be created at each site to support students. Implementing these practices, LEA-wide ensures that all students benefit from enhanced SEL support, fostering a more inclusive and supportive school environment for everyone.</p>	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
	Scope: LEA-wide		
3.5	<p>Action: Maintain School Counselors at All School Sites to Support Lower Suspension Rates</p> <p>Metrics 3.1, 3.3 - 3.9</p> <p>Need: The suspension rates are as follows: Els: 5.5% SED: 5.4%</p> <p>On the 2023 CA Dashboard, the lowest performance indicators for Suspension rate are:</p> <p>District-wide: Homeless Youth 7.9%</p> <p>La Gloria Elementary: The overall suspension rate for all students 3.7 % Suspension rate for English Learners 4.8% Suspension rate for Hispanic students 3.6% Suspension rate for Homeless Youth 7.1%</p>	<p>This action is designed to support the social-emotional learning (SEL) of low-income, foster, and English-learner students by providing individualized counseling, group workshops, and SEL-focused activities. They help students develop self-awareness, self-regulation, and interpersonal skills, and connect them with additional resources like mental health services and academic support. These targeted interventions improve emotional well-being, academic performance, and resilience in these vulnerable student populations.</p> <p>The decision to focus on restorative practices, social-emotional learning, and positive behavior interventions is designed to support services that provide alternative means of correction and restoration for otherwise suspendable student actions.</p> <p>These efforts are designed to specifically support English Language Learners, Hispanic students, Homeless Youth, and students from socio-economically disadvantaged backgrounds. All students benefit from alternatives to suspension. Therefore, the efforts will apply to all students at all school sites in the district.</p> <p>While the primary focus of these services will be for English learners, foster youth, and low-income</p>	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
	<p>Suspension rate for Socioeconomically Disadvantaged 4.2%</p> <p>Source: 2023 California Dashboard</p> <p>Scope: LEA-wide</p>	<p>students, they will be implemented LEA-wide and will benefit all students.</p>	
3.6	<p>Action: Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions</p> <p>Source: CALPADS</p> <p>Metrics 3.3 - 3.9</p> <p>Need: Fairview Middle School All Student Chronic Absenteeism 22.1% Fairview Middle Homeless Youth Chronic Absenteeism 31.3% Fairview Middle Socioeconomically Disadvantaged Chronic Absenteeism 23.2% Fairview Middle Students with Disabilities Chronic Absenteeism 32.1%</p> <p>Scope: Schoolwide</p>	<p>Safe school campuses provide a secure and supportive environment for English learners, low-income, and foster youth, reducing stress and promoting engagement in their education. Access to counseling services ensures that these students receive emotional and academic support, helping them navigate personal challenges and stay on track. Credit recovery programs offer a second chance to complete missed coursework, preventing these vulnerable students from falling behind and ultimately dropping out. Due to logistics, all students will benefit from a secure campus. All students who need services will be allowed to access them as resources allow.</p>	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
3.7	<p>Action: High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions</p> <p>Source: CALPADS</p> <p>Metrics 3.3 - 3.9</p> <p>Need: High School Drop Out rate is 4.3% for the 2022-2023 school year.</p> <p>Source: CalPads Data</p> <p>Scope: Schoolwide</p>	Safe school campuses provide a secure environment where English learners, low-income, and foster youth feel supported, reducing anxiety and promoting consistent attendance. Counseling services offer emotional and academic guidance, helping these students navigate challenges and set clear pathways to graduation. Credit recovery programs allow them to make up for missed or failed courses, ensuring they stay on track to graduate rather than dropping out. These are designed to support unduplicated students. Credit recovery programs provide every student with a second chance to recover missed credits, ensuring that everyone has an equal opportunity to succeed and complete their education without the risk of dropping out.	High School Drop Out Rate
4.1	<p>Action: Parent Engagement and Education</p> <p>(Metric 4.3)</p> <p>Need: Community Feedback</p> <p>Scope: LEA-wide</p>	This action was designed because parent education supports academic success by equipping parents with the skills and knowledge needed to effectively support their children's learning. Research shows that when parents are actively involved in their children's education, students achieve higher grades, better test scores, and improved behavior. Parent education programs provide guidance on creating a positive home learning environment, understanding academic expectations, and fostering effective communication with teachers.	CAASPP ELA and Math
4.3	<p>Action: Community Partnerships</p>	This action was designed because parent involvement plays a crucial role in supporting academic success. Research shows that when	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Metric 4.2)</p> <p>Need: Community Feedback: Community feedback indicated a strong desire for community partnerships with the school district to ensure that families, local organizations, and educators work collaboratively to address the diverse needs of students.</p> <p>Scope: LEA-wide</p>	<p>parents are engaged in their children's education, students achieve higher grades, better attendance, and increased motivation. By being involved, parents can support their children's academic and social-emotional development, leading to overall better educational outcomes.</p> <p>Though this action is designed for EL, SED, and Foster youth families, ALL families are invited to attend all community meetings to strengthen the Gonzales community as a whole.</p>	

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	<p>Action: Increase student access to supplemental resources and services to increase English language acquisition.</p> <p>Metric 2.2</p> <p>Need:</p>	<p>This action is designed to support teachers of EI students. By providing educators with targeted training in language development techniques and differentiated instruction, teachers will be able to create inclusive learning environments tailored to the needs of English learners. This training fosters a deeper understanding of second language acquisition processes and enables teachers to adapt their instructional approaches to meet the</p>	<p>English Learner Progress Indicator (ELPI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The ELPI on the Dashboard is Orange and shows 41.6% of English Learners made progress in 2022-23.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>evolving needs of diverse English learner populations.</p>	
2.4	<p>Action: Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support.</p> <p>Metrics 2.6, 2.7</p> <p>Need: English Learner Progress Indicator (ELPI)</p> <p>Fairview Middle 43% of students are making progress toward English Language proficiency</p> <p>La Gloria Elementary 40.8% of students are making progress toward English Language proficiency</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>These actions will align programs and services to enable English language learners to access the common core academic content knowledge and ELD standards (metric 2.2)</p>	<p>English Learner Progress Indicator (ELPI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	<p>Action: Provide a district-wide ELD TOSA</p> <p>Metric 2.3</p> <p>Need: 45.5% of the student population are designated as English language learners. 41.6% of these students were identified as making progress toward English reclassification on the 2023 California School Dashboard. Staff and parent surveys, and verbal input at stakeholder meetings indicate a belief that increased professional capacity and knowledge targeting evidence-based practices to support EL students will assist in improving student outcomes for English language learners.</p> <p>Metric 2.2</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action supports action 2.7 and metric 2.2 by providing in-person support to grow teacher knowledge and capacity to support EL students.	English Learner Progress Indicator (ELPI)

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 NO limited action contributing to meeting the increased or improved services requirement that is 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 51.64%, including carryover. The planned quantitative increase is demonstrated by the expenditure of funds of \$20,127,353 as described in the LCAP above. These include actions/services described in: Goal 1, Action 1; Goal 2, Actions 1-3; Goal 3, Actions 1-3; and Goal 4, Actions 1-3.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	22,138,749	8,376,085	37.835%	0.000%	37.835%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$18,697,104.00	\$3,954,006.00	\$55,111.00	\$83,226.00	\$22,789,447.00	\$18,671,273.00	\$4,118,174.00

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
1	1.1	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$14,561,534.00	\$0.00	\$11,361,485.00	\$3,135,119.00	\$0.00	\$64,930.00	\$14,561,534.00	
1	1.2	Priority 1: Maintain safe clean functional facilities that are in good repair. Source: Facility Inspection Report (FIT Report) Metric 1.2	All	No			All Schools	Ongoing	\$869,376.00	\$3,118,474.00	\$3,725,675.00	\$262,175.00	\$0.00	\$0.00	\$3,987,850.00	
1	1.3	Priority 1: Technological Support & Connectivity	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-income, and foster youth.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$324,960.00	\$306,664.00	\$0.00	\$0.00	\$18,296.00	\$324,960.00	

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
		Source: Local Curriculum Reports Metric 1.3														
1	1.5	Priority 6: School Safety	All	No			All Schools	Ongoing	\$800,071.00	\$0.00	\$744,960.00	\$0.00	\$55,111.00	\$0.00	\$800,071.00	
2	2.1	Increase teacher instructional capacity through professional learning and participation in Math Communities of Practice. Metric: 2.1	English Learners, hispanic, low income, SED	No			All Schools	Ongoing	\$0.00	\$294,512.00	\$0.00	\$294,512.00	\$0.00	\$0.00	\$294,512.00	
2	2.2	Increase student access to supplemental resources and services to increase English language acquisition. Metric 2.2	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$70,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$70,000.00	
2	2.3	CTE Pathways Metric 2.14	All	No			Specific Schools: Gonzales High School 9-12	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairview Middle School and La Gloria Elementary Schools TK-8th grade	Ongoing	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$70,000.00	
2	2.5	Increase rate of EL students making progress toward English proficiency and EL students who are reclassified by aligning programs and services to enable English language learners to access the common core academic content	English learner	No			All Schools	Ongoing	\$0.00	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$35,000.00	

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
		knowledge and ELD standards. Metrics 2.2, 2.6, 2.7														
2	2.6	Increase pupil achievement on statewide assessments for Science with expanded learning options. Metric 2.5	Students with Disabilities EL	No			All Schools	Ongoing	\$0.00	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$35,000.00	
2	2.7	Provide a district-wide ELD TOSA Metric 2.3	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$137,000.00	\$0.00	\$137,000.00	\$0.00	\$0.00	\$0.00	\$137,000.00	
2	2.8	Increase staff knowledge and capacity in providing instruction for English Language Learners (ELLs) with an emphasis on providing targeted instructional services for long-term English Language Learners (LTELs). Metric 2.2	English Learners	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.9	Dual Enrollment (Metric 2.12)	All	No			Specific Schools: Gonzales High School 9-12	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	Dual-language Program Metric 2.3	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$390,990.00	\$50,000.00	\$440,990.00	\$0.00	\$0.00	\$0.00	\$440,990.00	

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
		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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$97,200.00	\$44,228.00	\$25,228.00	\$116,200.00	\$0.00	\$0.00	\$141,428.00	
3	3.3	Professional Development Metric: 3.1, 3.2	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$525,771.00	\$40,000.00	\$565,771.00	\$0.00	\$0.00	\$0.00	\$565,771.00	
3	3.5	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,108,595.00	\$6,000.00	\$1,108,595.00	\$6,000.00	\$0.00	\$0.00	\$1,114,595.00	
3	3.6	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fairview Middle School	Ongoing	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	
3	3.7	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Gonzales High School	Ongoing	\$0.00	\$40,000.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	
3	3.8							Ongoing								

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
4	4.1	Parent Engagement and Education (Metric 4.3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$110,736.00	\$15,000.00	\$125,736.00				\$125,736.00	
4	4.2	School-Parent-Community Communication	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
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	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.4	Involvement opportunities for parents/guardians of students identified as receiving special education services. Metric: 4.3	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.3															

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,138,749	8,376,085	37.835%	0.000%	37.835%	\$14,226,469.00	0.000%	64.260 %	Total:	\$14,226,469.00
								LEA-wide Total:	\$13,944,469.00
								Limited Total:	\$207,000.00
								Schoolwide Total:	\$75,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Priority 1: Teachers will be appropriately assigned and fully credentialed. Source: California Schools Dashboard Metric 1.1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,361,485.00	
1	1.4	Priority 1: All students will have access to standards-aligned curriculum and materials for their age and grade level for all subject matters as well as supplemental materials specific to high quality, differentiated instruction for ELs, low-income, and foster youth.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$306,664.00	

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 (%)
		Source: Local Curriculum Reports Metric 1.3						
2	2.2	Increase student access to supplemental resources and services to increase English language acquisition. Metric 2.2	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,000.00	
2	2.4	Increase the rate of EL and LTEL students making progress toward English proficiency and EL students who are reclassified by providing integrated, designated, and embedded English Language development support. Metrics 2.6, 2.7	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairview Middle School and La Gloria Elementary Schools TK-8th grade	\$35,000.00	
2	2.7	Provide a district-wide ELD TOSA Metric 2.3	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$137,000.00	
3	3.1	School Climate, Pupil Engagement Chronic Absenteeism and School Attendance Rates Source: California Schools Dashboard Local Student Information System (SIS). Metrics 3.3 - 3.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$440,990.00	
3	3.2	Maintain Low Suspension and Expulsion Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,228.00	

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 (%)
		Implementation of Restorative Practices Source: Local Student Survey Data, DataQuest, CALPADS, and CDE Metrics 3.2, 3.3 - 3.9						
3	3.4	Maintain School Social Worker Support to Provide Tier 2 and Tier 3 Support to Students Metric 3.1, 3.3, 3.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$565,771.00	
3	3.5	Maintain School Counselors at All School Sites to Support Lower Suspension Rates Metrics 3.1, 3.3 - 3.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,108,595.00	
3	3.6	Middle School Drop Out Rates Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairview Middle School	\$35,000.00	
3	3.7	High School Dropout Rates: Comprehensive Student Supports and Targeted Interventions Source: CALPADS Metrics 3.3 - 3.9	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gonzales High School	\$40,000.00	
4	4.1	Parent Engagement and Education	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$125,736.00	

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 (%)
		(Metric 4.3)			Low Income			
4	4.3	Community Partnerships (Metric 4.2)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$50,318,518.00	\$41,277,418.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High-Quality Instruction, Recruitment/Retention of Highly-Effective Staff	Yes	\$23,501,174.00	21,064,247
1	1.2	Maintenance & Operations	No	\$8,928,745.00	8,415,242
1	1.3	Technological Support & Connectivity	No	\$1,066,741.00	1,151,470
2	2.1	Student Interventions & Enhancements	Yes	\$11,506,002.00	5,347,637
2	2.2	Identification, Service & Reclassification of English Language Learners	Yes	\$114,146.00	70,853
2	2.3	College & Career Readiness	Yes	\$1,626,789.00	1,350,264
3	3.1	School Climate, Student Engagement & Attendance	Yes	\$2,641,051.00	2,681,076
3	3.2	Maintain Low Suspension and Expulsion Rates	Yes	\$574,284.00	751,983
3	3.3	Professional Development	Yes	\$166,279.00	223,215
4	4.1	Parent Engagement & Education	Yes	\$17,861.00	3,101
4	4.2	School-Parent-Community Communication	Yes	\$42,000.00	88,171

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Community Partnerships	Yes	\$133,446.00	130,159

2023-24 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)
9,293,142	\$20,127,353.00	\$15,703,338.00	\$4,424,015.00	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	High-Quality Instruction, Recruitment/Retention of Highly-Effective Staff	Yes	\$10,203,827.00	10,036,675		
2	2.1	Student Interventions & Enhancements	Yes	\$6,924,796.00	2,567,572		
2	2.2	Identification, Service & Reclassification of English Language Learners	Yes	\$12,460.00	0		
2	2.3	College & Career Readiness	Yes	\$1,142,721.00	1,157,999		
3	3.1	School Climate, Student Engagement & Attendance	Yes	\$1,516,530.00	1,485,817		
3	3.2	Maintain Low Suspension and Expulsion Rates	Yes	\$237,452.00	416,083		
3	3.3	Professional Development	Yes	\$3,765.00	24,727		
4	4.1	Parent Engagement & Education	Yes	\$17,861.00	3,001		
4	4.2	School-Parent-Community Communication	Yes	\$42,000.00	85		
4	4.3	Community Partnerships	Yes	\$25,941.00	11,379		

2023-24 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)
23,536,774	9,293,142	9.72%	49.203%	\$15,703,338.00	0.000%	66.718%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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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