

Local Control Accountability Plan (LCAP)

Addendum: General Instructions and Regulatory Requirements.

Appendix A: Priorities 5 and 6 Rate Calculations.

Appendix B: Guiding Questions

[Local Control Funding Formula \(LCFF\) Evaluation Rubrics:](#) Essential data to support completion of this LCAP.

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Gonzales Unified School District is committed to providing a quality education that prepares all students to be lifelong learners in order to empower all students to become successful and contributing members of society. In order to realize our vision, our critical mission is to provide high-quality and meaningful educational experiences that will prepare our students for college and career postsecondary success and encourage them to continue learning and growing throughout their lifetime. The Gonzales Unified School District, located in a rural agricultural community in the Salinas Valley, is committed to providing a quality education that prepares all students through comprehensive programs delivered by a skilled and committed staff. Our most recent census data enrollment is 2,371 students with demographics of 97% Hispanic students, 1.6% White, .5% Filipino, .5% American Indian or Alaska Native, .2% Two or more races and .1% African-American. The English Learner enrollment is 1,001 with approximately 67 students meeting reclassification criteria to be designated as Fluent English Proficient. The unduplicated pupil count is 88% with 88% socio-economically disadvantaged, 42.5% English Learners, and 9.4% of either Foster Youth or Homeless. The Gonzales Unified School District expects ALL students to be able to achieve their goals when striving for academic achievement. The District believes that it is critical for ALL students to be fully prepared upon graduation with options to enter into a career or college of their choice or Military Service. The district also recognizes and values the importance of stakeholder input through our LCAP development process.

LCAP Highlights

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

Our 2019-2020 Gonzales Unified School District LCAP has four major goals with carefully articulated actions to meet the needs of our TK-12 grade unique student population.

Goal 1 is designed to capture our base services for all students. Some of our base services include providing highly-qualified certificated teachers, research-based professional development for staff, high-quality instructional materials, the latest technological devices, transportation services and an environment that is conducive to develop every student's social-emotional well-being.

Goal 2 focuses on engaged and on-track students prepared for graduation through clearly articulated course outcomes and grading practices, integrated technology and training in every classroom, data management, quality common assessments, support for student subgroups, and building and maintaining partnerships with college and career partners for a smooth post-secondary transition. This goal also articulates the student services associated with a high-quality curricular and instructional program with actions that include intervention and enrichment materials, professional development opportunities to meet 21st century goals.

Goal 3 enhances our academic environment by providing a positive school experience that develops our students' social emotional well-being through Multi Tiered Systems of Support (MTSS), safe and secure facilities and equipment, welcoming staff, school safety personnel and enrichment support staff.

Goal 4 outlines our district's commitment to getting staff, parents and community working together in collaborative partnerships to positively impact the education of our students. This includes family training(s) and workshops.

Greatest Progress

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

GUSD is most proud of;

- Progress made in the areas of academic achievement in grades 3-4 in English Language Arts (increased significantly by 20.7 points)
- Progress in mathematics in grades 3-4 (increased by 10.5 points). This is significantly larger than county and state averages.
- Our graduation rate is also a source of pride as it increased by 2.3% (96.7%).
- Our suspension rates at La Gloria Elementary (.8% to .5%), Gonzales High School (5.2% to 4.4%) and Somavia High School (16.7% to 8.5%) have also declined at all three sites.
- District-wide suspension rates for Foster Youth have declined by 11.8%
- Chronic Absenteeism rates for Foster Youth has declined by 11.9%.
- English Learners in grades 3-4 increased math scores by 8.8%.
- Another celebration point is the work GUSD is doing with the College and Career Indicators. Gonzales Unified showed an increase in this area of 9.5%.
- The District is also proud to have continued to create and offer information sessions to our TK-12 parents and community on academic success indicators and social-emotional related services .
- GUSD also provides academic and school counselors and mental health workers to enhance the success of our students as they prepare for college and career.

Greatest Needs

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

The area of greatest need is;

- **Math** district-wide where the District-wide academic achievement data declined by
 - 9.6 points (-.72% at proficient or above),
 - declined at Gonzales High School by 29.5 points (-3.1% at proficient or above) and
 - declined at Fairview Middle School by 10.9 points (- 1.28% at proficient or above).
 - Mathematics scores in the district have either been inconsistent and/or have decreased over the past four years. Both Gonzales High School and Fairview Middle School are over 110 points below standard in Math.
- Our overall English learner metric in Math has declined as a district by 5.7 points (-5.99% at proficient or above) but more concerning is the decline of 39.3 points in Math for English Learners at Gonzales High School (0% at proficient or above) .
- Our grade 11 SBAC math scores have declined significantly by 29.5 points (-3.6% at proficient or above).
- Gonzales Unified has a continued need to focus on effective first classroom instruction district-wide in 2019-20.
- Based on our greatest needs, our instructional focus for 2019-20 will continue to be effective first instruction (rigor, differentiation) and providing support to teachers and students in the academic area of Math.

After an initial analysis of the California Dashboard, Gonzales Unified School District conducted a more in-depth systems analysis related to programs and services for students around mathematics. In order to continue the previous year's focus around mathematics, district leaders will facilitate and guide all school site teams through developing a problem of practice, help establish site Leadership Teams to lead this work, and will provide coaching and support by conducting site walk-throughs and instructional rounds.

Performance Gaps

Referring to the LCFF Evaluation Rubrics, identify and state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Gonzales Unified has identified areas where there are significant performance gaps and opportunities for growth. GUSD will provide extra support to students who are identified as Socio-economically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), Homeless (H), and students with disabilities (SWD) who have not made adequate annual progress as measured by the SBAC and local common assessment collected data.

Areas of growth opportunity are;

College and Career for English Learners

District-wide, 42.1% of students are College and Career Ready (increase of 9.5%) from the previous year.

- For English Learners, 9% are College and Career Ready which is an increase of 1% but is -33.1% compared to all students district-wide.

Math

Math is a focus for ALL students in the district.

- For all students district-wide, 14.95% of students were at proficient or above.
 - 19.29% of ELs are at proficient or above (+4.34% compared to all students)
 - 14.07% of SED are at proficient or above (-.88% compared to all students)
 - 3.1% of SWD are at proficient or above (-11.85% compared to all students)
- 11.93% of all GHS 11th grade students are at proficient or above (-3.02% compared to all students)
 - 0% of ELs are at proficient or above (-11.93% compared to all GHS 11th grade students)
 - 9.93% of SED are at proficient or above (-2% compared to all GHS 11th grade students)
- 9.1% of all FMS students are at proficient or above
 - 8.68% of ELs are at proficient or above (-.42% compared to all FMS students)
 - 0.97% of SWD are at proficient or above (-8.13% compared to all FMS students)
 - 9.20% of SED are at proficient or above (+.10% compared to all FMS students)

GUSD will continue to establish evidence-based Math intervention program at all levels. We will continue to work with a math coach who will be brought in to the district to provide additional support for math teachers focusing on middle and high school. We will support the area of College and Career for our EL students by working with site counselors to ensure that ALL students, including our English Language Learners, are enrolling in courses that will get them College and Career ready, have systems in place to accurately label classes A-G, providing students the appropriate credit for completion of those courses and check ins throughout the year to gauge progress in this area.

English Language Arts

- District-wide, scores for English Language Arts decreased over the prior year (-3.95% at proficient or above district wide) except for La Gloria Elementary School (+8.19% at proficient or above).

We will continue to support our students in ELA through our established, evidence-based ELA intervention programs and through our professional development opportunities for teachers on rigor and good first teaching. Our English learner (EL) population will be served through designated ELD courses and research-based EL practices such as intentional language frames, graphic organizers, and by implementing Guided Language Acquisition by Design (GLAD) practices district-wide. Our teachers will meet in Professional Learning Communities (PLCs) weekly to review local data and to make decisions on how to increase student learning district-wide through exemplary core instructional practices and both intervention and enrichment opportunities. Students will be identified by name and data will be used to target in-classroom interventions, as well as create groups of students for after school programs, Saturday Academies, and Summer Academies.

Comprehensive Support and Improvement

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

Schools Identified

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

Fairview Middle School has been identified as a CSI School.

Support for Identified Schools

Describe how the LEA supported 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.

Gonzales Unified School District administration and Fairview Middle School staff conducted an Self-Assessment. This process was facilitated by the Monterey County Office of Education. The data examined during this self-assessment were taken from the CA Dashboard, student group reports, and local data measures around mathematics. Special focus was given to collecting and analyzing data to support instructional changes. As a result of this needs assessment, the district will support FMS in implementing evidence-based interventions, coaching, and additional time for focused collaboration. Our math focus areas will include:

1. Math 180 will continue but will be provided as part of a math block schedule, as a separate class designed for intervention and acceleration. Students will be placed as a result of a math inventory test. This intervention is meant for students two or more grade levels behind.
2. Math 180 coaching will occur for the Fairview math teachers, site academic coach and administration. With fidelity being an issue last year, the coaching will assist administrators and the site academic coach to help teachers maintain fidelity to the program.
3. Math classrooms will allow for student collaboration to solve complex problems in conjunction with peer tutoring for additional support.
4. Differentiated and personalized instruction will be delivered by teachers who will be supported by a new academic coach through on-going training and modeling of lessons.
5. Math coaching/professional development will be provided by an MCOE math specialist for the middle school math teachers, the FMS academic coach and site administrators.
6. Additional math collaboration time will be provided in addition to the weekly time departments are given to collaborate.

GUSD will support the school site regarding the identification and selection of evidence-based interventions by releasing identified staff for multiple full-day collaboration meetings, with director of curriculum and instruction, county office personnel, and school teacher leaders to review promising practices, connect existing evidence-based practices that are showing growth, as well as visiting other districts who have proven strong student growth patterns.

Resource inequities were identified through the needs assessment. This process identified inequities which occur as a result of additional per pupil funds being allocated at the high school level through CTE funds and at the elementary school level with the addition of class-size reduction funds. This state funding model contributes to FMS not receiving an equitable amount of per pupil funding. Additional resource inequities will be addressed through the CSI Plan and additional resources will be identified and allocated to the school site. The district will continue to support the school by allowing collaboration time for the site leadership team to review resources and budget inequities on a monthly basis.

Monitoring and Evaluating Effectiveness

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

Gonzales Unified School District will continue to monitor and evaluate the implementation and effectiveness of the CSI plan through the continual collection and examination of student data. The following student data will be used for this purpose:

- * SBAC and interim assessments to monitor student outcomes;
- * Progress monitoring assessments given twice a quarter;
- * Professional Learning Community meetings to analyze data
 - Built in Math 180 assessment data, mid-year gains data, end-of-year gains data

We plan to collect this data, as well as CA Dashboard data to monitor the effectiveness in an ongoing basis.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Baseline Goal 1:

The Gonzales Unified School District will provide safe, clean school facilities and highly effective staff. All students will experience rigorous curricular and instructional programs that improve academic performance.

State/Local Priorities

State: 1, 2

Local: None

Annual Measurable Outcomes

Expected

See Appendix A -

Actual

See Appendix A -

Actions/Services

Action 1 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure access to core, high quality instructional programs by providing base staffing district-wide and to provide professional development/coaching.</p>	<ul style="list-style-type: none"> GUSD did provide all the necessary supplies, materials and equipment to satisfy the Williams Requirement. 	<p>Amount \$9,618,021.00 Source Included in Base Reference 1000-1999</p>	<p>Amount \$9,833,149.00 Source Included in Base Reference 1000-1999</p>

- Provide all materials, training, equipment, teachers and supplies that **100% satisfy the Williams' requirement** as measured by the Williams' compliance report.
- Continue to fund **ROP/CTE courses** in grades 6-12 and **class size reduction** (CSR) in all classes TK-3 to support student learning as measured by site master schedules and student class listings.
- Focus on **DIFFERENTIATED INSTRUCTION AND RIGOR** district-wide. **PROFESSIONAL DEVELOPMENT** for ALL teaching staff (certificated teachers and targeted instructional support staff) will be provided (site-based, district and/or contracted). The district will provide teacher release-time, paid hourly, and substitute costs to fund planning time on teaching pedagogy, behavior managements systems, curriculum and standards. Topics may include but are not limited to **Common Core State Standards (CCSS), Step Up to Writing (SUTW), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs), Differentiated Instructional Strategies, Increasing Rigor and Classroom Management structures/strategies** as measured by PD agendas and sign in sheets (11 days of PD on Differentiated Instruction and Rigor at \$6,200/day plus sub cost for 9 days). This will be funded out of supplemental funds (0940).
- Establish **COACHING SUPPORT and COACHING CYCLES** for all teachers needing support with the direct support coming from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. Four total TOSA, Academic Coaches & Intervention Specialists will receive an extra 20 work days @ per diem, estimated at \$500 per day + benefits 19.2622%. This action will be measured by coaching logs kept by the Academic Coaches and Intervention Specialist. This will be paid out of supplemental (0940) and Title 1.
- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers.**

- GUSD did continue to fully support class size reduction in grades TK-3 and ROP/CTE courses in grades 6-12.
- GUSD did provide coaching support for teachers with our 1.0 FTE Academic Coach (district-wide) and 3.0 FTE Intervention Specialists at each site.
- GUSD did provide a Teacher Induction program through the Monterey County Office of Education Induction Program.
- GUSD did send teachers to Professional Development and conference opportunities. These opportunities included CABE, CUE, CEPTA, STEAM/STEM, Equity, AVID, School Counseling, mental health, math, ACSA and CTE.
- GUSD did NOT train teachers in Instructional Rounds this year.
- GUSD did NOT have ALL teachers establish personal goals for their instruction at the beginning of the school year.

Amount	\$3,298,629.00
Source	Included in Base
Reference	2000-2999
Amount	\$5,173,163.56
Source	Included in Base
Reference	3000-3999
Amount	\$1,024,035.00
Source	Included in Base
Reference	4000-4999
Amount	\$1,404,717.00
Source	Included in Base
Reference	5000-5999
Amount	\$872,000.00
Source	Included in Base
Reference	6000-6999
Amount	\$58,361.00
Source	Included in Base
Reference	7000-7999
Total	\$21,448,926.56

Amount	\$794,821.00
Source	Included in Base
Reference	2000-2999
Amount	\$3,801,169.00
Source	Included in Base
Reference	3000-3999
Amount	\$320,896.00
Source	Included in Base
Reference	4000-4999
Amount	\$361,374.00
Source	Included in Base
Reference	5000-5999
Amount	\$0.00
Source	Included in Base
Reference	6000-6999
Amount	\$220,369.00
Source	Included in Base
Reference	7000-7999
Total	\$15,331,778.00

The site-based Academic Coaches and intervention Specialists will help facilitate this process. This action will be measured by training agendas, sign in sheets and/or Instructional Rounds sign in sheets.

- Request **ALL teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21st century skills for their classroom instruction** as measured by site administration records regarding teacher goals.
- Provide **qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC).** The cost of the program is \$4,000/inductee. This action will be measured by District Office Human Resources and business office records **(27 candidates X \$4,200/candidate = \$113,400.00).** This will be paid out of Title 1 and concentration (0950).
- **Provide PD travel and conferences for teachers estimated at 3 conferences per year at \$10,000 per conference (\$30,000).** This action will be measured by District Office business office records.

**Action 2
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

The Gonzales Unified School District will provide all operational services, Support services, facilities, and staff (ie MOT, support staff at school sites and DO) to

* GUSD continues to ensure safe clean facilities for our students and staff going above Williams requirements, to this end GUSD completed the following projects:

No Expenditures.

Total

\$0.00

Amount \$154,206.00
Source Included in Base
Reference 1000-1999

give our students access to a high quality instructional program.

- **Compliance with Williams - safe clean facilities**
 - Update facility bathrooms at FMS (Admin office) and Music rooms
- **Complete facility projects from 17-18 to include**
 - Final installation of HVAC - \$400,000;
 - Final installation of Solar -cost included in PPA contract,
 - Painting of buildings estimated completion in July 2018 - estimated costs \$380,000.
 - Final installation of new stadium lights
- Provide **transportation** for students TK-gr. 4 . and for students living in outskirts of town as well as Chualar as measured by transportation department records.
- Allocate funding to maintain **transportation personnel**, fuel costs, maintenance of vehicles, and any associated professional service costs (100% of 0960) expenditures as measured by business department records of the above listed costs.
- **Continue to fund 1.0 FTE school-based campus supervisors** as measured by district business and human resource office records. This will be funded out of supplemental (0940).
- Provide **professional development to all MOT staff** in first response to safety during the school day, after hours, and while on a school bus as measured by training agendas and sign in sheets.

- Exterior painting of all facilities and interior painting of some facilities as well as new carpets installed in some rooms.
- Installation of classroom HVAC at all three school sites
- Installation of Solar panels across the district
- Installation of stadium lights

Office bathrooms at FMS were NOT updated during this fiscal year, due to cost. This will be considered at a later time.

- Transportation continues for TK-4 students living outside the city boundaries.
- The district continues to support 1.0 FTE school-based Campus Supervisor at each site.
- MOT staff continues to attend relevant Professional Development trainings. This year drivers attended the Annual Driver training conference in Southern California. The Director of MOT continues to attend trainings such as Pesticide and Chemicals training, Safety, etc...

Amount	\$2,940,893.00
Source	Included in Base
Reference	2000-2999
Amount	\$1,598,976.00
Source	Included in Base
Reference	3000-3999
Amount	\$266,821.00
Source	Included in Base
Reference	4000-4999
Amount	\$1,173,647.00
Source	Included in Base
Reference	5000-5999
Amount	\$2,193,473.00
Source	Included in Base
Reference	6000-6999
Amount	\$-69,938.82
Source	Included in Base
Reference	7000-7999
Total	\$8,258,077.18

**Action 3
Planned**

The Gonzales Unified School District will provide students and staff with the necessary technology tools and training to facilitate the development of student's and staff's 21st Century technological skills and provide the appropriate infrastructure and staff to maintain and support district-wide technology for all.

Actual

GUSD continues to evaluate the use of technology in the classrooms to ensure enhanced learning experiences and opportunities for students in each grade level. Currently, the technology department is in the process of determining if Chromebooks are the most appropriate device for student use as online curriculum becomes more available.

**Budgeted
Expenditures**

No Expenditures.
Total \$0.00

**Estimated Actual
Expenditures**

Amount	\$36,279.64
Source	Included in Base
Reference	1000-1999
Amount	\$340,046.00
Source	Included in Base
Reference	2000-2999

- Discuss and evaluate the purpose of **student Chromebooks** and if the district will continue to purchase/replace the existing type of Chromebooks or transition to another type of technology tool, which would best serve our students' needs as measured by meeting agendas and notes.
- **Train all staff and students** in the use of the 1:1 **Chromebooks** and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff as measured by training agendas and sign in sheets.
- **Completion of Technology projects to include:**
 - ◊ Network upgrades to the data center, phases 2 and 3.
 - ◊ Adding additional security cameras across all school sites and the Football stadium
 - ◊ Implementation of the district website expected completion late July early August
 - ◊ Renew all technology data systems contracts
 - ◊ Research and implement Attendance truancy tracking and notification system - estimated cost being researched
- Maintain **district wide technology support staff** to support technology district-wide.
- Maintain **1.0 FTE district-wide Educational Technology Coordinator** to support staff and students in the area of technology integration, including International Society for Technology in Education (**ISTE**) **standard rollout** TK-12. This will be funded out of supplemental (0940).
- Pilot mentor **technology coaches** for any teachers in need as measured by mentor logs of service. This will be funded out of concentration (0950).
- Hire a **.5 FTE Data/Software technician and .5 Software technician (total of 1.0 FTE)** to support technology district-wide. This will be funded out of supplemental (0940).

GUSD did NOT train all teachers on the use, management, and monitoring of students use of these Chromebooks.

GUSD worked on the following Technology projects:

- Began Phase 2 of the upgrades to our Network and will complete the data center and VOIP upgrades in the summer
- Did NOT install additional security cameras across all school sites and the Football stadium
- Implemented a district website that has been operational since July 1
- Renewed technology data systems contracts such as Aeries, Illuminate
- Researched but did NOT implement the Truancy tracking and notification system as the desired system was cost prohibitive.

The district restructured departments this school year in order to offer more support to staff. The Technology Department is fully centralized and technicians are sent out based on ticket priority. The Technology Department will also be starting a help desk line to provide support with less complicated requests.

- The District did NOT maintain the 1.0 FTE for Ed Tech, this position will be revisited for the 19-20 SY.
- The District did NOT have technology mentors for teachers
- The Data/Software Technician position was changed to a Education Data/Technology Support - the position has been posted but no success filling the position to date.

Amount	\$162,817.00
Source	Included in Base
Reference	3000-3999
Amount	\$21,230.00
Source	Included in Base
Reference	4000-4999
Amount	\$137,387.00
Source	Included in Base
Reference	5000-5999
Amount	\$278,129.00
Source	Included in Base
Reference	6000-6999
Total	\$975,888.64

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The purpose of Goal #1 was to provide safe, clean school facilities and highly effective staff. The goal also stated all students will experience rigorous

curricular and instructional programs that improve academic performance. Gonzales was able to achieve some of this goal while falling short on other pieces.

Gonzales Unified went through incredible turmoil and change in 2017-18. There was significant political unrest that resulted in the Superintendent being ousted and a new, Interim Superintendent being hired about the last month of the school year. The unrest coupled with the turmoil and resulting change of leadership stretched the bandwidth of the district and made implementation of educational programs and services literally impossible. Although GUSD was going through this trying time that negatively impacted everything in the district, GUSD was able to get some actions, services and initiatives in place. The services that were NOT put into place were a result of a lack of funding attached to the item, a change in site and district leadership or discontinued practices that were deemed to be detrimental to re-establishing positive relationships in the district. An example is the district did not train teachers in Instructional Rounds because Instructional Rounds, as they existed in the district, were perceived by teaching staff as top down and punitive. It was determined this practice needed to be discontinued to help gain a fresh start in the relationship between staff and the district office.

Nevertheless, Gonzales Unified was able to implement some programs/services. Examples of this include GUSD was able to fulfill all Williams requirements, was able to maintain Class Size Reduction (CSR) for grades TK-3 and ROP/CTE classes grades 6-12. In addition, Gonzales Unified provided a 1.0 FTE Academic Coach and 3.0 FTE Intervention Specialists for teacher and student support. GUSD was able to provide an Induction program to support all new teachers through the Monterey County Office of Education

Gonzales Unified was able to implement the majority of the actions around facilities, transportation, safety and technology. Examples of items/actions that did not happen were tech mentor teachers, and training for all teachers on chrome books. The District did not maintain the 1.0 FTE for Ed Tech. This position will be revisited for the 19-20 SY. The District did not have technology coaches for teachers. No funding was attached to this item. The Data/Software Technician position was changed to a Education Data/Technology Support - the position has been posted but no success filling the position to date.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In terms of overall implementation of this goal, GUSD was able to achieve part of the goal. Actions around facilities, technology and safety were largely put into place. GUSD was able to provide clean and safe school facilities as we were able to pass the Williams inspection with flying colors. Actions around technology and safety were largely implemented.

GUSD implemented the academic support actions in Goal 1 but it is obvious that whatever we did, it could not overcome the negative environment and its negative collateral impact on the educational environment in the district during the 2018-19 school year. The academic support actions did not play out positively in terms of student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Gonzales Unified made the following changes to this goal:

Goal 1, Action 1

- Removed sub action in related to Instructional Rounds as this practice has been discontinued in our district.

Goal 1, Action 3

- Removed sub action in related to The Data/Software Technician position was changed to a Education Data/Technology Support - the position has been posted but no success filling the position to date.
- Removed 1.0 FTE district-wide Educational Technology Coordinator to support staff and students in the area of technology integration, including International Society for Technology in Education (ITSE) standard rollout TK-12.
- Removed Pilot mentor technology coaches.

Goal 2

Goal 2:

State/Local Priorities

ALL Students will be college and/or career ready, prepared for post-secondary opportunities.

State: 2, 3, 4, 7, 8

Local: None

Annual Measurable Outcomes

Expected

Actual

See Appendix A -

See Appendix A -

Actions/Services

Action 1 Planned

Actual

Budgeted Expenditures

Estimated Actual Expenditures

Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success.

- GUSD DID administer benchmark assessments throughout the year but there was little monitoring of the implementation.

Amount \$140,844.00
Source LCFF
Reference 1000-1999

Amount \$1,198,606.00
Source Supp. / Conc.
Reference 1000-1999

- Administer **Benchmark Assessments at least 3 times per year** to monitor student progress toward proficiency on Common Core State Standards as measured by the student benchmark assessment results in our data system (Illuminate).
- Prepare our students for the **SBAC assessment** administered in the Spring by using benchmark assessment questions based on the California Common Core State Standards as measured by verification by the District administrative team that the questions are based on CCSS.
- Administer the **SBAC assessment** to all students (unless exempted) **grades 3-8 and grade 11** as measured by assessment number results provided by the State.
- Use adopted **assessments** that go with **daily and unit instruction** as measured by site administration oversight and observation.
- Analyze the results of the above mentioned **assessments to determine next steps** as measured by grade level, subject matter and district level meeting agendas and notes.
- **Purchase, implement and maintain Math and Language Arts Intervention program materials and supplies, credit recovery program materials (i.e. APEX or similar) and supplies as well as enrichment materials and supplies** (i.e. Scholastic Read 180 in Grades 3-12, iReads program for Grades K-2, Math 180 and other like programs) as measured by copies of purchase orders in the Gonzales Unified School District Office.
- **Maintain the recommended best practice of 24:1 teacher to student ratio for all Read 180 classrooms** as measured by student rosters.
- Continue to offer **Extended Day, Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM) and provide all necessary supplies and materials.** This action will be measured by documentation on file for purchases, hiring and paying of staff and student enrollment lists for these programs.
- Maintain a **1.0 FTE Intervention Teacher at La Gloria Elementary** as measured by the intervention teacher being on staff at La Gloria. This will be paid

- GUSD DID work to prepare our students for the SBAC Assessment by using the Inspect assessments on Illuminate and SBAC Interim Assessments for both ELA and Math. The questions on the Inspect assessments are based on the California Common Core State Standards.
- GUSD administered the SBAC assessment to all students grades 3-8 and grade 11. On the CDE website Gonzales Unified has a 100% participation rate.
- GUSD DID have teachers analyze results of assessments but not with consistency as there were no grade level reps or department heads.
- GUSD DID purchase, implement and maintain Language Arts Intervention programs (iReads K-2, Read 180/System 44 3-10) and credit recovery programs (APEX).
- GUSD DID investigate pilot math intervention programs and decided on Math 180 as the GUSD math intervention program.
- GUSD was able to keep Read 180 classroom student to teacher ratios at 24:1.
- GUSD was able to offer students extended day, Saturday and Summer enhancement academies in 17-18.
- GUSD was able to maintain a 1.0 Intervention teacher at LaGloria Elementary School.
- GUSD DID maintain a Director of Special Projects/Response to Intervention who ensured coordination of all intervention programs district-wide.
- GUSD DID have sites do data analysis but did not update data action plans from the previous year.
- GUSD DID maintain a data management system (Illuminate) and staff used this system to store, disaggregate and evaluate data.
- GUSD DID provide the resources for a continuation high school (Somavia).
- GUSD DID provide a math coach for Fairview Middle School and Gonzales High School
- GUSD did NOT purchase or implement a district-wide math intervention program (Math 180 - HMH).
- GUSD did NOT have sites develop a common assessment and data action plan.
- GUSD did NOT have site instructional teams develop written grading agreements.

Amount	\$24,820.00
Source	LCFF
Reference	3000-3999
Amount	\$350,000.00
Source	LCFF
Reference	4000-4999
Total	\$515,664.00

Amount	\$97,015.00
Source	Supp. / Conc.
Reference	2000-2999
Amount	\$453,400.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$1,038,851.00
Source	Supp. / Conc.
Reference	4000-4999
Amount	\$676,632.00
Source	Supp. / Conc.
Reference	5000-5999
Total	\$3,464,504.00

for by concentration funds (U950).

- Train all administrators in the **Illuminate Education data system to lead the implementation of assessments and data talks at their sites** as measured by training agendas and sign in sheets.
- Maintain .47 FTE of the Director of Special Projects/Response to Intervention to **ensure coordination of all intervention** programs district-wide, including classroom **differentiated instruction, Extended Day/Summer/Saturday academies and the full RTI plan coordination** and dissemination as measured by presence of the Director position in the district.
- Request that **each site's instructional team** (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) **clearly articulate a written common assessment and data action plan timeline that identifies how common assessments will be used to support student learning in all classes**. This plan will be annually updated and presented to the school board. This action will be measured by annual updates presented to the board.
- **Engage in data analysis at each site on a quarterly basis through the building of data action plans** in every grade level/course and in all subject areas to identify student learning goals and interventions. **These data action plans will be created in each PLC, shared school-wide, and then district-wide at the administrative PLC meetings**. This action will be measure by existence of updated actions plans.
- Maintain **a data management system** (Illuminate Education) as measured by the existence of the system in our District for 2018-19. (Illuminate annual contract @ \$17,000 - no projected increase)
- Articulate **written grading agreements** by each site's instructional team (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) that will identify how students will be graded in all site classes and courses. This plan will be annually reviewed, updated and presented to the school board annually to ensure all and any updates are captured and approved. **The plans will include all evidence used to make this agreement/s (course syllabus, TK-5**

- GUSD did NOT review grading agreements on a quarterly basis.
- GUSD did NOT provide mentor coaches for new teachers.
- GUSD did NOT implement oversight of the use of assessments that go with daily and unit instruction.
- GUSD was NOT able to train ALL administrators on Illuminate.

standards-based report cards, etc). This action will be measured by existing grading agreement plans and corresponding evidence.

- Investigate and **pilot math intervention program/s** for grades TK-12.
- Review each site's **grading agreements** on a quarterly basis for accuracy and transparency.
- Allocate and provide for **continuation high school staff** (i.e. 1.0 FTE Alternative Ed Coordinator, 1.0 FTE vacant teaching position) and personnel to teach students who need an **alternative program of study** (1.0 FTE independent study teachers) as measured by district Business and Human Resource office records.
- Investigate and pilot ways to **counsel alternative education students** academically, social-emotionally, and with appropriate pathways to college and career.
- Provide **math coaching** for math teachers at all grade levels. This will be paid for by supplemental (0940) and/or concentration (0950).
- Provide **mentor coaches for new teachers (or any teacher in need)** that are in the same grade level or subject area that can assist with behavior management, lesson planning development, model lessons, provide feedback, curriculum mapping, interpreting data, etc.. This will be paid out of Title 1 and concentration (0950).

**Action 2
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Identify, serve and reclassify English Learners within 5 years of entering our District.

- GUSD DID purchase new ELD State-approved ELD instructional materials to meet the needs of our English Learners (English 3D, Rosetta Stone).
- GUSD DID provide teacher training for the ELD

Amount \$122,363.00
Source LCFF
Reference 1000-1999
Amount \$21,734.00

Amount \$220,933.00
Source Supp. / Conc.
Reference 1000-1999
Amount \$13,779.00

- Purchase and maintain **new ELD State-approved ELD instructional materials** to meet the needs of our English Learners in middle and high school classrooms as measured by purchase records in the Gonzales Unified business department funded by unrestricted funds.
- **Train and support staff in the use of new California ELD Instructional materials** as measured by training agendas and sign in sheets.
- **Maintain the ELD sections at the secondary level (Grades 6-12) for appropriate teaching of English Learner students** as measured by records of site master schedules.
- **Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD, and best practices as identified by staff to support English Learner growth** as measured by PD agendas and sign in sheets funded by unrestricted funds.
- **Create and maintain Designated ELD sections for LTELs** with sound, research-based curriculum as measured by site Master Schedule.
- **Create and maintain Designated ELD sections with a qualified ELD teacher (3 sections at FMS & 3 Sections at GHS) 1.0 FTE** as measured by site Master Schedule.
- **Create and maintain Designated ELD sections** with clearly articulated curriculum guides, focused standards, and monitoring assessments to ensure English success as measured by existing curriculum guides, focused standards and monitoring assessment in google drive and/or Illuminate.
-

instructional materials by working with vendors to provide training/coaching. GUSD provided 20 training/coaching sessions for teachers on ELD instructional materials.

- GUSD DID maintain ELD sections at the secondary level (Grades 6-12).
- GUSD DID create and maintain Designated ELD sections for LTEL's (English 3D gr. 4-12).
- GUSD DID create and maintain Designated ELD sections with a qualified ELD teacher.
- GUSD DID create and maintain Designated ELD sections with curriculum guides, focused standards and monitoring assessments.
- GUSD did NOT provide PD in the areas of GLAD, Systematic ELD and best practices as identified by staff to support EL growth.

Source	LCFF
Reference	3000-3999
Amount	\$412,000.00
Source	LCFF
Reference	4000-4999
Total	\$556,097.00

Source	Supp. / Conc.
Reference	2000-2999
Amount	\$73,781.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$64,403.00
Source	Supp. / Conc.
Reference	4000-4999
Amount	\$51,450.00
Source	Supp. / Conc.
Reference	5000-5999
Total	\$424,346.00

Action 3 Planned

Actual

Budgeted Expenditures

Estimated Actual Expenditures

The Gonzales Unified School District shall provide student engagement through the access of a high quality, 21st Century skills centered instructional program and opportunities to learn about and connect with College/Career options.

- GUSD DID maintain the number of ROP/CTE course offerings in the areas of Agriculture, Arts, Media & Entertainment, Computer Science, etc.
- GUSD DID conduct industry advisory meetings for each CTE pathway.

Amount	\$42,260.00
Source	LCFF
Reference	5000-5999
Total	\$42,260.00

Amount	\$801,205.00
Source	Supp. / Conc.
Reference	1000-1999
Amount	\$115,809.00
Source	Supp. / Conc.

- **Maintain the number of ROP/CTE course offerings** that lead to high-wage, high-demand, high-need careers for secondary students at MS/HS (Agriculture, Arts, Media & Entertainment, Computer Science, etc.) as measured by site master schedules.
- Convene **industry advisory meetings for each CTE pathway**, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry standards/skill set, course sequencing, job market data analysis, postsecondary articulation and identification of internship opportunities to ensure successful student college/career transition as measured by CTE Advisory meeting agendas.
- Hold the annual **GUSD CTE Advisory Board meeting** to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools as measured by GUSD CTE Advisory Board meeting agendas.
- Continue the partnership with **Wings of Knowledge program** that serves students TK-12 in the areas of service learning, engineering and design, and community-based initiatives.
- **Maintain opportunities for ROP students to receive industry-recognized certifications** (ServSafe, CPR/First Aid, iCEV, etc) upon mastering certain course competencies as measured by the number of CTE skills certificates being awarded to students.
- Continue **vertical planning meetings (minimum of semesterly) with colleges and universities to establish criteria and written guidelines for successful student transition to postsecondary** as measured by agendas for the vertical planning meetings.
- **Continue and increase AB 288 course/dual enrollment college course offerings** to Gonzales High School students. Shared cost of college textbooks estimated at \$5,000.
- Maintain at least **the same number of student engagement opportunities offered at each school site** to improve student awareness of College/Career Readiness, including school events such as, CHOICES

- GUSD DID hold the annual GUSD CTE Advisory Board meeting.
- GUSD DID maintain opportunities for ROP students to receive industry-recognized certifications.
- GUSD DID have vertical meetings with colleges and universities but they did NOT occur semesterly.
- GUSD DID continue and increase the number of Dual Enrollment courses offered at Gonzales High School.
- GUSD DID maintain the same number of student engagement opportunities at each schools site.
- GUSD DID maintain administrative staff to support College and Career through a Director of College and Career Readiness and a College/Career Readiness Coordinator.
- GUSD DID maintain 2.5 FTE school counselors.
- GUSD DID maintain a 1.0 FTE Physical Education teacher at La Gloria Elementary School.
- GUSD DID provide students with opportunities to participate in college/career field trips.
- GUSD DID maintain a music teacher at ALL comprehensive schools.
- GUSD DID NOT arrange for 6 academically based field trips.
- GUSD DID NOT contract with UCSC for a college advisor.
- GUSD DID explore but DID NOT pilot the Transitional Partnership Program (TPP).
- GUSD did continue its partnership with the Wings of Knowledge program to serve students TK-12. But in March, 2019, the district DID NOT continue its partnership with the Wings of Knowledge.

Reference	2000-2999
Amount	\$326,798.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$142,199.00
Source	Supp. / Conc.
Reference	4000-4999
Amount	\$104,618.00
Source	Supp. / Conc.
Reference	5000-5999
Total	\$1,490,629.00

partnerships, College and Career days/weeks, Career Technical Student Organization competitions and/or **similar** as measured by events on the school calendar and/or student sign in sheets for the event.

- ◊ Choices program - partnership costs \$5000
- ◊ Monterey County College Challenge (M3C), 4th grade Hartnell Trip - \$2000
- ◊ Materials and supplies - \$5000
- Maintain administrative staff to articulate the college and career readiness goals, which include the **Director of College and Career Readiness and (1.0 FTE) College/Career Readiness Coordinator** to assist with internship/job shadowing opportunities, senior interview workshops, career interest assessments, college articulations, soft skills presentations, etc. College/Career Readiness Coordinator will be paid out of supplemental funds (0940).
- **Maintain music teachers to support students at ALL schools in the areas of music, guitar, band and vocals (as developmentally appropriate)** as measured by district human resource office records. Elementary music teacher will be paid out of concentration funds (0950).
- **Maintain 2.5 FTE school counselors** to frequently plan under the direction of the Director of College and Career Readiness on goals to ensure students are prepared for college and career as measured by district office Human Resource records. (SEE GOAL 3, ACTION 2 for additional school counselors) This will be paid out of concentration funds (0950).
- Maintain **(1.0 FTE) Physical Education (P.E.) teacher at La Gloria Elementary School** as measured by district human resource office records. This will be paid out of concentration funds (0950).
- Identify and participate in **college/career field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visits, etc)** as measured by events scheduled on the school events calendar.
 - ◊ Number of CCR fieldtrips - 6
 - ◊ Fieldtrips estimated at \$20,000
- **Identify and map academic-based field trips and/or experiences for each grade level** that matches their curriculum connections as measured by

records of requests for field trips.

- ◊ Number of academic-based fieldtrips - 6
- ◊ Fieldtrips estimated at \$20,000
- Increase a **1.0 contracted college advisor at Gonzales High School** by contracting with UCSC to focus academic planning and assistance to EL, Foster Youth, Homeless and SES students at Gonzales Unified as measured by counselor logs of identified students served.
- Explore and pilot the **Transitional Partnership Program (TPP)** through the California State Department of Rehabilitation for students who have an active Individualized Education Plan (IEP), 504 or documented disability, which provides students with the employability skills necessary to be successful in today's workforce.

Action 4 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
This action has been consolidated in the above actions.		Amount \$136,000.00 Source LCFF Reference 1000-1999 <hr/> Amount \$24,157.00 Source LCFF Reference 3000-3999 <hr/> Amount \$40,000.00 Source LCFF Reference 5000-5999 Total \$200,157.00	No Expenditures. Total \$0.00

Action 5 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
This action has been consolidated in the above actions.		Amount \$100,000.00 Source LCFF Reference 4000-4999 Total \$100,000.00	No Expenditures. Total \$0.00

Action 6 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures

This action has been consolidated in the above actions.

Amount	\$60,000.00	No Expenditures.
Source	LCFF	
Reference	1000-1999	Total \$0.00
Amount	\$10,657.00	
Source	LCFF	
Reference	3000-3999	
Total	\$70,657.00	

Action 7 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
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This action has been consolidated in the above actions.

No Expenditures.	No Expenditures.
Total \$0.00	Total \$0.00

Action 8 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
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This action has been consolidated in the above actions.

No Expenditures.	No Expenditures.
Total \$0.00	Total \$0.00

Action 9 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
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This action has been consolidated into the above actions.

No Expenditures.	No Expenditures.
Total \$0.00	Total \$0.00

Action 10 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
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This action has been consolidated into the above actions.

No Expenditures.	No Expenditures.
Total \$0.00	Total \$0.00

Action 11 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
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This action has been consolidated into the above actions.

No Expenditures.	No Expenditures.
Total \$0.00	Total \$0.00

**Action 12
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

This action has been consolidated into the above actions.

No Expenditures.

No Expenditures.

Total

\$0.00

Total

\$0.00

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Gonzales Unified was NOT able to implement a number of items in the previous years LCAP primarily because of a lack of funding attached to these actions. The other reason the District was not able to implement items was because 17-18 was a year of extreme political unrest in the district which resulted in the eventual dismissal of the Superintendent and the appointment of an Interim Superintendent. This unrest had a tremendous negative impact on the culture of the district and stressed the bandwidth of the district. The District is still recovering. So much energy was being expended on working through these issues, to initiate items was nearly impossible.

Maintain and increase CTE course access to students 6-12 by 5%. ACHIEVED. GHS had 27 CTE sections during 2016-17 school year. There were 32 CTE sections in 17-18. That is a 18.52% increase from prior year.

Maintain CTE course pathways and opportunities for students in grades 6-12. ACHIEVED. As stated above, CTE opportunities were increased in 2017-18 by 18.52% from 2016-17.

Increase A-G completion rates for students grades 9-12 by 5%: ACHIEVED. In 16-17, the A-G completion rate was 43 students out of 169 for a completion rate of 25.4%. In 17-18, the A-G completion rate was 74 students out of a total of 202 for a 35% completion rate. **This is a 9.6% increase!**

EL's progress increase by 5%: Not achieved. While we increased in enrollment from 736 in SY 16/17 to 839 in SY 17/18, there was a 19% decrease in EL test data. Part of this decrease could be due to the transition from CELDT to ELPAC.

Increase number of dual enrollment offerings in grades 9-12 by 5%: ACHIEVED. GUSD was able to meet and exceed this goal as we increased dual enrollment offerings in grades 9-12 by 4 classes (16-17 = 0 classes, 17-18 = 4 classes) which is a 400% increase!

Provide 100% of GUSD teachers with professional development opportunities: ACHIEVED. GUSD did provide all teachers with professional development opportunities for all teachers through the county office of education, bringing presenters to our district or through attendance to conferences. Some examples of the PD opportunities we provided to our teachers were;

January 4, 2018 - Dr. Luis Cruz presented to all staff around school culture, equal access for all students and Guiding Coalitions.

Examples of conferences attended to by staff - CUE, CABE, CASCWA, Asilomar Math Conference, California Ag in the Classroom Conference, STEM/STEAM conference, PLC conference, CCAE, CCIS, ACTE, and CAROCP CTE Conference.

EL's achieving FEP increase by 5%: Not achieved. The percent of students achieving FEP stayed the same (22%) compared to the previous year. We had an increase of EL students enrolled from SY 16/17 to SY 17/18 by 14%. Based in enrollment ratio, the increase from SY 16/17 to SY 17/18 of

students reclassifying was .08%.

LTEL's decrease by 5%: Not achieved. In 16-17, 10.5% (195 students) were classified as LTELS while in 17-18, 11.8% (209 students) were classified as LTELS. GUSD actually increased it LTEL's by 1.3%.

Cohort graduation rate increase by 5%: Not achieved. GUSD had a 96.7% in 17-18. This is a 2.3% increase over 16-17 (94.4%).

Increase the number of students scoring proficient on AP exams grades 9-12 by 5%: Not achieved. In 16-17, 49% of Gonzales High School students scored 3+ on the AP Exams. In 17-18, 32% of Gonzales High School students scored 3+ on the AP Exams.

SBAC ELA scores increase by 5%: Not achieved. GUSD did not meet this goal. In 17-18 our district scores declined by 3-15 points compared to the prior year.

SBAC Math scores increase by 5%: Not achieved. GUSD did not meet this goal. In 17-18 our district scores declined by 3-15 points compared to the prior year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the political unrest in the district last year (17-18) and the resulting negative impact on all staff, students, parents and community, it is extremely hard to determine the effectiveness of programs. Based on our academic performance data, GUSD does feel that we need to search for another primary intervention program for ELA in grades 3, 4 and high school. Read 180 does not seem to be serving the needs of our students in these grade levels to the degree that is needed.

GUSD also feels that our academic scores over the years tells us that we need to focus energy on good first teaching, tier 1 and tier 2 interventions in terms of professional development for our teachers. Based on a very high number of SST referrals at LGES, our students do not seem to be getting the differentiation they need to address their academic needs.

We are going to maintain our Math intervention program (Math 180) for at least one more year as implementation of this program was not to the degree of fidelity needed to accurately measure the effectiveness.

GUSD has not been able to collect any concrete data to show that the Wings of Knowledge program has a positive impact on the academic achievement. And based upon student safety concerns around planned activities for this program, GUSD will discontinue this program for the remainder of the 18-19 school year and all of the 19-20 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GUSD is eliminating the following to Goal 2 as a result of a lack of funding, elimination of the program, a shift in need or that it does not belong in the LCAP:

Goal 2, Action 1:

- 1.0 FTE Intervention Teacher at La Gloria Elementary.
- Mentor coaches for new teachers

- Train all administrators in the Illuminate Education data system
- Request that each site’s instructional team (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) clearly articulate a written common assessment and data action plan timeline that identifies how common assessments will be used to support student learning in all classes. This plan will be annually updated and presented to the school board.
- Articulate written grading agreements by each site's instructional team (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) that will identify how students will be graded in all site classes and courses. This plan will be annually reviewed, updated and presented to the school board annually to ensure all and any updates are captured and approved. The plans will include all evidence used to make this agreement/s (course syllabus, TK-5 standards-based report cards, etc).
- Review each site's grading agreements on a quarterly basis for accuracy and transparency.
- Allocate and provide for continuation high school staff (i.e. 1.0 FTE Alternative Ed Coordinator, 1.0 FTE vacant teaching position) and personnel to teach students who need an alternative program of study (1.0 FTE independent study teachers).

Goal 2, Action 2

- Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD, and best practices as identified by staff to support English Learner growth.

Goal 2, Action 3

- Continue the partnership with Wings of Knowledge program that serves students TK-12 in the areas of service learning, engineering and design, and community-based initiatives.
- Increase a 1.0 contracted college advisor at Gonzales High School by contracting with UCSC to focus academic planning and assistance to EL, Foster Youth, Homeless and SES students at Gonzales Unified.

GUSD feels that in order to ensure that we are able to effectively implement the LCAP, we needed to cut out items with no funding, prioritize and focus our actions and efforts. We believe this will make the plan more doable and a better fit for the current bandwidth of the district.

Goal 3

Goal 3:

State/Local Priorities

ALL Students will be surrounded by and connected to caring adults who are focused on providing an emotionally-safe, healthy learning environment.

State: 3, 5, 6

Local: None

Annual Measurable Outcomes

Expected

Actual

See Appendix A -

See Appendix A -

Expected

Actual

Actions/Services

Action 1 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Students feel welcomed, connected and engaged.	<ul style="list-style-type: none">• GUSD DID allocate funds for Positive Behavior	No Expenditures.	Amount \$203,905.00

- Allocate funding for school **Positive Behavior Intervention and Support committees** (or the like) to plan and implement monthly or quarterly school-wide activities for all staff and students, including a parent component as measured by committee meeting agendas.
- Allocate funding for **staff hourly time as well as materials and supplies to support school spirit committees and school-wide activities that promote school connectedness and a positive school climate.**
- **Maintain the PBIS data monitoring system** (i.e. SWIS) to chart Office Discipline Referrals for data analysis as measured by the SWIS contract. (Approx. \$1,200/year)
- **Investigate and pilot a system for all students to be able to report any unsafe school activities or conditions to the appropriate school personnel** as measured by district business office records.
- **Maintain the OLWEUS contract for anti-bullying** and teacher release-time or hourly for planning as measured by business office documentation.
- **Train ALL staff (office, MOT, cafeteria, technology) in PBIS as measured by** measured by training agendas and sign-in sheets.
- **Maintain (1.0 FTE) Youth Development/PBIS Specialist to COORDINATE DISTRICTWIDE SCHOOL CONNECTEDNESS/ PBIS ACTIVITIES ON A QUARTERLY BASIS** in conjunction with the school-site PBIS teams and spirit committees. This will be paid out of concentration funds (0950). Include \$5,000 budget for district-wide activities.
- **Maintain one districtwide position .50/.50 FTE (\$102,000) with the Monterey County Behavioral Health agency and 1.5 FTE school counselors** (See GOAL 2, ACTION 3 for CCR School Counseling) to support the social-emotional, health, and academic needs of our youngest students as measured by district business and human resource office records.
- **Maintain office clerk staff and health technician staff to support student health needs** as measured by district human resource office records. This will be paid with supplemental funds (0940) and concentration funds (0950).
- **Maintain a shared school resource officer (SRO)**

- Intervention and Support committees.
- GUSD DID maintain the SWIS system to help support PBIS.
- GUSD DID maintain the OLWEUS contract for Fairview Middle School.
- GUSD DID consult with MCOE to train site PBIS teams who then turned around and trained their site in PBIS.
- GUSD DID maintain a 1.0 FTE Youth Development/PBIS Specialist.
- GUSD DID maintain one district-wide position .50/.50 FTE (\$102,000) with the Monterey County Behavioral Health agency and 1.5 FTE school counselors (See GOAL 2, ACTION 3 for CCR School Counseling) to support the social-emotional, health, and academic needs of our youngest students.
- GUSD DID maintain 1.0 FTE Office Clerk/Health Technician staff to support student health needs.
- GUSD DID maintain a shared school resource officer (SRO) position through a .50/.50 FTE (contract services) partnership with the City of Gonzales to support all students, but especially the secondary grades.
- GUSD DID continue to fund a 2.0 FTE school-based campus supervisors (1.0 FTE at LGE and 1.0 FTE at FMS) and in fact had a third school-based campus supervisor at Gonzales High School.
- GUSD DID NOT administer the California Healthy Kids Survey (CHKS) for grades 5,7,9 and 11 to monitor student perceptions of school connectedness, safety, and bullying, etc
- GUSD DID NOT explore and research the possibility of increasing financial support for athletics based upon stakeholder input and that approximately 45% of our high school students participate in athletics at Gonzales High School alone.
- GUSD DID NOT allocate funding specifically for staff hourly time and materials to support school spirit committees and school-wide activities that promote school connectedness and a positive school climate.
- GUSD DID NOT pilot a system for all students to be able to report any unsafe school activities or conditions to school personnel.

Total

\$0.00

Source	Supp. / Conc.
Reference	1000-1999
Amount	\$186,477.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$235,034.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$186,477.00
Source	Supp. / Conc.
Reference	4000-4999
Amount	\$28,945.00
Source	Supp. / Conc.
Reference	5000-5999
Total	\$840,838.00

position through a .50/.50 FTE (contract services) partnership with the city of Gonzales to support all students, but especially the secondary grades.

The SRO will assess the school safety plans for improvement and investigate the safe routes to school plans with the City of Gonzales. This action will be measured by district business office records of the contract. This will be paid out of supplemental funds (0940).

- **Administer the California Healthy Kids Survey (CHKS) for grades 5,7,9 and 11** to monitor student perceptions of school connectedness, safety, and bullying, etc. Results will be assessed and shared out to stakeholders.
- **Continue to fund 2.0 FTE school-based campus supervisors (1.0 FTE at LGE and 1.0 FTE at FMS)** as measured by district business and human resource office records. This will be funded out of supplemental (0940).
- **Explore and research the possibility of increasing financial support for athletics** based upon stakeholder input and that approximately 45% of our high school students participate in athletics at Gonzales High School alone.

**Action 2
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Maintain low suspension and expulsion rates; increase student attendance

- **Investigate and pilot alternatives to suspension such as Restorative Justice** as measured by professional development training participation.
- **Designate funding for short-term independent study** opportunities for students who will miss 5-20 consecutive school days.
- **Designate funding for student incentives/celebrations** honoring students who have met or exceeded the 95% attendance policy.
- **Hire a 1.0 FTE Attendance Liaison to increase student attendance** by 5% as measured by site attendance records. This will be paid out of concentration (0950).

- GUSD DID NOT investigate and pilot alternatives to suspension such as Restorative Justice as measured by professional development training participation.
- GUSD DID NOT designate funding for short-term independent study opportunities for students who will miss 5-20 consecutive school days.
- GUSD DID designate funding for student incentives/celebrations honoring students who have met or exceeded the 95% attendance policy.
- GUSD DID hire a 1.0 FTE Attendance Liaison to increase student attendance by 5%.

No Expenditures.

Total

\$0.00

Amount	\$209,931.00
Source	Supp. / Conc.
Reference	1000-1999
Amount	\$93,940.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$183.00
Source	Supp. / Conc.
Reference	4000-4999
Total	\$304,054.00

**Action 3
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Provide professional development around social emotional learning

- **Establish a sound, effective provider to deliver professional development on customer service** to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public as measured by training agendas and sign-in sheets.
- **Selected staff will attend at least one conference/training pertaining to social emotional learning** as measured by records of conference registration.
- **Train classified staff (i.e. noon duty) on child and youth development strategies.**
- **Target professional development opportunities for teachers and classified staff** on topics like student behavior and classroom management.
- **Provide trainings to teachers, administrators, students and parents on digital citizenship** (SEE GOAL 1, ACTION 3- Ed Tech, ISTE Standards).
- **Explore Social Emotional Learning curriculum and trainings** to serve students TK-12.
- **Pilot the PlayWorks curriculum** for 5th grade students at Fairview Middle School.

- GUSD DID NOT establish a sound, effective provider to deliver professional development on customer service to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office..
- GUSD DID send selected staff to attend at least one conference/training pertaining to social emotional learning.
- GUSD DID NOT train classified staff (i.e. noon duty) on child and youth development strategies.
- GUSD DID target professional development opportunities for teachers and classified staff on topics like student behavior and classroom management.
- GUSD DID NOT Provide trainings to teachers, administrators, students and parents on digital citizenship (SEE GOAL 1, ACTION 3- Ed Tech, ISTE Standards).
- GUSD DID implement Social Emotional Learning curriculum and trainings to serve students TK-5.
- GUSD DID NOT pilot the PlayWorks curriculum for 5th grade students at Fairview Middle School.

No Expenditures.
Total \$0.00

Amount	\$871.00
Source	Supp. / Conc.
Reference	1000-1999
Amount	\$4,348.00
Source	Supp. / Conc.
Reference	2000-2999
Amount	\$649.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$2,394.00
Source	Supp. / Conc.
Reference	4000-4999
Amount	\$124,944.00
Source	Supp. / Conc.
Reference	5000-5999
Total	\$133,206.00

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

In 17-18, Gonzales Unified went through a very challenging time that saw political turmoil in the district which resulted in a change in Superintendent with about 70% of the school year completed. This political upheaval stressed the bandwidth of the district and made it next to impossible to implement programs and plans the district had for the 17-18 school year.

In addition to the political upheaval, GUSD has experienced significant turnover in teaching and administration staff in the last few years. As an example, in 16-17, 22.2% of the teaching and administration staff were new and in 17-18, this number went up to 24.2% and in 18-19, the number has again gone up to 25%. This consistent, significant turnover results in a lack of consistency in implementation of programs.

In goal 3, PBIS is a primary program that Gonzales Unified was looking to increase the fidelity of implementation across the district. But with the

turnover of 24.2% of the staff that are the primary site-based trainers/implementers of the program, the programs at each of the sites were at different levels. The sites with the most turnover basically had to start with training new staff.....once again. The site with the least turnover, La Gloria Elementary, has had the most successful and complete implementation of PBIS.

In addition to the perceived challenged, PBIS takes 3-5 years for the framework to be established.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

PBIS has been our district evidence-based initiative to improve school culture. This initiative was started around 5 years ago. LaGloria Elementary is the school that has progressed the most and the site that has had the most buy-in. We believe that at La Gloria, PBIS has had a positive impact on the school environment....especially in how it relates to students and behavior. SWIS data to support this view is detailed below:

In 2016-17, LGE had 188 Office Discipline Referrals (ODR) and in 2017-18 there were 147 ODRs. This is a 21.8% decrease!

In 2016-17, FMS had 287 ODR reported and in 2017-18 there were 283, which is a 1% decrease from the prior school year.

In 2016-17, GHS had 241 ODR reported and in 2017-18 there were 184, which is a 23.6% decrease from the prior school year.

GUSD responded to stakeholder requests from the previous year around additional counseling support, especially at the elementary school. GUSD added an additional counselor that would primarily serve the elementary grades. GUSD feels that this additional counselor has positively impacted the environment of the school and has allowed us to be proactive in terms of identifying students with social/emotional challenges early and providing support. In addition, it has allowed the counselor to work with our youngest students with an Social Emotional Learning (SEL) curriculum which teaches our students how to recognize emotions and provide positive alternative behaviors to use when experiencing these feelings. Data that supports this view is detailed below:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GUSD is eliminating the following to Goal 3 as a result of a lack of funding, elimination of the program, a shift in need or that it does not belong in the LCAP:

Goal 3, Action 1

- Allocate funding for staff hourly time as well as materials and supplies to support school spirit committees and school-wide activities that promote school connectedness and a positive school climate.
- Investigate and pilot a system for all students to be able to report any unsafe school activities or conditions to the appropriate school personnel.
- Maintain the OLWEUS contract for anti-bullying and teacher release-time or hourly for planning.
- Maintain (1.0 FTE) Youth Development/PBIS Specialist to COORDINATE DISTRICT WIDE SCHOOL CONNECTEDNESS/ PBIS ACTIVITIES ON A QUARTERLY BASIS in conjunction with the school-site PBIS teams and spirit committees.
- Explore and research the possibility of increasing financial support for athletics based upon stakeholder input and that approximately 45% of our high school students participate in athletics at Gonzales High School alone.

Goal 3, Action 2

- Investigate and pilot alternatives to suspension such as Restorative Justice.
- Designate funding for short-term independent study opportunities for students who will miss 5-20 consecutive school days.

Goal 3, Action 3

- Establish a sound, effective provider to deliver professional development on customer service to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public.
- Train classified staff (i.e. noon duty) on child and youth development strategies.
- Provide training to teachers, administrators, students and parents on digital citizenship.

GUSD is adding the following based upon available funds and stakeholder feedback:

Goal 3, Action 1

- Addition of 2.0 FTE Licensed Clinical Social Worker (LCSW)

Goal 4

Goal 4:

State/Local Priorities

Community Engagement: Parents, community and staff will be fully invested in collaborative partnerships that result in positive educational outcomes for all students.

State: 1, 2, 3, 4, 5, 6, 7

Local: None

Annual Measurable Outcomes

Expected

Actual

See Appendix A -

See Appendix A -

Actions/Services

**Action 1
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Engage parent and community members in educational workshops and trainings.

- GUSD DID conduct an annual survey to determine parent and community members' level of interest and

Amount Source \$15,000.00 LCFF

Amount Source \$29,559.00 Supp. / Conc.

- **Conduct an annual survey to determine parent and community members' level of interest for potential training topics** and preferential meeting times as measured by the results displayed on the GUSD website.
- **Provide trainings to parents based on identified survey priorities** (topics may include but are not limited to social-emotional learning, college/career workshops, family literacy nights, Postitive Behavioral Interventions and Support, etc.) for a minimum of four times per year at each school site as measured by workshop agendas, advertisement flyers and/or sign-in sheets. **(2 hrs X \$44/hr. X 4X/yr = \$2000)**
- **Maintain the level of adult education programming to serve our parent community** in the areas of English as a Second Language, Workforce Readiness, Career Technical Education, High School Diploma, High School Equivalency Test Preparation, Family Literacy, Parenting, and/or similar as measured by the Gonzales Adult School course listing of offerings.
- **Provide incentives and necessary services (i.e., childcare, food, incentives) to encourage parent participation** in parent trainings as measured by adult education enrollment data. **(\$5000)**

preferential meeting times for potential training topics.

- GUSD DID provide training to parents based on identified survey priorities.
- GUSD DID maintain the level of adult education programming to serve our parent community in the areas of English as a Second Language, Workforce Readiness, Career Technical Education, High School Diploma, High School Equivalency Test Preparation, Family Literacy, Parenting, and/or similar.
- GUSD DID provide incentives and necessary services (i.e., childcare, food, incentives) to encourage parent participation in parent training.

Reference 4000-4999
Total \$15,000.00

Reference 1000-1999
Amount \$240.00
Source Supp. / Conc.
Reference 2000-2999
Amount \$11,624.00
Source Supp. / Conc.
Reference 3000-3999
Amount \$15,574.00
Source Supp. / Conc.
Reference 4000-4999
Amount \$5,512.00
Source Supp. / Conc.
Reference 5000-5999
Total \$62,509.00

Action 2 Planned

Actual

Budgeted Expenditures

Estimated Actual Expenditures

The Gonzales Unified School District will provide stakeholder learning opportunities on how to use data to make educational and funding decisions.

- Provide **LCAP data** (i.e. fiscal, service effectiveness) to stakeholders every quarter in varied settings (i.e., Cafecito, SSC, MPAC, school board meetings, etc) and **review the data with stakeholder** to determine progress on effectiveness as measured by stakeholder meeting agendas and sign in sheets.
- **Train parents** on the California Dashboard and Five-by-Five card at least two times per year in varied settings (i.e., Cafecito, SSC, MPAC, LCAP meetings,

- Gonzales Unified DID provide LCAP data to stakeholders on a quarterly basis. We had 10 stakeholder meetings between October 2018 and April 2019.
- Gonzales Unified DID train parents on the California Dashboard and Five-by-Five card at least two times per year in varied settings. settings (i.e. SSC, cafecitos, etc).
- Gonzales Unified did investigate or pilot programs/services that makes data user-friendly for stakeholders in varied settings.

No Expenditures.
Total \$0.00

Amount \$700.00
Source Supp. / Conc.
Reference 5000-5999
Total \$700.00

board meetings, etc) as measured by training agendas and sign-in sheets.

- Investigate and pilot program/services that makes **data user-friendly** for stakeholders in varied settings (i.e. SSC, cafecitos, etc).

Action 3 Planned

Actual

Budgeted Expenditures

Estimated Actual Expenditures

The Gonzales Unified School District will take steps to increase the opportunities for parent, community and staff collaboration/communication.

- Host eight (8) monthly **Community Collaborative** meetings with community organizations to network and bring resource information to the parents and students of Gonzales as measured by Collaborative agendas and sign in sheets.
- Maintain a **communication system** (Blackboard Connect or similar) that is able to push out messages to our parent community as measured by the existence of the system in the district
- Provide **interpretation** (both verbal and written) services for parents meetings (i.e., cafecitos, IEPs, SSC, ELAC, WASC, board meetings, LCAP meetings, etc) as measured by district records of a contract with interpretation services.
- Update and maintain the **GUSD website** to make it **user-friendly** for students, parents, community members and staff.

- Gonzales Unified DID conduct four (4) Community Collaborative meetings in 18-19.
- Gonzales Unified DID maintain a communication system that is able to push out messages to our parent community. We currently have Blackboard Connect as this communication system.
- Gonzales Unified DID provide interpretation (both written and verbal) services for parents meetings.
- Gonzales Unified DID update the GUSD website but continues to work to improve the maintenance piece of this goal.

No Expenditures.

Total \$0.00

Amount	\$49,213.00
Source Reference	Supp. / Conc. 2000-2999
Amount	\$26,210.00
Source Reference	Supp. / Conc. 3000-3999
Amount	\$3,696.00
Source Reference	Supp. / Conc. 4000-4999
Amount	\$995.00
Source Reference	Supp. / Conc. 5000-5999
Total	\$80,114.00

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Gonzales Unified was in healing mode during 18-19. The District had gone through significant turmoil during the 17-18 school year and the ripple effects of the turmoil impacted 18-19.

Gonzales Unified was able to complete Goal 4, Action 1 sub actions. As a result, GUSD was able to offer parents trainings in social emotional learning, college/career, literacy nights and PBIS to name a few. In addition, GUSD was able to maintain the level of adult education programming to our community which covered areas such as ESL, Workforce Readiness, High School Diploma, High School Equivalency Test Preparation, Parenting classes to name a few. GUSD was able to offer daycare and food to families who attended the trainings.

Gonzales Unified provided LCAP data to stakeholders at the 10 stakeholder meetings held between October 2018 and April 2019. The District was also

able to provide Five-by-Five card data to stakeholders at these meetings.

Gonzales Unified was able to investigate a program to make data user-friendly for stakeholders. It is called Document Tracking Services. This service creates an infographic based on our data that makes reading the data much easier. Gonzales Unified is looking to use this service for 19-20.

Gonzales Unified was not able to hold eight (8) Community Collaborative meetings in 18-19 but was able to conduct four (4) Community Collaborative meetings.

Gonzales Unified was able to maintain our current communication system to push messages out to our parent community. The system is Blackboard Connect and called Connect Ed.

Gonzales Unified was able to provide interpretation services (written and verbal) for parent meetings.

Gonzales Unified did update the GUSD website to a new version but continues to improve the maintenance piece of this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on verbal feedback from parents in various settings, Gonzales Unified sees the relationship with parents/community improving. Although there is significant work still to be done, the District has established increased communication with parent groups and is working to provide additional opportunities for parents to have input on decision-making.

Gonzales Unified has provided more LCAP information to parents than in previous years which has helped parents be more informed not only about student performance but also around what LCAP is and what parts of LCAP stakeholders have the ability to influence. This was done through the various stakeholder group meetings.

Gonzales Unified feels that the company that will create the LCAP infographic will be an additional step to help make data more parent friendly and easier to make the connection between student achievement and LCAP.

Gonzales Unified feels that the Community Collaborative is an important vehicle to stay connected to community resources and to inform the community what the school district is doing to help students. Although attendance was down at these meetings this year, we feel this is a ripple effect from the 17-18 school year and that 19-20 will show increased attendance.

Gonzales Unified provided interpretation services (both written and verbal) at all parent meetings. This increased service has received very positive feedback from parents and the District has made this service part of what we do for all parent communication. The District feels this is one of the primary factors that has positively contributed to develop a re-established level of trust between parents and the District.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GUSD is eliminating the following to Goal 4 as a result of a lack of funding, elimination of the program, a shift in need, it has been completed or that it does not belong in the LCAP:

Goal 4 Action 1

- Maintain the level of adult education programming to serve our parent community in the areas of English as a Second Language, Workforce Readiness, Career Technical Education, High School Diploma, High School Equivalency Test Preparation, Family Literacy, Parenting, and/or similar as measured by the Gonzales Adult School course listing of offerings.
- Provide incentives and necessary services (i.e., childcare, food, incentives) to encourage parent participation in parent training as measured by adult education enrollment data. (\$5000)

Goal 4 Action 2

Train parents on the California Dashboard and Five-by-Five card at least two times per year in varied settings (i.e., Cafecito, SSC, MPAC, LCAP meetings, board meetings, etc) as measured by training agendas and sign-in sheets.

Investigate and pilot program/services that make data user-friendly for stakeholders in varied settings (i.e. SSC, cafecitos, etc).

Stakeholder Engagement

LCAP Year: 2017-20

Involvement Process for Annual Update

How, when, and with whom did the LEA consult as part of the planning process and analysis for this Annual Update?

The Gonzales Unified School District had multiple stakeholder meetings. The LCAP stakeholder meetings occurred on multiple days, multiple times and multiple locations. The meetings are listed below;

Tuesday, October 30 at 6pm GHS cafeteria with community, parents, students, teachers and administration.

Wednesday, November 28 at 6pm at GHS library with community, parents, students, teachers and administration.

Saturday, January 12, 2019, at 9am in GHS cafeteria with community, parents, students, teachers and administration.

Thursday, April 4, 2019 at 9am at Gonzales Police Station with community and parents.

GUSD also presented to site SSC meetings for stakeholder input on the following dates;

Tuesday, March 12, 2019 at 5:30pm - LaGloria Elementary with parents, staff and site administration.

Wednesday, February 6, 2019 at 5:30pm - Gonzales High School with parents, staff and site administration.

Wednesday, February 13, 2019 - Fairview Middle School with parents, staff and site administration.

Wednesday, February 20, 2019 - Somavia High School with parents, staff and site administration.

GUSD got stakeholder input from students;

Tuesday, March 26, 2019 at 2:30pm to Gonzales High School ASB class with students.

GUSD also presented at its Community Collaborative;

Wednesday, March 6, 2019 at noon - Gonzales Police Station

GUSD Superintendent did meet with the SELPA Director for input as well.

GUSD partnered with our county office to provide differentiated support on the following dates;

2/28/19, Focus on EL subgroup and Math

4/10/19 - Root Cause Analysis and Action Planning- Math

5/21/19 - Action Planning Session 2- Mathematics

2/13/19 - LTEL Systems

3/20/19- Chronic Absenteeism

Impact on Annual Update

How did these consultations impact the LCAP for the upcoming year?

The primary way the stakeholder input impacts the LCAP for 2019-20 is that every stakeholder group mentioned the importance of finding ways to support our students social/emotional well being. Every group talked about additional counselor support for students. Built into our 2019-20 is the funding of a district Licensed Clinical Social Worker (LCSW), providing intensive counseling support for students and families.

In addition, the District received feedback that stakeholders would like to see an increased emphasis on a college going culture. As a result, built into the 19-20 LCAP are college visits for grades K-12 to expose students at a very early age and expand their vision of what is possible for them and their lives.

The District also heard loud and clear from stakeholders the desire to provide more library access for students and teachers. This resulted in a 1.0 FTE Library Tech to assist the District Librarian and provide more consistent access to library services and support for all students district-wide.

Goals, Actions, and Services

Strategic Planning Details and Accountability

Status: Modified

Goal 1

Baseline Goal 1:

The Gonzales Unified School District will provide safe, clean school facilities and highly effective staff. All students will experience rigorous curricular and instructional programs that improve academic performance.

State/Local Priorities

State: 1, 2
Local: Priority 1 - Basic Services and Conditions

Identified Need

Base Goal 1: ALL Students in the Gonzales Unified School District will be provided with safe, clean school facilities and highly effective staff. All students will experience rigorous curricular and instructional programs that improve academic performance. We believe that in order to provide these things, we must provide basic, appropriate services. These services include school site administrative staff, certificated classroom teachers, home-to-school transportation, nutrition services, basic technology, and a positive school climate will support them in becoming college and career ready upon graduation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
To provide and maintain 100% NCLB compliant teachers under Williams Lawsuit Regulations				
To provide and maintain 100% compliant instructional materials under Williams Lawsuit Regulations			GUSD had zero (0) uniform complaints around instructional materials.	GUSD will have zero (0) complaints around instructional materials.

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
To maintain Williams FIT (Facilities Inspection Tool) Inspection rating at 100% under Williams Lawsuit Regulations	GUSD has a FIT Inspection rating average of 90.63% for 16-17.	GUSD had a FIT Inspection rating average of 95% for 17-18.	GUSD has a FIT Inspection rating average of 95.37% for 18-19.	GUSD will earn a FIT Inspection rating average of 100% for 19-20.
To provide Professional Development to all instructional staff around Differentiated Instruction and Rigor and other effective first teaching pedagogy		GUSD did not provide PD on Differentiated Instruction, Rigor and effective first teaching.	GUSD did provide PD on Differentiated Instruction, Rigor and effective first teaching.	GUSD will provide PD on Differentiated Instruction, Rigor and effective first teaching.
To provide and maintain 100% of technology devices to students on a 1:1 basis	GUSD provides and maintains 100% technology devices to students on a 1:1 basis.	GUSD provided and maintained 100% of technology devices to students on a 1:1 basis.	GUSD provided and maintained 100% of technology devices to students on a 1:1 basis.	GUSD will continue to provide and maintain 100% of technology devices to students on a 1:1 basis.
To provide transportation for students TK-gr. 4 and for students living on outskirts of town as well as Chualar.	GUSD provides and maintains transportation services for students TK-gr. 4 and for students living on outskirts of town as well as Chualar.	GUSD continues to provide and maintain transportation services for students TK-gr. 4 and for students living on outskirts of town as well as Chualar.	GUSD continues to provide and maintain transportation services for students TK-gr. 4 and for students living on outskirts of town as well as Chualar.	GUSD will continue to provide and maintain transportation services for students TK-gr. 4 and for students living on outskirts of town as well as Chualar.

Planned Actions / Services

Action 1

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions / Services

Ensure access to core instructional programs by providing base staffing at each site and professional development for all staff (admin, teachers, and classified).

- **Continue to fund class-size reduction in all grades TK-3** to support student learning.
- **Continue to fund ROP/CTE courses** in grades 6-12 to support student learning.
- **Increase the number of FTEs or Sections based on the master schedule and focus on student college and career readiness goals (may result in the increase of language arts sections and CTE/ROP sections such as construction, welding, criminal justice, etc).**
- **Provide and train in the use of high-quality instructional materials in all classrooms (TK-12) that satisfy the Williams' requirements.**

Ensure access to core, high quality instructional programs by providing base staffing district-wide and to provide professional development/coaching.

- Provide all materials, training, equipment, teachers and supplies that **100% satisfy the Williams' requirement** as measured by the Williams' compliance report.
- Continue to fund **ROP/CTE courses** in grades 6-12 and **class size reduction (CSR)** in all classes TK-3 to support student learning as measured by site master schedules and student class listings.
- Focus on **DIFFERENTIATED INSTRUCTION AND RIGOR** district-wide. **PROFESSIONAL DEVELOPMENT** for ALL teaching staff (certificated teachers and targeted instructional support staff) will be provided (site-

Ensure access to core, high quality instructional programs by providing base staffing district-wide and to provide professional development/coaching.

- Provide all materials, training, equipment, teachers and supplies that **100% satisfy the Williams' requirement** to include Keenan trainings such as Blood Borne Pathogens, Sexual Harassment, Mandated Reporter, etc.. Newly added ALICE Safety trainings and drills on a quarterly basis measured by completion of the drills. (Safety Trainings to include online ALICE training and hands-on drills not to exceed \$30,000, paid from Supplemental/Concentration Funds).
- Continue to fund **ROP/CTE courses** in grades 6-12 as measured by site master schedules and **class size reduction (CSR)** to support student learning as measured

- **Purchase NEW Common Core Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials and CCSS English Language Arts materials.**
- **Purchase additional Chromebooks and carts for all classrooms districtwide and maintain their operation by upgrading/replacing units as needed.**
- **Maintain appropriate instructional materials in all classrooms to satisfy Williams' requirements and meet the demands of the 21st century (integrate eBooks and available and applicable).**
- **Train ALL staff in the use of Common Core Instructional materials.**
- **Maintaining instructional materials and or purchasing/replacing chromebooks estimated at 14% of the total base in 4000s**
- **Access, train, integrate, and monitor the frequent use of technology in all classrooms TK-12 (admin, students, and staff).**
- **Establish a clear vision for all staff and students to be trained in the use of the 1:1 Chromebooks** and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff.
- Purchase and then maintain service contracts, materials/supplies to provide both black and color printers for school staff to use for classroom instruction and additional copiers at sites with high use (i.e. La Gloria Elementary).

based, district and/or contracted). The district will provide teacher release-time, paid hourly, and substitute costs to fund planning time on teaching pedagogy, behavior managements systems, curriculum and standards. Topics may include but are not limited to **Common Core State Standards (CCSS), Step Up to Writing (SUTW), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs), Differentiated Instructional Strategies, Increasing Rigor and Classroom Management structures/strategies** as measured by PD agendas and sign in sheets (11 days of PD on Differentiated Instruction and Rigor at \$6,200/day plus sub cost for 9 days). This will be funded out of supplemental funds (0940).

- Establish **COACHING SUPPORT and COACHING CYCLES** for all teachers needing support with the direct support coming from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. Four total TOSA, Academic Coaches & Intervention Specialists will receive an extra 20 work days @ per diem, estimated at \$500 per day + benefits 19.2622%. This action will be measured by coaching logs kept by the Academic Coaches and Intervention Specialist. This will be paid out of supplemental (0940) and Title 1.

by TK-3 student class listings.

- Focus on **Tier 1 and Tier 2 interventions** district-wide. **PROFESSIONAL DEVELOPMENT** for ALL teaching staff (certificated teachers and targeted instructional support staff) will be provided (site-based, district and/or contracted). The district will provide teacher release-time, paid hourly, and substitute costs to fund planning time on teaching pedagogy, behavior managements systems, curriculum and standards. Topics may include but are not limited to **Common Core State Standards (CCSS), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Differentiated Instructional Strategies, Increasing Rigor and Classroom Management structures/strategies** as measured by PD agendas and sign in sheets.
- Establish **COACHING SUPPORT and COACHING CYCLES** for all teachers needing support. The district will offer supplemental support using an Academic Coach assigned to each paid for with Title 1 funds - costs allocated under Goal 2 Action 1. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. This action will be measured by coaching logs kept by the Academic Coaches.
- Continue supporting Kinder classes with Instructional Aides paid from Title 1 costs to include benes \$38,633.

- Purchase and then maintain the materials/supplies for a laminator for each school staff to use for classroom instruction. **(Bullets 2 & 3 estimated at 10% of the total base in 5000s.**
- **Hire and maintain district wide technology support staff (.175 FTE Director of Technology, salary @107,000, benefits @ 25.9632%; 1.0 FTE Software technician, salary 59,134, benefits @ 25.9632% ; 4.0 Library Instructional Technology Specialists, total salary costs \$181,707, benefits @ 25.9632%).**
- **Hire and maintain 1.0 FTE district-wide Educational Technology Coordinator, salary \$95,846, benefits @ 17.7622%; to support staff and students in the area of technology integration.**
- **Ensure students have access to the core instructional program by providing transportation.**
- Allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional service costs. 100% of 0960 expenditures.
- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process.** This action will be measured by training agendas, sign in sheets and/or Instructional Rounds sign in sheets.
- Request **ALL teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21st century skills for their classroom instruction** as measured by site administration records regarding teacher goals.
- Provide **qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC).** The cost of the program is \$4,000/inductee. This action will be measured by District Office Human Resources and business office records **(27 candidates X \$4,200/candidate = \$113,400.00).** This will be paid out of Title 1 and concentration (0950).
- **Provide PD travel and conferences for teachers estimated at 3 conferences per year at \$10,000 per conference (\$30,000).** This action will be measured by District Office business office records.
- Request **ALL teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21st century skills for their classroom instruction** as measured by site administration records regarding teacher goals.
- **Provide PD for new teachers based on identified need.** This action will be monitored through sign in sheets.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$9,618,021.00
Source	Included in Base
Reference	1000-1999
Amount	\$3,298,629.00
Source	Included in Base
Reference	2000-2999
Amount	\$5,173,163.56
Source	Included in Base
Reference	3000-3999
Amount	\$1,024,035.00
Source	Included in Base
Reference	4000-4999
Amount	\$1,404,717.00
Source	Included in Base
Reference	5000-5999
Amount	\$872,000.00
Source	Included in Base
Reference	6000-6999
Amount	\$58,361.00
Source	Included in Base
Reference	7000-7999
Total	\$21,448,926.56

Amount	\$8,854,637.00
Source	Included in Base
Reference	1000-1999
Amount	\$102,958.00
Source	Included in Base
Reference	2000-2999
Amount	\$3,257,933.00
Source	Included in Base
Reference	3000-3999
Amount	\$150,168.00
Source	Included in Base
Reference	4000-4999
Amount	\$140,308.00
Source	Included in Base
Reference	5000-5999
Amount	\$0.00
Source	Included in Base
Reference	6000-6999
Amount	\$369,342.00
Source	Included in Base
Reference	7000-7999
Total	\$12,875,346.00

Amount	\$10,446,999.00
Source	Included in Base
Reference	1000-1999
Amount	\$846,169.00
Source	Included in Base
Reference	2000-2999
Amount	\$4,316,993.00
Source	Included in Base
Reference	3000-3999
Amount	\$290,192.00
Source	Included in Base
Reference	4000-4999
Amount	\$523,246.00
Source	Included in Base
Reference	5000-5999
Amount	\$0.00
Source	Included in Base
Reference	6000-6999
Amount	\$1,967,718.00
Source	Included in Base
Reference	7000-7999
Amount	\$25,338.00
Source	Title I
Reference	2000-2999
Amount	\$13,295.00
Source	Title I
Reference	3000-3999
Total	\$18,429,950.00

Action 2

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

All

All Schools

Actions / Services

2017-18	N/A	2018-19	New	2019-20	Modified
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The Gonzales Unified School District will provide all operational services, Support services, facilities, and staff (ie MOT, support staff at school sites and DO) to give our students access to a high quality instructional program.

- **Compliance with Williams - safe clean facilities**
 - Update facility bathrooms at FMS (Admin office) and Music rooms
- **Complete facility projects from 17-18 to include**
 - Final installation of HVAC - \$400,000;
 - Final installation of Solar -cost included in PPA contract,
 - Painting of buildings estimated completion in July 2018 - estimated costs \$380,000.
 - Final installation of new stadium lights
- Provide **transportation** for students TK-gr. 4 . and for students living in outskirts of town as well as Chualar as measured by transportation department records.
- Allocate funding to maintain **transportation personnel**, fuel costs, maintenance of vehicles, and any associated professional service costs (100% of 0960) expenditures as measured by business department records of the above listed costs.
- **Continue to fund 1.0 FTE school-based campus supervisors** as measured by district business and human resource office records. This will be funded out of supplemental (0940).

The Gonzales Unified School District will provide all operational services, Support services, facilities, and staff (ie MOT, support staff at school sites and DO) to give our students access to a high quality instructional program.

- **Compliance with Williams - safe clean facilities**
- **Complete facility projects in 19/20**
 - Final installation of HVAC in Ag classrooms and cafeterias.
- Continue to provide **transportation** for students TK-gr. 4 . and for students living in outskirts of town as well as Chualar as measured by transportation department records.
- Continue to allocate funding to maintain **transportation personnel**, fuel costs, maintenance of vehicles, and any associated professional service costs expenditures as measured by business department records of the above listed costs.
- Continue to provide **professional development to all MOT staff** in first response to safety during the school day, after hours, and while on a school bus as measured by training agendas and sign in sheets.
- Continue to maintain one Campus Supervisor at each site.

- Provide **professional development to all MOT staff** in first response to safety during the school day, after hours, and while on a school bus as measured by training agendas and sign in sheets.

Budgeted Expenditures

2017-18	2018-19	2019-20
No Expenditures.	Amount \$145,006.00	Amount \$152,814.00
Total \$0.00	Source Included in Base	Source Included in Base
	Reference 1000-1999	Reference 1000-1999
	Amount \$2,830,578.00	Amount \$2,753,816.00
	Source Included in Base	Source Included in Base
	Reference 2000-2999	Reference 2000-2999
	Amount \$1,567,184.00	Amount \$1,606,454.00
	Source Included in Base	Source Included in Base
	Reference 3000-3999	Reference 3000-3999
	Amount \$308,547.00	Amount \$300,158.00
	Source Included in Base	Source Included in Base
	Reference 4000-4999	Reference 4000-4999
	Amount \$967,536.00	Amount \$1,156,394.00
	Source Included in Base	Source Included in Base
	Reference 5000-5999	Reference 5000-5999
	Amount \$1,896,600.00	Amount \$500,000.00
	Source Included in Base	Source Included in Base
	Reference 6000-6999	Reference 6000-6999
	Amount \$-318,909.00	Amount \$-138,430.00
	Source Included in Base	Source Included in Base
	Reference 7000-7999	Reference 7000-7999
	Total \$7,396,542.00	Total \$6,331,206.00

Action 3

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

All

All Schools

2017-18	N/A 2018-19	New 2019-20	Modified
	<p>The Gonzales Unified School District will provide students and staff with the necessary technology tools and training to facilitate the development of student's and staff's 21st Century technological skills and provide the appropriate infrastructure and staff to maintain and support district-wide technology for all.</p> <ul style="list-style-type: none"> • Discuss and evaluate the purpose of student chromebooks and if the district will continue to purchase/replace the existing type of chromebooks or transition to another type of technology tool, which would best serve our students' needs as measured by meeting agendas and notes. • Train all staff and students in the use of the 1:1 chromebooks and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff as measured by training agendas and sign in sheets. • Completion of Technology projects to include: <ul style="list-style-type: none"> ◦ Network upgrades to the data center, phases 2 and 3. ◦ Adding additional security cameras across all school sites and the Football stadium ◦ Implementation of the district website expected completion late July early August ◦ Renew all technology data 	<p>The Gonzales Unified School District will provide students and staff with the necessary technology tools and training to facilitate the development of student's and staff's 21st Century technological skills and provide the appropriate infrastructure and staff to maintain and support district-wide technology for all.</p> <ul style="list-style-type: none"> • Discuss and evaluate the purpose of student chromebooks and if the district will continue to purchase/replace the existing type of chromebooks or transition to another type of technology tool, which would best serve our students' needs as measured by meeting agendas and notes. • Train all staff and students in the use of the 1:1 chromebooks and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff as measured by training agendas and sign in sheets. • Completion of Technology projects to include: <ul style="list-style-type: none"> ◦ Network upgrades to the data center, phases 2 and 3. ◦ Adding additional security cameras across all school sites and the Football stadium ◦ Renew all technology data systems contracts ◦ Research and implement Attendance truancy tracking and 	

- systems contracts
 - Research and implement Attendance truancy tracking and notification system - estimated cost being researched
- Maintain **district wide technology support staff** to support technology district-wide.
- Maintain **1.0 FTE district-wide Educational Technology Coordinator** to support staff and students in the area of technology integration, including International Society for Technology in Education (**ITSE**) **standard rollout** TK-12. This will be funded out of supplemental (0940).
- Pilot mentor **technology coaches** for any teachers in need as measured by mentor logs of service. This will be funded out of concentration (0950).
- Hire a **.5 FTE Data/Software technician and .5 Software technician (total of 1.0 FTE)** to support technology district-wide. This will be funded out of supplemental (0940).

notification system - estimated cost being researched

- Maintain **district wide technology support staff** to support technology district-wide.
- Hire a **.5 FTE Data/Software technician and .5 Software technician (total of 1.0 FTE)** to support technology district-wide. This will be funded out of supplemental (0940).

Budgeted Expenditures

2017-18

2018-19

2019-20

No Expenditures.

Total \$0.00

Amount	\$102,153.00
Source Reference	Included in Base 1000-1999
Amount	\$245,428.00
Source Reference	Included in Base 2000-2999
Amount	\$147,521.00
Source Reference	Included in Base 3000-3999
Amount	\$5,000.00
Source Reference	Included in Base 4000-4999
Amount	\$339,634.00
Source Reference	Included in Base 5000-5999
Total	\$839,736.00

Amount	\$0.00
Source Reference	Included in Base 1000-1999
Amount	\$400,038.00
Source Reference	Included in Base 2000-2999
Amount	\$198,034.00
Source Reference	Included in Base 3000-3999
Amount	\$13,000.00
Source Reference	Included in Base 4000-4999
Amount	\$371,872.00
Source Reference	Included in Base 5000-5999
Amount	\$10,000.00
Source Reference	Included in Base 6000-6999
Total	\$992,944.00

Status: Modified

Goal 2

Goal 2:

ALL Students will be college and/or career ready, prepared for post-secondary opportunities.

State/Local Priorities

State: 2, 3, 4, 7, 8

Local: Priority 2 - Implementation of State Academic Standards

Identified Need

Goal 2: All students will be college and/or career ready, prepared for post-secondary opportunities. With this, we will ensure that students academic needs are met and that they have access to a rigorous curricular and instructional program with strategic interventions whenever needed.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

2017-18
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2018-19

2019-20

Number of students performing at standard or above on the SBAC English Language Arts assessment will increase by 5%.	In 16-17, 31.72% of students met standard or above in English Language Arts on the SBAC assessment.	27.77% of students met standard or above in English Language Arts on the SBAC assessment.	32.77% of all students WILL meet standard or above in English Language Arts on the SBAC assessment.	37.77% of all students WILL meet standard or above in English Language Arts on the SBAC assessment.
The number of students performing at standard or above on the SBAC mathematics assessment will increase by 5%.	In 16-17, 15.67% of GUSD students scored at standard or above in Math on the SBAC assessment.	14.97% of GUSD students scored at standard or above in Math on the SBAC assessment.	19.97% of students WILL score at proficient or above in Math on the SBAC assessment.	24.97% of students WILL score at proficient or above in Math on the SBAC assessment.
Improve the cohort graduation rate by 5% annually.	In 16-17, the cohort graduation rate is 95.2%.	The cohort graduation rate is 97%.	The cohort graduation rate WILL be 100%.	The cohort graduation rate WILL be 100%.
To maintain and increase CTE course access to students in grades 6-12 by 5%.	In 2016-17, there were 30 CTE course sections offered.	In 2017-18, there were 33 CTE course sections offered (10% increase).	In 2018-19, there were 32 CTE course sections offered (-3% decrease from previous year).	In 2019-20, there will be a projected 36 CTE course sections to be offered (12.5% increase from 18-19).
To maintain CTE course pathways and opportunities for students in grades 6-12.	In 2016-17, there were 30 CTE course sections offered.	In 2017-18, there were 33 CTE course sections offered (10% increase).	In 2018-19, there were 32 CTE course sections offered (-3% decrease from previous year).	In 2019-20, there will be a projected 36 CTE course sections to be offered (12.5% increase from 18-19).
To maintain and increase college course A-G access rates in grades 9-12 by 5%.	In 2016-17, 131/162 (or 81.48%) section courses offered in grades 9-12 were A-G approved.	In 2017-18, A-G access rates for grades 9-12 increased to 88.96% (145/163) of courses offered.	In 2018-19, A-G access rates for grades 9-12 decreased to 83.93% (141/168) of courses offered.	It is anticipated that A-G access rates for grades 9-12 will increase by 5% in 19-20.
To increase the number of students scoring proficient on the AP exams in grades 9-12 by 5%.	In 2016-17, the percent of students scoring proficient on the AP exams is 49.4%	In 2017-18, the number of students scoring proficient on AP exams is 31.5%.	In 2018-19, the number of students scoring proficient on the AP exams WILL be 36.5%.	In 2019-20, the number of students scoring proficient on the AP exams WILL be 41.5%.

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
To increase the number of dual enrollment offerings in grades 9-12 by 5%.	Zero (0) courses offered in 16-17	Four (4) courses offered in 17-18 (400% increase)	Eleven (11) courses offered in 18-19 (275% increase)	Eleven (11) to fifteen (15) courses will be offered (up to 36% increase)
To increase the number of English Learners who increase English Language progress by 5% (based on ELPAC data)	82% of GUSD English Learners scored a 3, 4 or 5 on the CELDT.	63% of GUSD English Learners scored a 3, 4 on the ELPAC.	GUSD English Learners scoring a 3, 4 on ELPAC testing will be at 68%.	GUSD English Learners scoring a 3, 4 on ELPAC testing will be at 73%.
To increase the number of English Learners achieving Fluent English Proficient (FEP) by 5% (annual RFEP/IFEP data)	22% of GUSD English Learners achieved Fluent English Proficiency status.	22% of GUSD English Learners achieved Fluent English Proficiency status.	GUSD English Learners achieving Fluent English Proficiency status will be at 27%.	GUSD English Learners achieving Fluent English Proficiency status will be at 32%.
To provide 100% of our GUSD teachers with professional development opportunities each year to improve instructional practices in every TK-12 classroom.	100% of GUSD teachers are provided professional development opportunities.	100% of GUSD teachers are provided professional development opportunities.	100% of GUSD teachers are provided professional development opportunities.	100% of GUSD teachers WILL be provided professional development opportunities.

Planned Actions / Services

Action 1

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions / Services

2017-18	Unchanged 2018-19	Modified 2019-20	Unchanged
Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success.	Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success.	Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success.	

- Purchase and maintain Language Arts

- Administer **Benchmark Assessments at**

- Administer **Interim Assessments at least**

Intervention program materials and supplies (Scholastic Read 180 in Grades 3-12).

- **Purchase and continue Language Arts early Intervention programs in the primary grades** (iReads program in Grade K, 1, 2 or similar).
- **Purchase and maintain Math Intervention program/s for grades Pre-12.**
- Identify early intervention activities for our age 3-5 year olds in the Gonzales State preschool and instructional coaching support for staff.
- Continue discussion with City partners to create an articulated plan to initiate Universal TK for all 4-year-olds for future, sustainable implementation.
- Continue to offer **Extended Day, Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM)**. This includes material start-up cost to establish STEM kits for all grade levels and to fund certificated and classified staff to increase student learning.
- **Focus on site-based and site-led student interventions that lead to an increase in student proficiency levels.**
- Fund 1.0 FTE Intervention Teacher \$84,576, benefits @ 17.7622% at La Gloria Elementary.
- Fund and maintain .40 FTE of the Director of Special Education/Health Services/Response \$140,671, benefits @ 17.7622% to Intervention to ensure

least 3 times per year to monitor student progress toward proficiency on Common Core State Standards as measured by the student benchmark assessment results in our data system (Illuminate).

- Prepare our students for the **SBAC assessment** administered in the Spring by using benchmark assessment questions based on the California Common Core State Standards as measured by verification by the District administrative team that the questions are based on CCSS.
- Administer the **SBAC assessment** to all students (unless exempted) **grades 3-8 and grade 11** as measured by assessment number results provided by the State.
- Use adopted **assessments** that go with **daily and unit instruction** as measured by site administration oversight and observation.
- Analyze the results of the above mentioned **assessments to determine next steps** as measured by grade level, subject matter and district level meeting agendas and notes.
- **Purchase, implement and maintain Math and Language Arts Intervention program materials and supplies, credit recovery program materials (i.e. APEX or similar) and supplies as well as enrichment materials and supplies** (i.e. Scholastic Read 180 in Grades 3-12, iReads program for Grades K-2, Math 180 and other like programs) as measured by copies of purchase orders in the

3 times per year to monitor student progress toward proficiency on Common Core State Standards as measured by the student benchmark assessment results in our data system.

- Prepare our students for the **SBAC assessment** administered in the Spring by using benchmark assessment questions based on the California Common Core State Standards.
- Administer the **SBAC assessment** to all students (unless exempted) **grades 3-8 and grade 11** as measured by participation rates provided by the State.
- Use adopted **assessments** that go with **daily and unit instruction** as measured by site administration oversight and observation.
- Analyze the results of the above mentioned **assessments to determine next steps** as measured by grade level, subject matter and district level meeting agendas and notes.
- **Purchase, implement and maintain Math and Language Arts Intervention program materials (TK - gr. 12) and supplies, credit recovery program materials (i.e. APEX or similar) and supplies as well as enrichment materials and supplies** (i.e. Scholastic Read 180 in Grades 6-8 {Grades 3, 4, 9-12 SpEd/Newcomers}, iReads program for Grades K-2, Math 180 and other like programs) as measured by copies of purchase orders in the Gonzales Unified School District Office.
- **Maintain the recommended best practice of 24:1 teacher to student**

coordination of all intervention programs district-wide, including classroom differentiated instruction, Extended Day/Summer/Saturday academies and the full RTI plan coordination and dissemination.

- Note: Curriculum purchases estimated at 18% of the 4000s.

Gonzales Unified School District Office.

- **Maintain the recommended best practice of 24:1 teacher to student ratio for all Read 180 classrooms** as measured by student rosters.
- Continue to offer **Extended Day, Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM) and provide all necessary supplies and materials.** This action will be measured by documentation on file for purchases, hiring and paying of staff and student enrollment lists for these programs.
- Maintain a **1.0 FTE Intervention Teacher at La Gloria Elementary** as measured by the intervention teacher being on staff at La Gloria. This will be paid for by concentration funds (0950).
- Train all administrators in the **Illuminate Education data system to lead the implementation of assessments and data talks at their sites** as measured by training agendas and sign in sheets.
- Maintain .47 FTE of the Director of Special Projects/IResponse to Intervention to **ensure coordination of all intervention** programs district-wide, including classroom **differentiated instruction, Extended Day/Summer/Saturday academies and the full RTI plan coordination** and dissemination as measured by presence of the Director position in the district.
- Request that **each site's instructional team** (grade level reps, department

ratio for all Read 180 classrooms as measured by student rosters.

- Continue to offer **Extended Day, Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM) and provide all necessary supplies and materials.** This action will be measured by documentation on file for purchases, hiring and paying of staff and student enrollment lists for these programs.
- Fund a 1.0 FTE for a **Director of Curriculum and Instruction** to ensure coordination of all academic programs in the district.
- **Engage in data analysis at each site on a quarterly basis through the building of data action plans** in every grade level/course and in all subject areas to identify student learning goals and interventions. **These data action plans will be created in each PLC, shared school-wide, and then district-wide at the administrative PLC meetings.** This action will be measure by existence of updated actions plans.
- Maintain a **data management system** as measured by the existence of the system in our District for 2018-19. (currently Illuminate annual contract @ \$17,000 - no projected increase)
- Train all administrators in the Illuminate Education data system to lead the implementation of assessments and data talks at their sites.
- Provide **math coaching** for math

chairs, school counselors, teachers on special assignment, and school administrators) **clearly articulate a written common assessment and data action plan timeline that identifies how common assessments will be used to support student learning in all classes.** This plan will be annually updated and presented to the school board. This action will be measured by annual updates presented to the board.

- **Engage in data analysis at each site on a quarterly basis through the building of data action plans** in every grade level/course and in all subject areas to identify student learning goals and interventions. **These data action plans will be created in each PLC, shared school-wide, and then district-wide at the administrative PLC meetings.** This action will be measure by existence of updated actions plans.
- Maintain **a data management system** (Illuminate Education) as measured by the existence of the system in our District for 2018-19. (Illuminate annual contract @ \$17,000 - no projected increase)
- Articulate **written grading agreements** by each site's instructional team (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) that will identify how students will be graded in all site classes and courses. This plan will be annually reviewed, updated and presented to the school board annually to ensure all and any

teachers at all grade levels. This will be paid for by supplemental (0940) and/or concentration (0950).

- Provide **qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC).** The cost of the program is projected at \$4,000/inductee. This action will be measured by District Office Human Resources.
- **Maintain 3 Academic Coaches to support first good instruction in classrooms - Paid from Title 1 - projected cost \$288,980. Instructional Aide to support newcomers paid from Title 1 - projected cost \$48,576. Total Benes \$126,425**
- **Books & Supplies to supplement core curriculum - \$84,892**
- **Travel & Conferences/Professional Services - \$8,034**

updates are captured and approved. **The plans will include all evidence used to make this agreement/s (course syllabus, TK-5 standards-based report cards, etc).** This action will be measured by existing grading agreement plans and corresponding evidence.

- Investigate and **pilot math intervention program/s** for grades TK-12.
- Review each site's **grading agreements** on a quarterly basis for accuracy and transparency.
- Allocate and provide for **continuation high school staff** (i.e. 1.0 FTE Alternative Ed Coordinator, 1.0 FTE vacant teaching position) and personnel to teach students who need an **alternative program of study** (1.0 FTE independent study teachers) as measured by district Business and Human Resource office records.
- Investigate and pilot ways to **counsel alternative education students** academically, social-emotionally, and with appropriate pathways to college and career.
- Provide **math coaching** for math teachers at all grade levels. This will be paid for by supplemental (0940) and/or concentration (0950).
- Provide **mentor coaches for new teachers (or any teacher in need)** that are in the same grade level or subject area that can assist with behavior management, lesson planning development, model lessons, provide feedback, curriculum mapping, interpreting data, etc.. This will be paid

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$140,844.00	Amount	\$1,180,190.00	Amount	\$159,831.00
Source	LCFF	Source	Supp. / Conc.	Source	CSI Grant
Reference	1000-1999	Reference	1000-1999	Reference	5000-5999
Amount	\$24,820.00	Amount	\$62,490.00	Amount	\$504,702.00
Source	LCFF	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	3000-3999	Reference	2000-2999	Reference	1000-1999
Amount	\$350,000.00	Amount	\$432,106.00	Amount	\$194,853.00
Source	LCFF	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	4000-4999	Reference	3000-3999	Reference	2000-2999
Total	\$515,664.00	Amount	\$292,584.00	Amount	\$208,701.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	4000-4999	Reference	3000-3999
		Amount	\$319,961.00	Amount	\$1,020,857.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	4000-4999
		Total	\$2,287,331.00	Amount	\$522,238.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Amount	\$288,980.00
				Source	Title I
				Reference	1000-1999
				Amount	\$48,576.00
				Source	Title I
				Reference	2000-2999
				Amount	\$126,425.00
				Source	Title I
				Reference	3000-3999
				Amount	\$84,892.00
				Source	Title I
				Reference	4000-4999
				Amount	\$8,034.00
				Source	Title I
				Reference	5000-5999

Amount	\$34,118.00
Source	Title II
Reference	1000-1999
Amount	\$12,971.00
Source	Title II
Reference	3000-3999
Total	\$3,215,178.00

Action 2

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions / Services

2017-18	Unchanged	2018-19	Modified	2019-20	Modified
Identify and provide support personnel at all sites to meet 21st century goals.		Identify, serve and reclassify English Learners within 5 years of entering our District.		Identify, serve and reclassify English Learners within 5 years of entering our District.	

- Focus on **DIFFERENTIATED** district-wide

and site-based **PROFESSIONAL DEVELOPMENT** for ALL staff to focus on 21st century skills by increasing teacher release-time, paid hourly, and substitute costs to fund planning time on **Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs), Classroom Management structures/strategies, and Technology integration (Google apps, Chromebook classroom use, Illuminate Education).**

- **Train all administrators to provide on-going feedback to certificated and classified personnel with specific examples that will lead to meeting 21st century skills and the implementation of the district initiatives for student learning.**
- **Continue to fund personnel positions that support and lead Common Core and 21st century skills:** Library and Technology specialists, Academic coaches, Intervention specialists, Classroom Instructional Assistants, Software and Hardware technology specialists (included under base goal 1); .40 FTE Director of Special Projects, salary 140,671 + benefits @ 17.7622; and .424 FTE Assistant Superintendent of Educational Services @ 155,884 + benefits @ 17.7622.

- Purchase and maintain **new ELD State-approved ELD instructional materials** to meet the needs of our English Learners in middle and high school classrooms as measured by purchase records in the Gonzales Unified business department funded by unrestricted funds.
- **Train and support staff in the use of new California ELD Instructional materials** as measured by training agendas and sign in sheets.
- **Maintain the ELD sections at the secondary level (Grades 6-12) for appropriate teaching of English Learner students** as measured by records of site master schedules.
- **Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD, and best practices as identified by staff to support English Learner growth** as measured by PD agendas and sign in sheets funded by unrestricted funds.
- **Create and maintain Designated ELD sections for LTELs** with sound, research-based curriculum as measured by site Master Schedule.
- **Create and maintain Designated ELD sections with a qualified ELD teacher (3 sections at FMS & 3 Sections at GHS) 1.0 FTE** as measured by site Master Schedule.
- **Create and maintain Designated ELD sections** with clearly articulated curriculum guides, focused standards, and monitoring assessments to ensure

- Purchase and maintain **State-approved ELD instructional materials** to meet the needs of our English Learners in middle and high school classrooms as measured by purchase records in the Gonzales Unified business department funded by unrestricted funds.
- **Train and support staff in the use of California ELD Instructional materials** as measured by training agendas and sign in sheets.
- **Maintain the ELD sections at the secondary level (Grades 6-12) for appropriate teaching of English Learner students** as measured by records of site master schedules.
- **Create and maintain Designated ELD sections for LTELs** with sound, research-based curriculum as measured by site Master Schedule.
- **Create and maintain Designated ELD sections** with clearly articulated curriculum guides, focused standards, and monitoring assessments to ensure English success as measured by existing curriculum guides, focused standards and monitoring assessment in google drive and/or Illuminate.

- **Establish and maintain COACHING SUPPORT and COACHING CYCLES for all teachers** in our school district with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc.
- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers to share best practices and make growth impact.** The site-based Academic Coaches and intervention Specialists will help facilitate this process.
- **All teachers establish personal goals for their instruction at the start of the school year that directly relate to district initiatives and 21st century skills for their classroom instruction.**
- **Note: Materials, curriculum, supplies @ 21% of the total 4000s**

English success as measured by existing curriculum guides, focused standards and monitoring assessment in google drive and/or Illuminate.

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Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$122,363.00	Amount	\$74,937.00	Amount	\$30,130.00
Source	LCFF	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	1000-1999	Reference	1000-1999	Reference	1000-1999
Amount	\$21,734.00	Amount	\$28,153.00	Amount	\$11,545.00
Source	LCFF	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	3000-3999	Reference	3000-3999	Reference	3000-3999
Amount	\$412,000.00	Total	\$103,090.00	Amount	\$19,813.00
Source	LCFF			Source	Title III
Reference	4000-4999			Reference	2000-2999
Total	\$556,097.00			Amount	\$11,149.00
				Source	Title III

Reference	3000-3999
Amount	\$69,578.00
Source	Title III
Reference	4000-4999
Amount	\$500.00
Source	Title III
Reference	5000-5999
Total	\$142,715.00

Action 3

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions / Services	2017-18	2018-19	2019-20
	Unchanged	Modified	Modified

Support the instructional leadership of school administrators to be able to lead their staff in Instructional Rounds classroom visits, analyze common assessment data to progress monitor standards-based instruction through data fishbowls, critically identify areas for school improvement (LCAP Local and State Priorities), and to identify steps of action for school-wide student success.

- **Train ALL ADMINISTRATORS** to provide **ON-GOING FEEDBACK and FOLLOW-THROUGH ACTIONS** to certificated and classified personnel with concrete examples that will **lead to meeting common core implementation and specific, district initiatives for student learning.**
- Train all administrators and **participate in IRs led by administrators and also**

The Gonzales Unified School District shall provide student engagement through the access of a high quality, 21st Century skills centered instructional program and opportunities to learn about and connect with College/Career options.

- **Maintain the number of ROP/CTE course offerings** that lead to high-wage, high-demand, high-need careers for secondary students at MS/HS (Agriculture, Arts, Media & Entertainment, Computer Science, etc.) as measured by site master schedules.
- Convene **industry advisory meetings for each CTE pathway**, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry

The Gonzales Unified School District shall provide student engagement through the access of a high quality, 21st Century skills centered instructional program and opportunities to learn about and connect with College/Career options.

- **Evaluate the feasibility of the number of ROP/CTE course offerings** that lead to high-wage, high-demand, high-need careers for secondary students at MS/HS (Agriculture, Arts, Media & Entertainment, Computer Science, etc.) as measured by site master schedules.
- Convene **industry advisory meetings for each CTE pathway**, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry

led by teachers.

- Train all administrators in the **Illuminate Education data system to lead the implementation of assessments and data talks at their sites.**
- Train all administrators on **how to facilitate effective team meetings.**
- Train all administrators on **Common Core State Standards and 21st Century skills and how to lead staff at their sites.**
- Train all administrators on survey topics determined as high-need.
- Training will be completed in-house - optional travel & conferences estimated at a quarter of one percent (.025)

standards/skill set, course sequencing, job market data analysis, postsecondary articulation and identification of internship opportunities to ensure successful student college/career transition as measured by CTE Advisory meeting agendas.

- Hold the annual **GUSD CTE Advisory Board meeting** to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools as measured by GUSD CTE Advisory Board meeting agendas.
- Continue the partnership with **Wings of Knowledge program** that serves students TK-12 in the areas of service learning, engineering and design, and community-based initiatives.
- **Maintain opportunities for ROP students to receive industry-recognized certifications** (ServSafe, CPR/First Aid, iCEV, etc) upon mastering certain course competencies as measured by the number of CTE skills certificates being awarded to students.
- Continue **vertical planning meetings (minimum of semesterly) with colleges and universities to establish criteria and written guidelines for successful student transition to postsecondary** as measured by agendas for the vertical planning meetings.
- **Continue and increase AB 288 course/dual enrollment college course offerings** to Gonzales High

standards/skill set, course sequencing, job market data analysis, postsecondary articulation and identification of internship opportunities to ensure successful student college/career transition as measured by CTE Advisory meeting agendas.

- Hold the annual **GUSD CTE Advisory Board meeting** to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools as measured by GUSD CTE Advisory Board meeting agendas.
- **Evaluate opportunities for ROP students to receive industry-recognized certifications** (ServSafe, CPR/First Aid, iCEV, etc) upon mastering certain course competencies as measured by the number of CTE skills certificates being awarded to students.
- Continue **vertical planning meetings (minimum of once a semester) with colleges and universities to establish criteria and written guidelines for successful student transition to postsecondary** as measured by agendas for the vertical planning meetings.
- **Continue and increase AB 288 course/dual enrollment college course offerings** to Gonzales High School students. Shared cost of college textbooks estimated at \$5,000.
- Increase the **number of student engagement opportunities offered at each school site** to improve student

- School students. Shared cost of college textbooks estimated at \$5,000.
- Maintain at least **the same number of student engagement opportunities offered at each school site** to improve student awareness of College/Career Readiness, including school events such as, CHOICES partnerships, College and Career days/weeks, Career Technical Student Organization competitions and/or **similar** as measured by events on the school calendar and/or student sign in sheets for the event.
 - Choices program - partnership costs \$5000
 - Monterey County College Challenge (M3C), 4th grade Hartnell Trip - \$2000
 - Materials and supplies - \$5000
 - Maintain administrative staff to articulate the college and career readiness goals, which include the **Director of College and Career Readiness and (1.0 FTE) College/Career Readiness Coordinator** to assist with internship/job shadowing opportunities, senior interview workshops, career interest assessments, college articulations, soft skills presentations, etc. College/Career Readiness Coordinator will be paid out of supplemental funds (0940).
 - **Maintain music teachers to support students at ALL schools in the areas of music, guitar, band and vocals (as developmentally appropriate)** as measured by district human resource office records. Elementary music teacher will be paid out of concentration funds

- awareness of College/Career Readiness, including school events such as, CHOICES partnerships, College and Career days/weeks, Career Technical Student Organization competitions and/or **similar** as measured by events on the school calendar and/or student sign in sheets for the event.
- Choices program - partnership costs \$5000
 - Monterey County College Challenge (M3C), 4th grade Hartnell Trip - \$2000
 - Materials and supplies - \$5000
 - **Maintain music teachers to support students at GHS and FMS in the areas of music, guitar, band and vocals (as developmentally appropriate)** as measured by district human resource office records.
 - **Maintain 2.0 FTE school counselors** to frequently plan on goals to ensure students are prepared for college and career as measured by district office Human Resource records. This will be paid out of concentration funds (0950).
 - Identify and participate in **college/career field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visits, etc)** as measured by events scheduled on the school events calendar.
 - Number of CCR field trips- 6
 - Field trips estimated at \$20,000
 - **Identify and map academic-based field**

- (0950).
- **Maintain 2.5 FTE school counselors** to frequently plan under the direction of the Director of College and Career Readiness on goals to ensure students are prepared for college and career as measured by district office Human Resource records. (SEE GOAL 3, ACTION 2 for additional school counselors) This will be paid out of concentration funds (0950).
 - **Maintain (1.0 FTE) Physical Education (P.E.) teacher at La Gloria Elementary School** as measured by district human resource office records. This will be paid out of concentration funds (0950).
 - Identify and participate in **college/career field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visits, etc)** as measured by events scheduled on the school events calendar.
 - Number of CCR fieldtrips - 6
 - Fieldtrips estimated at \$20,000
 - **Identify and map academic-based field trips and/or experiences for each grade level** that matches their curriculum connections as measured by records of requests for field trips.
 - Number of academic-based fieldtrips - 6
 - Fieldtrips estimated at \$20,000
 - Increase a **1.0 contracted college advisor at Gonzales High School** by contracting with UCSC to focus academic

- trips and/or experiences for each grade level** that matches their curriculum connections as measured by records of requests for field trips.
- Number of academic-based field trips - 6
 - Field trips estimated at \$20,000

planning and assistance to EL, Foster Youth, Homeless and SES students at Gonzales Unified as measured by counselor logs of identified students served.

- Explore and pilot the **Transitional Partnership Program (TPP)** through the California State Department of Rehabilitation for students who have an active Individualized Education Plan (IEP), 504 or documented disability, which provides students with the employability skills necessary to be successful in today's workforce.

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$42,260.00	Amount	\$857,916.00	Amount	\$723,915.00
Source	LCFF	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	1000-1999	Reference	1000-1999
Total	\$42,260.00	Amount	\$197,969.00	Amount	\$60,653.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	2000-2999	Reference	2000-2999
		Amount	\$448,336.00	Amount	\$299,199.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	3000-3999	Reference	3000-3999
		Amount	\$13,112.00	Amount	\$59,206.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	4000-4999	Reference	4000-4999
		Amount	\$28,099.00	Amount	\$92,699.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	5000-5999
		Total	\$1,545,432.00	Amount	\$22,200.00
				Source	Title II
				Reference	1000-1999

Amount	\$7,529.00
Source	Title II
Reference	3000-3999
Total	\$1,265,401.00

Action 4

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions / Services

2017-18	Unchanged	2018-19	Modified	2019-20	Modified
Support the professional development (PD) and academic coaching cycles of every GUSD certificated teacher to fully understand and implement district initiatives in the areas of GRR, GLAD, Student Talk, Collaborative Group Work, EL supports, DOK Tasks, Curriculum Guide implementation, Inquiry and Investigation Guide implementation, Common Assessment Administration and Analysis, effective PLCs, and the integration of Technology in every classroom Pre-12.		This action has been consolidated in the above actions.		This action has been consolidated in the above actions.	

- Provide **DIFFERENTATED PROFESSIONAL DEVELOPMENT** to all teachers, including new to our district, on each of the areas identified in this action.
- Establish **COACHING SUPPORT and COACHING CYCLES** for all teachers with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-

teaching, peer observation/s, video taping of lessons, etc. Six total Academic Coaches & Intervention Specialists extra 20 work days @ per diem, estimated at \$500 per day + benes 17.7622%.

- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process.**
- **All teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21st century skills for their classroom instruction.**
- **Provide qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC). This includes an Induction Coach estimated at \$1800 stipend per coach, benefits @ 17.7622 (estimating costs @ 20 coaches \$36,000 + \$6394), and a fully funded and accredited Induction program (\$2000 per new teacher, estimating 20 teachers \$40,000, no benes).**
- **PD travel and conferences for teachers estimated at 4 conference per year at \$10,000 each (\$40,000), estimated .02% of total 5000s**

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$136,000.00

No Expenditures.

No Expenditures.

Source Reference	LCFF 1000-1999
Amount	\$24,157.00
Source Reference	LCFF 3000-3999
Amount	\$40,000.00
Source Reference	LCFF 5000-5999
Total	\$200,157.00

Total

\$0.00

Total

\$0.00

Action 5

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions / Services

2017-18	Unchanged	2018-19	Modified	2019-20	Modified
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Identify, serve, and reclassify English Learners within 5 years of entering our district.

- **IMPLEMENTATION OF THE NEW CALIFORNIA ELD STANDARDS with SUPPORT** in Pre-12 through the focus on Making Meaning in English (Communicative, Interpretive, and Productive modes).
- Purchase and **MAINTAIN NEW ELD STATE-APPROVED ELD INSTRUCTIONAL MATERIALS** to meet the needs of our English Learners in Pre-12 classrooms.
- **Train and support staff in the use of NEW CALIFORNIA ELD Instructional materials.**
- **Increase and maintain the ELD sections at the secondary level (Grades 6-12)**

This action has been consolidated in the above actions.

This action has been consolidated in the above actions.

for appropriate teaching of ENGLISH LEARNER students.

- Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD, and best practices as identified by staff to support English Learner growth.
- Curriculum/instructional materials estimated at .05% of total 4000s

Budgeted Expenditures

2017-18		2018-19	2019-20	
Amount	\$100,000.00	No Expenditures.	No Expenditures.	
Source	LCFF	Total	\$0.00	Total
Reference	4000-4999			\$0.00
Total	\$100,000.00			

Action 6

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners	LEA-Wide	All Schools

Actions / Services

2017-18	Unchanged	2018-19	Modified	2019-20	Modified
Engage Long-term English Learner (LTELs) students in courses that will raise their level of English proficiency in less than five (5) years.		This action has been consolidated in the above actions.		This action has been consolidated in the above actions.	

- Create and maintain Designated ELD sections for LTELs with sound, research-based curriculum
- Create and maintain Designated ELD sections with a qualified ELD teacher.

(3 sections at FMS & 3 Sections at GHS) 1.0 FTE equivalent estimated at \$60,000 + benes @ 17.7622.

- **Create and maintain Designated ELD sections** with clearly articulated curriculum guides, focused standards, and monitoring assessments to ensure English success.

Budgeted Expenditures

2017-18		2018-19	2019-20	
Amount	\$60,000.00	No Expenditures.	No Expenditures.	
Source	LCFF	Total	\$0.00	Total
Reference	1000-1999			
Amount	\$10,657.00			
Source	LCFF			
Reference	3000-3999			
Total	\$70,657.00			

Action 7

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations
None	None

Actions / Services

2017-18	N/A	2018-19	Modified	2019-20	Modified
		This action has been considered in the above actions.		This action has been considered in the above actions.	

Budgeted Expenditures

2017-18	2018-19	2019-20
No Expenditures.	No Expenditures.	No Expenditures.

Total	\$0.00	Total	\$0.00	Total	\$0.00
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Action 8

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations				
None	None				
Actions / Services	2017-18	2018-19	Modified	2019-20	Modified
	N/A	This action has been consolidated in the above actions.		This action has been consolidated in the above actions.	
Budgeted Expenditures	2017-18	2018-19		2019-20	
	No Expenditures.	No Expenditures.		No Expenditures.	
Total	\$0.00	Total	\$0.00	Total	\$0.00

Action 9

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations				
None	None				
Actions / Services	2017-18	2018-19	Modified	2019-20	Modified
	N/A	This action has been consolidated into the above actions.		This action has been consolidated into the above actions.	
Budgeted Expenditures	2017-18	2018-19		2019-20	
	No Expenditures.	No Expenditures.		No Expenditures.	

Total	\$0.00	Total	\$0.00	Total	\$0.00
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Action 10

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations
None	None

Actions / Services	2017-18	N/A	2018-19	Modified	2019-20	Modified
			This action has been consolidated into the above actions.		This action has been consolidated into the above actions.	

Budgeted Expenditures	2017-18	2018-19	2019-20
	No Expenditures.	No Expenditures.	No Expenditures.

Total	\$0.00	Total	\$0.00	Total	\$0.00
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Action 11

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations
None	None

Actions / Services	2017-18	N/A	2018-19	Modified	2019-20	Modified
			This action has been consolidated into the above actions.		This action has been consolidated into the above actions.	

Budgeted Expenditures	2017-18	2018-19	2019-20
	No Expenditures.	No Expenditures.	No Expenditures.

Total	\$0.00	Total	\$0.00	Total	\$0.00
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Action 12

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations
None	None

Actions / Services	2017-18	2018-19	2019-20
	N/A	Modified	Modified

	This action has been consolidated into the above actions.	This action has been consolidated into the above actions.
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Budgeted Expenditures	2017-18	2018-19	2019-20
	No Expenditures.	No Expenditures.	No Expenditures.

Total	\$0.00	Total	\$0.00	Total	\$0.00
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Status: Modified

Goal 3

Goal 3:

State/Local Priorities

ALL Students will be surrounded by and connected to caring adults who are focused on providing an emotionally-safe, healthy learning environment.

State: 3, 5, 6
Local: Priority 6 - School Climate

Identified Need

Goal 3: ALL Students will learn in a Positive School Environment, Climate, and Culture in Order to Support the Development of their Academic, Social, Emotional, and Physical Needs as we believe it is essential to support the development of the whole child/youth. We believe that we must be responsive to our student needs and to support them to positively engage in school, to feel connected to positive adult role models, to feel safe and secure, and to be free of an environment conducive to bullying.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
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To improve school climate, safety and maintain health personnel to increase perceived safety at school by 10% as identified on California Healthy Kids Survey (CHKS) student survey	In 2016-17, when given the statement "I feel safe in my school" on the CHKS, we obtained the following results for students who "Strongly agree or Agree" with that statement: gr. 7 = 54% gr. 9 = 60% gr. 11 = 59%	No data available. CHKS was not implemented in this year.	No data available. CHKS was not implemented in this year.	To be determined
To decrease the student suspension rate by a minimum of 3%.	Based on the California School Dashboard, GUSD's suspension rate in 16-17 was 6.9%.	Based on the California School Dashboard, GUSD's suspension rate in 17-18 was 4.6%. This is a 2.3% decrease from the previous year.	The suspension rate WILL be 1.6%.	The suspension rate WILL be less than 1%.
To decrease the number of student expulsions by a minimum of 5%.	In 16-17, GUSD has zero (0) expulsions.	In 17-18, GUSD had five (5) expulsions.	In 18-19, GUSD WILL have less than five (5) expulsions.	In 19-20, GUSD WILL have two (2) or less expulsions.
To increase student engagement in our schools by 5% (annual student attendance data).	In 16-17, GUSD's chronic absenteeism rate was 8.9%.	GUSD's chronic absenteeism rate was 11.6%	GUSD's chronic absenteeism rate will be 8%.	GUSD's chronic absenteeism rate will be 5%.
To increase positive school culture at all sites by 5% (student climate survey data).	In 2016-17, when given the statement "This school is a supportive and inviting place for students to learn" on the CHKS, we obtained the following results for students who "Strongly agree or Agree" with that statement: gr. 7 = 47% gr. 9 = 50% gr. 11 = 40%	No data available. CHKS was not implemented in this year.	No data available. CHKS was not implemented in this year.	To be determined.

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
To increase PBIS implementation at all school sites by 5%, including spirit committees (student/staff climate survey data).	Site teams were trained and PBIS was implemented in 16-17 district-wide.	There was not a measurable increase in PBIS implementation at school sites because of a tremendous turnover in staff and the need to retrain staff and start over again at each site.	Again, there is not a measurable increase in PBIS implementation at schools sites because of a significant turnover in teaching and administrative staff (25% turnover between 17-18 and 18-19).	
Train all office staff personnel district-wide in customer service PD at 100% participation	Did not implement	Did not implement		

Planned Actions / Services

Action 1

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations	Actions / Services		
All	All Schools			
2017-18	N/A	2018-19	New 2019-20	Modified
		Students feel welcomed, connected and engaged. <ul style="list-style-type: none"> Allocate funding for school Positive Behavior Intervention and Support committees (or the like) to plan and implement monthly or quarterly school-wide activities for all staff and students, including a parent component as measured by committee meeting agendas. 	Students feel welcomed, connected and engaged. <ul style="list-style-type: none"> Allocate funding for school Positive Behavior Intervention and Support committees (or the like) to plan and implement monthly or quarterly school-wide activities for all staff and students, including a parent component as measured by committee meeting agendas. 	

- Allocate funding for **staff hourly time as well as materials and supplies to support school spirit committees and school-wide activities that promote school connectedness and a positive school climate.**
- **Maintain the PBIS data monitoring system** (i.e. SWIS) to chart Office Discipline Referrals for data analysis as measured by the SWIS contract. (Approx. \$1,200/year)
- **Investigate and pilot a system for all students to be able to report any unsafe school activities or conditions to the appropriate school personnel** as measured by district business office records.
- **Maintain the OLWEUS contract for anti-bullying** and teacher release-time or hourly for planning as measured by business office documentation.
- **Train ALL staff (office, MOT, cafeteria, technology) in PBIS as measured by** measured by training agendas and sign-in sheets.
- **Maintain (1.0 FTE) Youth Development/PBIS Specialist to COORDINATE DISTRICTWIDE SCHOOL CONNECTEDNESS/ PBIS ACTIVITIES ON A QUARTERLY BASIS** in conjunction with the school-site PBIS teams and spirit committees. This will be paid out of concentration funds (0950). Include \$5,000 budget for district-wide activities.
- **Maintain one districtwide position .50/.50 FTE (\$102,000) with the Monterey County Behavioral Health agency and 1.5 FTE school counselors**
- **Maintain the PBIS data monitoring system** (i.e. SWIS) to chart Office Discipline Referrals for data analysis as measured by the SWIS contract. (Approx. \$1,200/year)
- **Train ALL staff (office, MOT, cafeteria, technology) in PBIS as measured by** measured by training agendas and sign-in sheets.
- **Maintain two district-wide social-emotional counselor positions 2.0 FTE** (\$259,000.) through an agreement with Monterey County Behavioral Health agency to support the social-emotional health and needs of our students as measured by district business and human resource office records.
- **Fund 1.0 FTE Licensed Clinical Social Worker (LCSW)** and hire them on as district employees to better address the social/emotional needs of our students and families.
- **Maintain office clerk staff and health technician staff to support student health needs** as measured by district human resource office records. This will be paid with supplemental funds (0940) and concentration funds (0950).
- **Maintain a shared school resource officer (SRO) position through a .50/.50 FTE (contract services) partnership with the city of Gonzales to support all students, but especially the secondary grades.** The SRO will assess the school safety plans for improvement and investigate the safe routes to school plans with the City of Gonzales. This action will be measured

(See GOAL 2, ACTION 3 for CCR School Counseling) to support the social-emotional, health, and academic needs of our youngest students as measured by district business and human resource office records.

- **Maintain office clerk staff and health technician staff to support student health needs** as measured by district human resource office records. This will be paid with supplemental funds (0940) and concentration funds (0950).
- **Maintain a shared school resource officer (SRO) position through a .50/.50 FTE (contract services) partnership with the city of Gonzales to support all students, but especially the secondary grades.** The SRO will assess the school safety plans for improvement and investigate the safe routes to school plans with the City of Gonzales. This action will be measured by district business office records of the contract. This will be paid out of supplemental funds (0940).
- **Administer the California Healthy Kids Survey (CHKS) for grades 5,7,9 and 11** to monitor student perceptions of school connectedness, safety, and bullying, etc. Results will be assessed and shared out to stakeholders.
- **Continue to fund 2.0 FTE school-based campus supervisors (1.0 FTE at LGE and 1.0 FTE at FMS)** as measured by district business and human resource office records. This will be funded out of supplemental (0940).
- **Explore and research the possibility of**

by district business office records of the contract. This will be paid out of supplemental funds (0940).

- **Administer the California Healthy Kids Survey (CHKS) for grades 5,7,9 and 11** to monitor student perceptions of school connectedness, safety, and bullying, etc. Results will be assessed and shared out to stakeholders.
- **Continue to fund 2.0 FTE school-based campus supervisors (1.0 FTE at LGE and 1.0 FTE at FMS) and provide campus supervisor training** as measured by district business, human resource office records and training sign in sheets. This will be funded out of supplemental (0940) Not to exceed \$5,460.

increasing financial support for athletics based upon stakeholder input and that approximately 45% of our high school students participate in athletics at Gonzales High School alone.

Budgeted Expenditures

2017-18	2018-19	2019-20
No Expenditures.	Amount \$195,777.00	Amount \$189,018.00
Total \$0.00	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 1000-1999	Reference 1000-1999
	Amount \$108,147.00	Amount \$450,378.00
	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 3000-3999	Reference 2000-2999
	Amount \$10,200.00	Amount \$328,711.00
	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 4000-4999	Reference 3000-3999
	Amount \$7,645.00	Amount \$15,272.00
	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 5000-5999	Reference 4000-4999
	Total \$321,769.00	Amount \$74,577.00
		Source Supp. / Conc.
		Reference 5000-5999
		Total \$1,057,956.00

Action 2

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

All All Schools

Actions / Services

2017-18	2018-19	2019-20
N/A	Maintain low suspension and expulsion rates; increase student attendance	Maintain low suspension and expulsion rates; increase student attendance

- **Investigate and pilot alternatives to suspension such as Restorative Justice** as measured by professional development training participation.
- **Designate funding for short-term independent study** opportunities for students who will miss 5-20 consecutive school days.
- **Designate funding for student incentives/celebrations** honoring students who have met or exceeded the 95% attendance policy.
- **Hire a 1.0 FTE Attendance Liaison to increase student attendance** by 5% as measured by site attendance records. This will be paid out of concentration (0950).
- **Designate funding for student incentives/celebrations** honoring students who have met or exceeded the 95% attendance policy.
- **Hire a 1.0 FTE Attendance Liaison to increase student attendance** by 5% as measured by site attendance records. This will be paid out of concentration (0950).

**Budgeted Expenditures
2017-18**

No Expenditures.

Total \$0.00

2018-19

Amount	\$119,365.00
Source	Supp. / Conc.
Reference	1000-1999
Amount	\$46,447.00
Source	Supp. / Conc.
Reference	3000-3999
Total	\$165,812.00

2019-20

Amount	\$213,264.00
Source	Supp. / Conc.
Reference	1000-1999
Amount	\$98,725.00
Source	Supp. / Conc.
Reference	3000-3999
Amount	\$1,000.00
Source	Supp. / Conc.
Reference	4000-4999
Total	\$312,989.00

Action 3

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

All	All Schools	Page 74 of 89
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Provide professional development around social emotional learning

- **Establish a sound, effective provider to deliver professional development on customer service** to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public as measured by training agendas and sign-in sheets.
- **Selected staff will attend at least one conference/training pertaining to social emotional learning** as measured by records of conference registration.
- **Train classified staff (i.e. noon duty) on child and youth development strategies.**
- **Target professional development opportunities for teachers and classified staff** on topics like student behavior and classroom management.
- **Provide trainings to teachers, administrators, students and parents on digital citizenship** (SEE GOAL 1, ACTION 3- Ed Tech, ISTE Standards).
- **Explore Social Emotional Learning curriculum and trainings** to serve students TK-12.
- **Pilot the PlayWorks curriculum** for 5th grade students at Fairview Middle School.

Provide professional development around social emotional learning

- **Selected staff will attend at least one conference/training pertaining to social emotional learning** as measured by records of conference registration.
- **Target professional development opportunities for teachers and classified staff** on topics like student behavior and classroom management.
- **Explore Social Emotional Learning curriculum and trainings** to serve students TK-12.
- **Pilot the PlayWorks curriculum** at La Gloria Elementary School and Fairview Middle School.

2017-18		2018-19		2019-20
No Expenditures.		Amount	\$121,508.00	Amount
Total	\$0.00	Source Reference	Supp. / Conc. 5000-5999	Source Reference
		Total	\$121,508.00	Total
				\$231,642.00

Status: Modified

Goal 4

Goal 4:

Community Engagement: Parents, community and staff will be fully invested in collaborative partnerships that result in positive educational outcomes for all students.

State/Local Priorities

State: 1, 2, 3, 4, 5, 6, 7

Local: Priority 3 - Parent Engagement

Identified Need

Goal 4: Community Engagement: Parents, community and staff will be fully invested in collaborative partnerships that result in positive educational outcomes for all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
To provide and maintain parent engagement workshops to support the social and emotional learning of our students	Because we have not tracked data on this outcome, 2018-19 will be our baseline.	Because we have not tracked data on this outcome, 2018-19 will be our baseline.	Gonzales Unified offered at each site at least one presentation on Social Emotional Learning.	Gonzales Unified will maintain and offer at least one parent workshop on the Social Emotional learning of our students.
To increase parent knowledge regarding the California Dashboard and the Five-by-Five card by providing parent meetings to review this information.	In 16-17, there were no workshops provided to review the California Dashboard and/or the Five-by-Five card.	GUSD conducted two (2) parent meetings that reviewed the California Dashboard and Five-by-Five card.	GUSD conducted multiple stakeholder meetings (8) in which we reviewed California Dashboard data.	Gonzales Unified will conduct at least eight (8) stakeholder meetings that includes parents to review LCAP budget, requirements and process.

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
To provide parents with adult education opportunities to learn about various topics and skills that will assist them in helping students gain a high quality education.		GUSD offered eight (8) classes through the Adult Education program to learn about various topics and skills that will assist them in helping their student's education.	GUSD offered eight (8) classes through the Adult Education program to learn about various topics and skills that will assist them in helping their student's education.	GUSD will offer at least eight (8) classes through the Adult Education program to learn about various topics and skills that will assist them in helping their student's education.
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 16-17, Gonzales Unified made one presentation to parents regarding the LCAP process.	GUSD conducted two (2) meetings where we reviewed with parents LCAP information.	GUSD conducted eight (8) meetings for parents that reviewed the LCAP budget, requirements and process.	GUSD will conduct eight (8) meetings for parents that review the LCAP budget, requirements and 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 partnerships between parents and the district.	In 16-17, GUSD provided interpretation/translation services but not consistently at every parent meeting (70% of meetings).	GUSD provided interpretation/translation services at most parent meetings (85% of meetings).	GUSD is providing interpretation/translation services at every parent meeting (100% of meetings).	GUSD will provide interpretation/translation services at all parent meetings (100% of meetings)

Planned Actions / Services

Action 1

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services

LEA-Wide

Locations

All Schools

2017-18	Unchanged	2018-19	Modified	2019-20	Unchanged
<p>Partner with our parent/family community through educational workshops to develop an understanding of Social-Emotional Learning and our Positive Behavioral Interventions and Support program.</p> <ul style="list-style-type: none"> • INCREASE the number of PARENT WORKSHOPS offered at each site (minimum of quarterly) to establish a school-family partnership to collaborative around social-emotional learning, Positive Behavioral Interventions and Support (PBIS), Developmental Assets, Mindfulness, and similar as requested by parents and students. • Support learning opportunities for all students through frequent parent and family workshop events, school climate and culture-building opportunities, and other events that support students and their families. • Provide parent trainings and workshops to develop a common understanding and vision about positive interactions with young people and each other, and positive school climate events. 		<p>Engage parent and community members in educational workshops and trainings.</p> <ul style="list-style-type: none"> • Conduct an annual survey to determine parent and community members' level of interest for potential training topics and preferential meeting times as measured by the results displayed on the GUSD website. • Provide trainings to parents based on identified survey priorities (topics may include but are not limited to social-emotional learning, college/career workshops, family literacy nights, Postitive Behavioral Interventions and Support, etc.) for a minimum of four times per year at each school site as measured by workshop agendas, advertisement flyers and/or sign-in sheets. (2 hrs X \$44/hr. X 4X/yr = \$2000) • Maintain the level of adult education programming to serve our parent community in the areas of English as a Second Language, Workforce Readiness, Career Technical Education, High School Diploma, High School Equivalency Test Preparation, Family Literacy, Parenting, and/or similar as measured by the Gonzales Adult School course listing of offerings. • Provide incentives and necessary services (i.e., childcare, food, incentives) to encourage parent participation in parent trainings as 		<p>Engage parent and community members in educational workshops and trainings.</p> <ul style="list-style-type: none"> • Conduct an annual survey to determine parent and community members' level of interest for potential training topics and preferential meeting times as measured by the results displayed on the GUSD website. • Provide trainings to parents based on identified survey priorities (topics may include but are not limited to social-emotional learning, college/career workshops, family literacy nights, Positive Behavioral Interventions and Support, ALICE safety procedures, etc.) for a minimum of four times per year at each school site as measured by workshop agendas, advertisement flyers and/or sign-in sheets. (Not to exceed \$5,000) 	

measured by adult education enrollment data. (**\$5000**)

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$15,000.00	Amount	\$29,181.00	Amount	\$1,000.00
Source	LCFF	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	4000-4999	Reference	1000-1999	Reference	4000-4999
Total	\$15,000.00	Amount	\$11,568.00	Amount	\$5,827.00
		Source	Supp. / Conc.	Source	Title I
		Reference	3000-3999	Reference	5000-5999
		Total	\$40,749.00	Total	\$6,827.00

Action 2

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

All

All Schools

Actions / Services

2017-18	N/A	2018-19	Modified	2019-20	Modified
		<p>The Gonzales Unified School District will provide stakeholder learning opportunities on how to use data to make educational and funding decisions.</p> <ul style="list-style-type: none"> Provide LCAP data (i.e. fiscal, service effectiveness) to stakeholders every quarter in varied settings (i.e., Cafecito, SSC, MPAC, school board meetings, etc) and review the data with stakeholder to determine progress on effectiveness as measured by stakeholder meeting agendas and sign in sheets. Train parents on the California 		<p>The Gonzales Unified School District will provide stakeholder learning opportunities on how to use data to make educational and funding decisions.</p> <ul style="list-style-type: none"> Provide LCAP data (i.e. fiscal, service effectiveness) to stakeholders every quarter in varied settings (i.e., Cafecito, SSC, MPAC, school board meetings, etc) and review the data with stakeholder to determine progress on effectiveness as measured by stakeholder meeting agendas and sign in sheets. Train parents on the California 	

Dashboard and Five-by-Five card at least two times per year in varied settings (i.e., Cafecito, SSC, MPAC, LCAP meetings, board meetings, etc) as measured by training agendas and sign-in sheets.

- Investigate and pilot program/services that makes **data user-friendly** for stakeholders in varied settings (i.e. SSC, cafecitos, etc).

Dashboard and Five-by-Five card at least two times per year in varied settings (i.e., Cafecito, SSC, MPAC, LCAP meetings, board meetings, etc) as measured by training agendas and sign-in sheets.

Budgeted Expenditures

2017-18	2018-19	2019-20
No Expenditures.	Amount \$285.00	Amount \$285.00
Total \$0.00	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 2000-2999	Reference 2000-2999
	Amount \$88.00	Amount \$94.00
	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 3000-3999	Reference 3000-3999
	Total \$373.00	Amount \$3,800.00
		Source Supp. / Conc.
		Reference 4000-4999
		Amount \$700.00
		Source Supp. / Conc.
		Reference 5000-5999
		Total \$4,879.00

Action 3

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

All

All Schools

Actions / Services

2017-18	N/A	2018-19	Modified	2019-20	Unchanged
		The Gonzales Unified School District will take steps to increase the opportunities for parent,		The Gonzales Unified School District will take steps to increase the opportunities for parent,	

community and staff collaboration/communication.

- Host eight (8) monthly **Community Collaborative** meetings with community organizations to network and bring resource information to the parents and students of Gonzales as measured by Collaborative agendas and sign in sheets.
- Maintain a **communication system** (Blackboard Connect or similar) that is able to push out messages to our parent community as measured by the existence of the system in the district
- Provide **interpretation** (both verbal and written) services for parents meetings (i.e., cafecitos, IEPs, SSC, ELAC, WASC, board meetings, LCAP meetings, etc) as measured by district records of a contract with interpretation services.
- Update and maintain the **GUSD website** to make it **user-friendly** for students, parents, community members and staff.

community and staff collaboration/communication.

- Host six (6) monthly **Community Collaborative** meetings with community organizations to network and bring resource information to the parents and students of Gonzales as measured by Collaborative agendas and sign in sheets.
- Maintain a **communication system** (Blackboard Connect or similar) that is able to push out messages to our parent community as measured by the existence of the system in the district
- Provide **interpretation** (both verbal and written) services for parents meetings (i.e., cafecitos, IEPs, SSC, ELAC, WASC, board meetings, LCAP meetings, etc) as measured by district records of a contract with interpretation services.
- Update and maintain the **GUSD website** to make it **user-friendly** for students, parents, community members and staff.

Budgeted Expenditures

2017-18	2018-19	2019-20
No Expenditures.	Amount \$6,705.00	Amount \$8,019.00
	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 4000-4999	Reference 4000-4999
	Amount \$7,510.00	Amount \$4,021.00
	Source Supp. / Conc.	Source Supp. / Conc.
	Reference 5000-5999	Reference 5000-5999
Total \$0.00	Total \$14,215.00	Total \$12,040.00

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$6,258,753.00

31.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year. Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

GUSD has increased in the following ways;

1. Addition of a Licensed Clinical Social Worker (LCSW) employed by our district to provide additional tier 3 mental health services for students and families.
2. Increase of .5 FTE to the contract with Monterey County Behavioral Health for a total of 2.0 FTE mental health counselors working in our district to increase the amount of tier 3 mental health services for our students and families.
2. Addition of a district-wide library technician for the 19-20 school year to provide teachers and students greater access to library resources and support.
3. Continued and increased math support for math teachers at the middle and high school levels which will expand teachers menu of tools to use to help build lessons that are standards based, constructed to meet the needs of ALL students and thus provide access for ALL students to learn.
4. Continued and increased collaboration time for math teachers at the middle and high school level which will result in an increased knowledge of students needs and lesson plans tailored to meet the needs of ALL students in math classes.
5. Greater allocation of funding to support early, on-going exposure and participation in college and career readiness (College visits for all grade levels (K-12) in order to expand each student's vision of what is possible for each of them.
6. There has been an increase in translation of written materials (notifications, flyers, presentations, etc) and interpreter services at all GUSD public and/or parent events to assist parents in becoming more educated, knowledgeable, and informed which will result in more active, informed participants in decision making and stakeholder meetings.

Lastly, as a District, we are continuing to invest in our classroom teaching staff through professional development, Common Core State Standards aligned curriculum, and peer coaching.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$6,515,425.00

34.53%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year. Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Gonzales Unified School District believes that a solid researched-based, instructional program is one of the key components in providing a high quality education to ALL students. We also believe that students must feel connected to school and safe at school in order to fully maximize thier educational opportunities. We believe the actions identified in our LCAP goals provide sound pedogogical approaches to student learning, addresses our student needs and provide professional development that have proven results. We identify all sources of possible funds and align them to the specific actions recommended by our stakeholders and that support our mission in Gonzales. The Gonzales Unified School District has chosen to focus energy, resources and effort into the areas of Math, English Language Arts, social emotional factors that impact students and developing improved relationships with parents and community. We are doing this by;

- Continue to offer English Language Arts intervention programs district-wide to assist ALL students struggling in ELA but targeting our EL, Foster Youth, Homeless and SED students.
- Providing training to instructional staff (teachers, aides) on teaching pedagogy and instructional methodology (GRR, GLAD, Step Up to Writing, etc.) that will support EL, Foster Youth, Homeless and SED students.
- Maintaining and if possible, increase social emotional support for students and social emotional professional development for teachers and parents with specific attention to EL, Foster Youth, Homeless and SED students.
- Focus resources and energy on establishing a Math intervention program district-wide to assist ALL students struggling in Math but targeting our EL, Foster Youth, Homeless and SED students.
- Focus resources and energy on professional development in Math for our instructional staff which includes teachers and instructional aides to specifically support EL, Foster Youth, Homeless and SED students.
- Continue to offer extended day services to provide additional academic, social/emotional support to ALL students but focusing on the EL, Foster Youth, Homeless and SED students.
- Continue to offer After-School, Saturday and Summer Enrichment programs for ALL students but targeting EL, Foster Yourth, Homeless and SED students.
- Provide Science, Technology, Engineering, and Mathematics (STEM) opportunities during the instructional day and extended day competition opportunities for EL, Foster Youth, Homeless and SED students.
- Focus on parent workshops on both topics of parent interest, the California Dashboard and the Five-by-Five card for ALL students families but focusing on EL, Foster Youth, Homeless and SED student families

While the above listed efforts will positively impact the learning of ALL students in the Gonzales Unified School District, we feel that these efforts will have a dramatic positive impact on the learning of our English Learners, Socially Economoically Disadvantaged, Foster Youth, Special Needs and Homeless students. A complete and detailed explanation of resources and budgetary allocations can be found in Goal sections 1, 2, 3 and 4.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$5,594,645.00

Page 84 of 89
30.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year. Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gonzales Unified School District believes that a strong research-based, instructional program should be the foundation to support all students and especially at-risk students. We believe that the strategies and actions identified in each of our LCAP Goals, provide sound pedagogical and methodical approaches to student learning and staff professional development that have proven to offer results in researched cohorts. We identify all sources of possible funds and align them to the specific actions recommended by our stakeholders that are research-based and support our mission in Gonzales. For this reason, Gonzales Unified School District has chosen to use ALL of the total of the 2017-18 LCFF increase in supplemental and concentration funds for a total of \$5,994,645.00 for the current LCAP year to strengthen core instructional, supplemental, and concentration programs. Additionally, Gonzales Unified has chosen to increase the contribution to serve unduplicated students populations to ensure that each of our LCAP Goals and actions are fully met. The resources will be focused on funding class size reduction, increased technology aligned with Common Core State Standards, services to support the social and emotional health of Foster Youth, and professional development for all staff to support Low Income and English Learner students. A complete and detailed explanation of resources and budgetary allocations can be found in Goal sections 1, 2, 3 and 4.

- In 2017-18, the estimated LCFF increase in supplemental and concentration funds will be \$ 5,994,645.00
- In 2018-19, the estimated LCFF increase in supplemental and concentration funds will be \$ 6,119,437.00
- In 2019-20, the estimated LCFF increase in supplemental and concentration funds will be \$ 6,261,633.00

Gonzales Unified meets requirements of providing services district-wide due to our unduplicated student count of 88% (2133 out of 2424 students).

Currently, in Gonzales Unified School District, the increase in proportionality for English Learners (EL), Fluent English Proficient (FEP) students, Low Income (LI) students and Foster Youth (FY) over the next few years is 30.44% in 2017-18 (\$5,594,645); 32.29% in 2018-19 (\$6,119,437); and 32% in 2019-20 (\$6,261,633). Resources will be focused on ensuring academic access for these special populations through a variety of student and family services. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students, which comprise 90% of our student population. The close monitoring of our metrics identified in each goal will be used each year in our annual update to either continue or change our service offerings. During the 2017-18 school year, the Gonzales Unified School District will:

- Explore expanding early literacy opportunities for students in grades TK-2 with strategically implement early literacy software and interventions for EL, LI, FY, and FEP students;
- Specialize in offering English Language Development (ELD) courses at all TK-12 levels for EL and FEP students who have yet to reclassify,
- Offer language and math interventions both during the classroom and outside the instructional day for EL, LI, FY, and FEP students;
- Extend day services for students to be part of a safe and secure learning environment for EL, LI, FY, and FEP students;
- Continue to offer Newcomer support courses and staffing personnel to make sure they reach English proficiency levels for EL students;
- Offer After-School, Saturday and Summer Enrichment programs for EL, LI, FY, and FEP students;
- Strategically offer in-classroom and after-school interventions for secondary students needing support in English for EL and FEP students;
- Provide Science, Technology, Engineering, and Mathematics (STEM) and Mathematics, Engineering, and Science Achievement (MESA) student

courses during the instructional day and extended-day competition opportunities for EL, LI, FY, and FEP students;

- Focus on parent education workshops on both topics of parent interest and the state priorities for EL, LI, FY, and FEP student families;
- Expand our technology devices and staffing services to ensure 21st century skills are adopted by students, staff, and our community of EL, LI, FY, and FEP students;
- Extend our outreach services to EL, LI, FY, and FEP students and give them priority enrollment in the aforementioned services.

LCFF Budget Overview for Parents

2019-20 Local Control and Accountability Plan (LCAP)

Local Education Agency (LEA)

Gonzales Unified School District

CDS Code

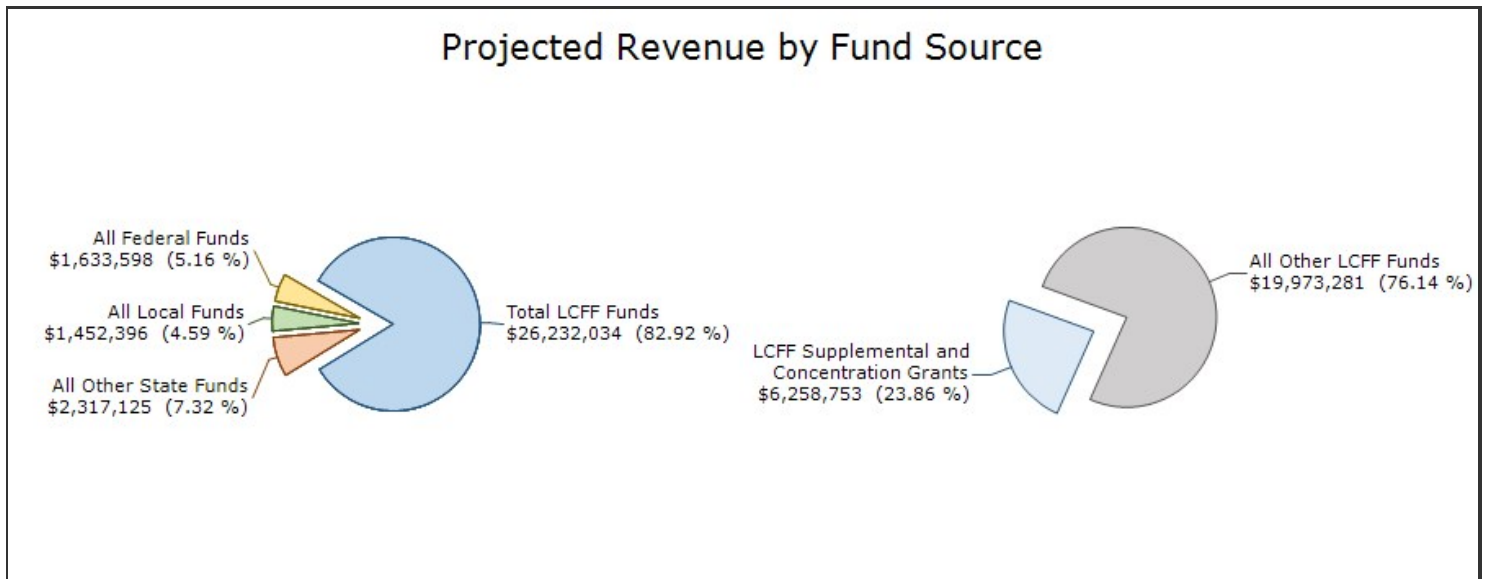
27 75473 0000000

LEA Contact Information

Pat Odonnell, 831.675.0100

School districts receive funding from different sources, e.g., 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, based on the enrollment of high needs students, e.g., Foster Youth, English Learners, and Low-Income Students.

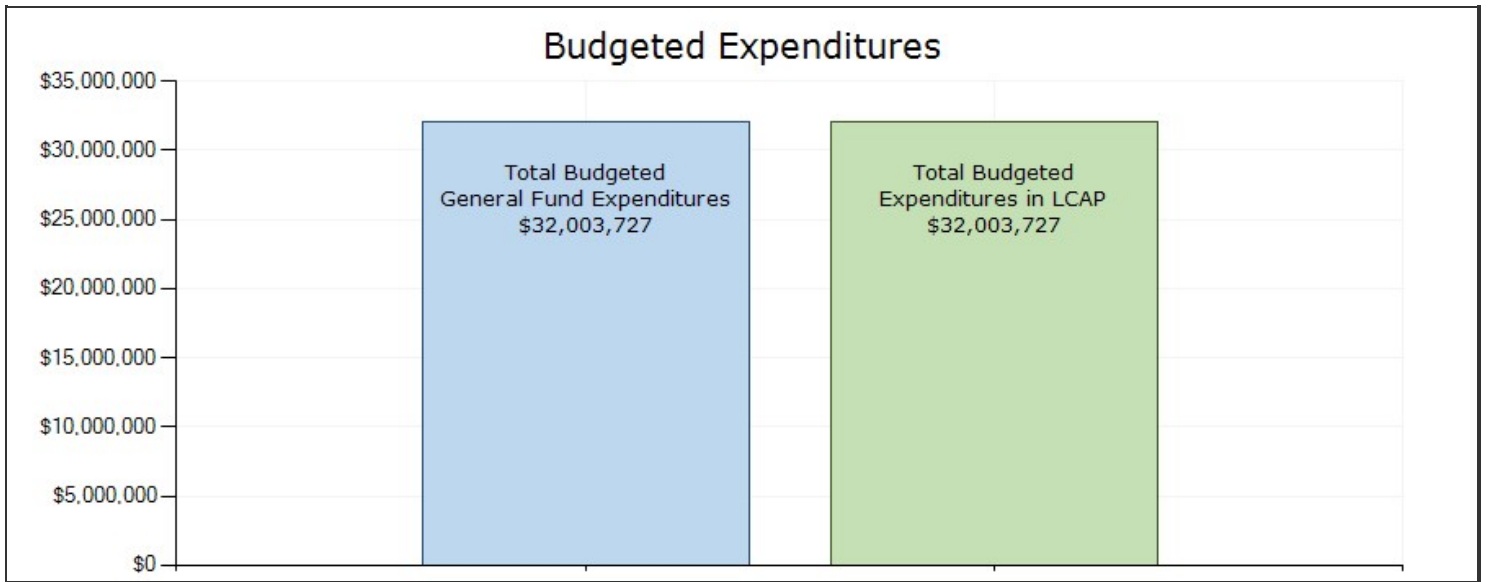
Budget Overview for the 2019-20 LCAP Year



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

The total revenue projected for Gonzales Unified School District is \$31,635,153.00, of which \$26,232,034.00 is Local Control Funding Formula (LCFF), \$2,317,125.00 is other state funds, \$1,452,396.00 is local funds, and \$1,633,598.00 is federal funds. Of the \$26,232,034.00 in LCFF Funds, \$6,258,753.00 is generated based on the enrollment of high needs students, e.g., Foster Youth, English Learners, and Low-Income Students.

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.



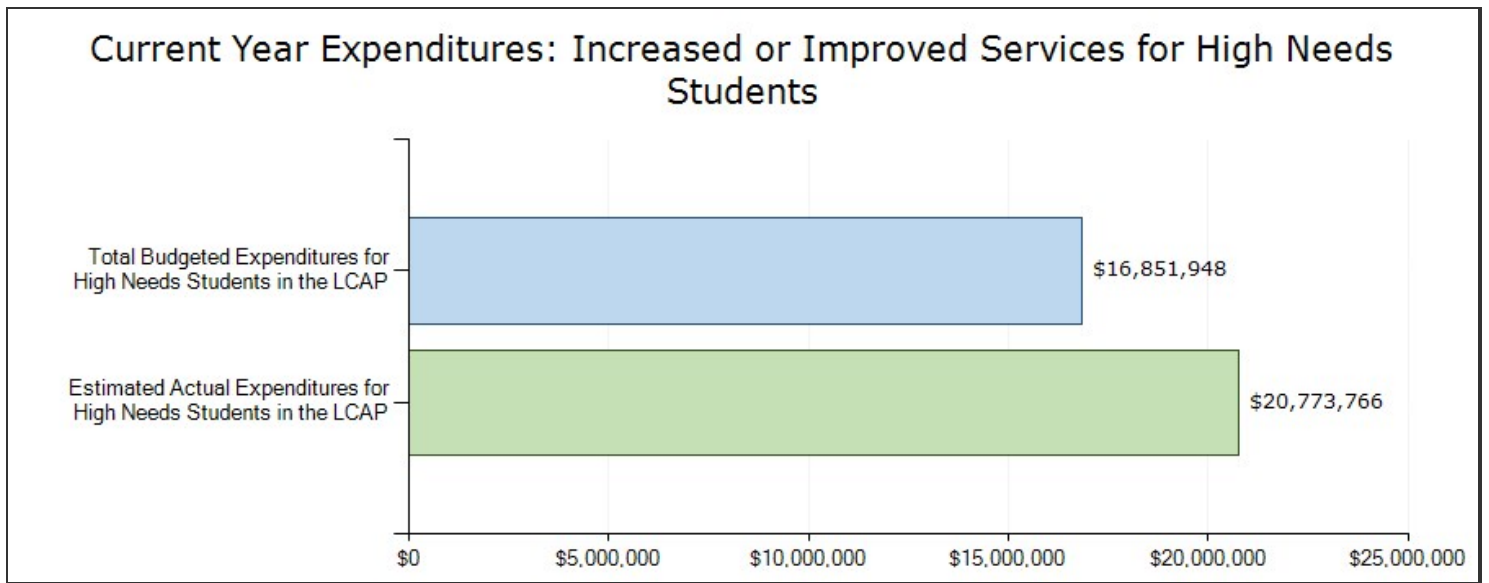
This chart provides a quick summary of how much Gonzales Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Gonzales Unified School District plans to spend \$32,003,727.00 for the 2019-20 school year. Of that amount, \$32,003,727.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Gonzales Unified School District is projecting it will receive \$6,258,753.00 based on the enrollment of Foster Youth, English Learners, and Low-Income Students. Gonzales Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high need students. In the LCAP, Gonzales Unified School District plans to spend \$23,060,071.00 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19



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.

In 2018-19, Gonzales Unified School District's LCAP budgeted \$16,851,948.00 for planned actions and services to increase or improve services for high needs students. Gonzales Unified School District estimates that it will actually spend \$20,773,766.00 for actions to increase or improve services for high needs students in 2018-19.