

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021 - 2024]

General Information

A description of the LEA, its schools, and its students.

Gonzales is a small, rural and predominantly agricultural community located in the Salinas Valley. Gonzales Unified School District (GUSD) is the only school district in the community, serving approximately 2250 students from Transitional Kindergarten to 12th grade. GUSD operates 3 comprehensive schools, La Gloria Elementary School for students from TK to 5th, Fairview Middle School for students from 6th to 8th, and Gonzales High School for students from 9th to 12th grade. The Gonzales students represent 97% of Hispanic or Latino descent, and out of these students, 41% are classified as English Language Learners. 84% of the total student population are identified as Low income, 13% Homeless/Foster and 13% are Students with Disabilities.

The Gonzales Unified school district is committed to providing a quality education that prepares all students to be lifelong learners in order to empower students to become successful and contributing members of society. In order to realize our vision, GUSD’s mission is to provide high quality and meaningful educational experiences that will prepare our students for college and career post-secondary success and encourage them to continue learning and growing throughout their lifetime.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Gonzales Unified is most proud of the progress we have made in the following areas:

GRADUATION RATES: Over the last three years, GUSD’s dashboard data has consistently shown a high percentage of students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. Graduation Rate dashboard data in 2017-18 was at 94.4%, then in 2019-20, the rates increased by 1.0% (95.4%)

COLLEGE AND CAREER INDICATORS: College and Career Indicators were first reported and indeed to the dashboard in SY 16/17. In the 2016-17, dashboard data showed that 32.6% of students met “prepared” status for post secondary. In 2017-18, the percentage of students meeting “prepared” status increased significantly by 9.5%, and continued to increase in the school year 2018-2019 (+2.0%), moving our dashboard data from a status “low” to

a status “medium”. In the last three years, our dashboard performance level has shown improvement, with our most current status (2018-19) for College and Career indicators at 44.10%, which is an 11.5% growth from 2016-17.

LOCAL INDICATORS: From the school year’s 2017-18, 2018-19, and 2019-20, our Local indicators also show a “standard met” in the provision of *Basic Services* (Teachers, Instructional Materials and Facilities), *Implementation of Academic Standards*, providing our students *Access to a Broad Course of Study*, and Parent and Family Engagement. These local indicators are supported by locally administered School Climate surveys, that have also indicated a ‘standard met’ in school year’s 2017-18, 2018-19, and 2019-20.

GUSD plans to build upon these successes by aligning the LCAP to directly correlate with our vision for student success and providing goals and funding allocations necessary to support our high-need student populations.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our area of greatest need is in student achievement, and a review of our dashboard data reveal the following trends in the last three years:

* **ENGLISH LANGUAGE ARTS:** In 2016-17, GUSD students were at a status “Low” (-45.6 below targets), and this data showed an -8.1 decline in school year 2017-2018 reflecting a performance that falls in the “low” range. This level of performance went from -53.7% to a -52.3, which, though showing a +1.1 point change, was not a statistically significant growth, maintaining performance of a status “low” in 2018-2019. This data reflects a performance that falls in the “Low” range in ELA for the last three school years.

* **MATHEMATICS:** Student performance levels have been declining in the last several school years. In 2016-17, student math performance was at -86.6, which falls in the “Low range”. Performance levels further declined to a -95.8 in school year 2017-18, placing performance levels at a status “Very Low”, and though not a statistically significant change, declined by -2.8 points in 2018-2019, maintaining performance status levels at a “Very Low” range for Math achievement.

In addition, while our **Suspension Rates** and **Chronic Absenteeism Rates** have improved compared to the baseline from the 16/17 LCAP, it still is an area that warrants improvement.

* In 2016-17 our Suspension Rates were a status “High”, increased and continued to be on “High” status in 2017-18, and declined to a status “Medium” in 2018-19.

* In 2016-17 our Chronic Absenteeism rates were a status “Medium”, increased to status “High” in 2017-18, and declined back to a “Medium” status in 2018-19.

SUBGROUP PERFORMANCE GAPS

The following are the findings for the subgroup performance data:

- * ELA Achievement: Although our student performance levels are in Low/Orange, there were no notable differences in the performance for the EL, Hispanic, SocioEconomically Disadvantaged, and Student with Disabilities subgroups when compared to ALL students.
- * MATH Achievement: Although our student performance levels are in the Very Low/Red, there were no notable differences in the performance for the EL, Hispanic, SocioEconomically Disadvantaged, and Student with Disabilities subgroups when compared to ALL students.
- * COLLEGE and CAREER: Students from the EL, Homeless, and SocioEconomically Disadvantaged subgroups are performing one performance color below (Yellow) when compared to ALL students (Green).
- * SUSPENSION: When compared to all students (green/medium), one performance color below was noted for students from the EL (yellow/high), White (yellow/high), SocioEconomically Disadvantaged (yellow/high), and Student with Disabilities (yellow/high) subgroups
- * CHRONIC ABSENTEEISM: When compared to all students (green/medium), two performance colors below were noted for Homeless (orange/high), and Students with Disabilities (yellow/high) subgroups.

GUSD will be addressing these needs district-wide by increasing the resources for students and families to support students' academic needs in core areas. Gonzales High School will also be undergoing a deep dive as part of the WASC self-study process to determine critical areas of need and develop an action plan. Due to the critical areas of need requiring significant developments and improvements to effect change, GUSD will set time aside for PLC meetings on Thursday's to address the student needs and create action plans to address the root causes. School staff and leadership will use data to create and implement policies, systems, and protocols that provide consistency of expectations, organization and program implementation that supports student accountability and performance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Gonzales Unified's 2017 to 2020 Local Control and Accountability Plan (LCAP) has four major goals with corresponding articulated actions that are intended to meet the needs of our TK-12 grade student population.

LCAP Goal 1: *Maintaining safe, clean school facilities and highly effective staff. All students will experience rigorous curricular and instructional programs that improve academic performance.*

Goal 1 is aligned to state priorities 1, 2, and 4 and is focused on providing our students High Quality Curricular and Instructional Programs and Conditions for Learning. It is designed to capture the base services provided by the district and these include highly-qualified certificated teachers, research-based professional development for staff, high-quality instructional materials, the latest technology devices, transportation services, nutrition services, and provide students an environment that is conducive to learning.

LCAP Goal 2: *All Students will be college and/or career ready, prepared for postsecondary opportunities.*

Goal 2 is aligned to state priorities 4, 5, 7, and 8 and captures services that are intended to prepare our students for postsecondary success i.e. College and Career readiness. It includes actions related to provision of English Learner services, actions related to providing our

students intervention and enrichment opportunities, professional development opportunities for staff to allow us to meet 21st century goals, and instructional leadership actions to monitor student engagement and progress through clearly articulated course outcomes and grading practices, integrated technology and training in every classroom, data management, and quality common assessments, support for special subgroups of students, and building and maintaining partnerships with college and career partners for a smooth postsecondary transition.

LCAP Goal 3: *All students will be surrounded by and connected to caring adults who are focused on providing an emotionally-safe learning environment.*

Goal 3 is aligned to state priorities 5 and 6 and developed to enhance our academic environment by fostering a positive school culture and climate by intentionally providing services and creating systems that are focused on meeting our students' social, emotional, and physical needs. It includes actions that are intended to make our students feel connected, cared for, and safe, and captures actions designed to implement school-wide PBIS systems.

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

Goal 4 is aligned to state priorities 3 and 8, and outlines our district's commitment to engaging with the entire school community and getting staff, parents and the community partners collaboratively working together to positively impact the education of our students. Actions that fall under this goal include family training and workshops provided by the district or through partner organizations and agencies.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In understanding the needs of the Gonzales community, GUSD gathered information from certificated staff, classified staff, families and students. The input gathered from the stakeholder engagement process, described below, provided input on the educational priorities of the Gonzales Unified School District.

CLIMATE SURVEYS

The stakeholder engagement process for the LCAP was initiated in January 2020. This included administration of the California Healthy Kids Survey (CHKS), California School Staff Survey (CSPP) and the California School Parent Survey (CSPS), with the survey window running from January 1 to 31, 2020.

LEARNING CONTINUITY PLAN STAKEHOLDER ENGAGEMENT

Due to the pandemic the LCAP stakeholder engagement process was halted, however, engagement with various stakeholder groups continued on by soliciting feedback regarding the district's reopening plan, provision of distance learning services, and identifying other student needs and necessary supports to ensure the continuity of learning for school year 2020-21 as identified in the the district's Learning Continuity and Attendance Plan (LCP) .

Community Engagement during the time of school closures occurred on the following dates

- * May 18 to 22, 2020 Gonzales Youth Council Survey
- * August 31, 2020 to September 4, 2020: Meetings with Stakeholder Groups
- * September 3 to 14, 2020 Learning Continuity Plan (LCP) Community Survey

LCAP STAKEHOLDER ENGAGEMENT

In February 2021, the LCAP stakeholder engagement process was initiated. This process included presenting data and focus group discussions with School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), and Site Leadership Teams (SLT). District union leaders from the Gonzales Teachers Association (GTA) and California School Employees Association (CSEA) participated in the engagement process through the site stakeholder meetings. In addition, individual feedback was solicited from staff and parents by means of a survey, while student feedback specific to the academic achievement data and needs of the district was gathered during a focus group meeting with the Gonzales Youth Council (GYC) and student board members.

The series of engagement opportunities for employees, students, parents, and community members occurred on the following dates.

La Gloria Elementary (LGE)

- * March 24, 2021 SSC and ELAC Focus Group Discussions on District Data
- * March 23, 2021 Site Leadership Team Focus Group Discussions on District Data

Fairview Middle School (FMS)

- * March 23, 2021 SSC and ELAC Focus Group Discussions on District Data
- * March 25, 2021 Parent Cafecito LCAP Data and Parent Surveys
- * April 12, 2021 Site Leadership Team Focus Group Discussions on District Data

Gonzales High School (GHS)

- * March 17, 2021 SSC and ELAC Focus Group Discussions on District Data
- * April 13, 2021 Instructional Council Focus Group Discussions on District Data
- * April 14, 2021 Parent Cafecito LCAP Data and Parent Surveys

District

- * February 22, 2021 Staff, Student, and Parent Survey Window Opens
- * March 11, 2021 District Leadership Team Focus Group Discussions on District Data
- * March 24, 2021 Gonzales Student Board Members and Gonzales Youth Commission Focus Group Discussion
- * March 29, 2021 Community Meeting English, Focus Group Discussions on District Data
- * March 30, 2021 Community meeting Spanish, Focus Group Discussions on District Data

LCAP Community Survey for Students, Parents and Staff

- * February 22, 2021 to May, 2021 : LCAP Community Survey Window

Public Hearing and Board Meeting

- * June 8, 2021 : Scheduled Public Hearing to present the Drafted LCAP
- * June 22, 2021 : Scheduled Board Meeting Date for approval of the LCAP

In addition to the above, the district also consults with the EdServices team at the Monterey County Office of Education, and Kenyon Hopkins, the SELPA director for Monterey County.

A summary of the feedback provided by specific stakeholder groups.

CLIMATE SURVEYS - CHKS, CSPP and CSPA

Pre-Covid closures the **California Healthy Kids Survey** (CHKS), **California School Staff Survey** (CSPP) and the **California School Parent Survey** (CSPA) were administered. The survey window ran from January 1st through the 31st.

* The CHKS Survey was administered to students 5th, 7th, 9th and 11th, and the district was able to collect 632 student responses, or a 76% average participation rate.

* The CSPP Survey was administered to all certificated and classified staff for all three school sites, and a total of 115 responses were collected.

* The CSPA Survey was administered to parents from all three school sites, with the surveys available in English and Spanish and parents were provided the option to participate electronically or via paper version, and a total of 145 parent responses were collected.

The following are the results, when the responses of the three climate surveys administered to students, parents, and staff were compared and analyzed.

School Engagement and Supports

* Majority of students rank higher on academic motivation and high expectations although staff and parents believe otherwise.

* Caring relationships, socio emotional support and parent involvement are higher in the lower grades, and student perception on these measures decline as they move up to secondary; staff and parent perceptions in these areas are low.

* Meaningful participation, while as a whole ranked higher at elementary, it is still generally low across all the respondents.

School Environment/Climate

* Staff and parents rank low on all three measures for school environment/climate, while generally speaking, students in the lower grades rank higher than the secondary schools for all three measures, i.e., Discipline and Order, Respect for Diversity, and Quality of Facilities. Results of the Climate surveys (CSPA and CSPP) indicated that 20% of Staff and 23% of parents agreed that there is discipline and order in the schools.

* Based on the results of the Climate surveys, 53% of elementary students provided a good rating of facilities, while only 12% of middle school students and another 25% of high school students provided favorable ratings for their school facilities. Lower ratings on facilities were gathered from staff (13%) and parents (18%).

School Safety

* Students at the elementary feel generally safer, but it shows a downward trend as students move up to secondary. To be more specific, 69% of students in the elementary, 35% at the middle school, and 40% of high school students expressed feeling safe. Meanwhile, 18% of staff and 24% of parents expressed that students are safe at school.

* For the Measure on Physical Violence, while as a whole ranked higher at elementary, it is still generally low across all student, staff, and parent respondents, and the same is also true for harassment and bullying.

Substance Abuse and Behavioral Health

* For the measure on substance usage, it starts generally low in the elementary grades and shows an upward trend in the secondary schools according to student survey data, and while still generally rated low based on the results of staff and parent responses, survey results indicate a +20% to +30% difference for this measure.

* For the measure on chronic sadness, it started low as well and shows an upward trend as students go to secondary school.

GONZALES YOUTH COUNCIL SURVEY

During the period of school closures, the Gonzales Youth Council conducted a survey that was sent out to their fellow students on May 18 to 22, 2020. The intent of the GYC survey was to gather information regarding how students were coping with the COVID-19 crisis. A total of 374 student responses were gathered and results of the survey indicate that students are struggling in keeping up with academic demands in a virtual learning environment and the majority of students, 88% of student responses, indicated that they are struggling with learning/understanding their lessons. Furthermore the survey also indicated that while 93% of students stated that they have access to materials they need to assist with their learning, barriers include having to care for a younger sibling (60% of student responses), chores that need to be done at home, and not having an adult helping them with their work. The students also indicated that the COVID situation has put a lot of stress on them, many students are feeling anxious and/or overwhelmed, and that they are also losing motivation with school work.

SCHOOL CLOSURE SURVEY RESULTS AND STAKEHOLDER FEEDBACK

During the period of school closures, GUSD gathered information from certificated staff, classified staff, families and students. The Gonzales Youth Commission solicited feedback regarding the overall health and wellbeing of students, the educational services department surveyed staff regarding their edtech related professional development needs, human resources engaged in discussions with bargaining units regarding work conditions, site administrators surveyed families regarding their access to technology tools and the internet, and the adult education department surveyed parents for needs regarding trainings, workshops or resources they need to build capacity in supporting remote learning for their children. Two town hall meetings were also convened to hear the voice of the community regarding their preferences, concerns and needs moving into the 20-21 school year.

Surveys, communications received, and feedback gathered from town hall meetings reveal that students miss school, their peers, and the social interaction. Students also expressed difficulty with staying focused on school work in the home environment, feeling stressed from the volume of the work, frustration with technology, confusion with which virtual platforms to log into, and feelings of isolation and anxiousness because of the quarantine. Similarly, families shared feelings of frustration, stress, and anxiety. A huge number of parents expressed that they feel overwhelmed with the burden of managing students' school work while also working from home, many parents communicated feelings of uncertainty regarding their role during distance learning, a level of discomfort with navigating technology, doubts on how they can contribute to their child's success, concerns with a lack clarity and communication from site administration, district leadership, and or teachers; and parents who are deemed as essential workers also shared concerns regarding childcare. The economic impact of the pandemic is also a concern that was conveyed as several Gonzales families experienced a reduction if not a loss of income because of the shelter-in-place order.

A common theme gathered from staff was that they miss the daily engagement and rapport they had built over time through daily interactions with students and/or families. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services. With regards to instructional strategies, teachers appreciated the shared resources, training and workshops offered to them, but also shared that the amount of information was at times overwhelming which made deciding on which to implement more challenging. Use of tech equipment, access to the internet, and use of EdTech tools was also a challenge for some teaching staff and many have turned to their peers for assistance. While classified staff also shared many similar feelings and needs that were shared by the certificated staff, many also expressed concerns with a lack of clear expectations on how they are to support students and certificated staff.

LOCAL CONTROL ACCOUNTABILITY PLAN STAKEHOLDER FEEDBACK

When the LCAP process was initiated for school year 2020 - 2021, Parent advisory groups, and student council, site and district leadership were provided opportunities for focused group discussions intended to inform the development of the LCAP. Each stakeholder meeting was focused on creating a common understanding around understanding the LCAP process, the 8 state priorities, a review of the previous LCAP goals, developing a deeper understanding of the California Dashboard and how the district's dashboard data guides LCAP progress and development, identifying areas of strengths and needs, and with a focus on addressing identified needs, make recommendations for the 2021-2024 LCAP goal development.

In addition to the in-person meetings, community members were also engaged in providing feedback via anonymous survey participation which presented an opportunity for honest and direct feedback from individuals that would not be able to do so in a public forum. The public community stakeholder survey was available in English and Spanish. The LCAP survey window for students, parents, and staff was from February 22, 2021 to April 16, 2021. Questions related to college and career preparation, effective teaching and learning, school climate and safety, and communication and parent-school partnerships were covered in the survey, with questions adjusted for the intended audience. Questions ask the respondents to rate the degree of being effective or supportive in preparing students for post secondary and providing students adequate environments that are conducive to learning, and a section on the survey also allowed for respondents to make suggestions or give additional comments. A total of 761 LCAP survey responses were received from students, parents, and staff.

* Student: 614 Responses, 3rd to 12th, including students from the adult school

* Staff: 65 Responses, all certificated and classified

* Parents: 82 Responses

Survey responses reveal the following information.

College and Career Readiness

* The 53.1% of parents and 57.6% staff feel that the GUSD students are somewhat prepared for college and career, while 19.8% of parents, and 15.2% of staff feel that students are not prepared for college and career. When students were asked to provide a rating of how well they are prepared for college, a combined 76.1% of students feel that they are not prepared or somewhat prepared. When students were asked to

provide a rating of how well they are prepared for a career, a combined 75.9% of students feel that they are not prepared or somewhat prepared.

* The majority of parents and staff agreed that academic support, college awareness activities, college preparation exams, and graduation workshops are important to prepare students for college and career.

Highly Effective Staff and Instruction

* When students were asked to provide a rating on the extent that they felt they were supported by teachers, 45.5% of students felt somewhat to not supported. When asked to provide a rating on the degree of support received from counselors, 56.7% of students felt somewhat to not supported, and when asked about support received from site administrators, 61.5% of students felt somewhat to not supported.

* When parents were asked to provide a rating on the extent of which they felt that their child's teachers were supportive, the majority of parents agreed that their child's teacher was supportive. When asked to rate the support from counselors, the majority of parents stated that their child was only somewhat supported, while when asked about support from site administrators, an equal number of responses from parents indicate that their child was supported or somewhat supported.

* When staff was asked to provide a rating of how well the needs of EL learners are being met, 67.7% of staff feel that EL students' needs were *not met to somewhat met*. When asked about meeting the needs of students with disabilities, 56.9% of staff feel that the students needs are not met to somewhat met, while when asked about meeting the needs of foster/homeless students, 25.7% of staff feel that students needs are not met to somewhat met, 15.2% believe that their needs are being met, while 59.1% of staff indicated that they do not know.

Safe School and Learning Environments

* More than 50% of students, parents and staff agreed that virtual learning environments are safe.

* 59.2% of parents expressed that virtual learning environments are not effective to somewhat effective, while 78.8% of staff expressed that virtual learning environments are effective to very effective.

* The majority of parents (67.2%) expressed that virtual environments build confidence and trust between teachers and students.

* The majority of students (58.9%) expressed that the schools set clear rules of behavior, 54% feel safe at school, and 59.8% of students expressed that they know an adult at school that they can go to if they need help.

Parent Collaboration and Partnerships

* 70.4% of parents feel that communications are effective or very effective, and 60% stated that the district is effective in involving parents/guardians in decision making.

* Meanwhile, 47% of staff felt that communications were not effective to somewhat, and a little over 50% expressed that partnerships with parents/guardians were effective to not effective.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feedback from local surveys related to climate, parent engagement, and emerging themes from the focused group meeting discussions, were synthesized in alignment to the three overarching LCAP components, Pupil Outcomes, Conditions for Learning, and Engagement. A total of 761 survey responses were received and 10 focus group meetings were held district-wide. Conducting focus group discussions with parents, staff, and students provided the district with specific and detailed feedback regarding the district's progress with the previous LCAP goals and the revisions necessary and prioritizing services and actions.

Common themes that emerged from all stakeholder groups, as aligned to the three overarching components of the LCAP, are as follows:

PUPIL OUTCOMES: Staff, parents and students expressed a need for college and career awareness and readiness activities and student support. They also indicated other suggestions such as a need for more rigor, best teaching practices, high student expectations.

More specific suggestions were also provided, such as:

*College and Career Readiness: College and Career Speakers, College and Career Fairs, College and Career Counseling or workshops, Dual Enrollment, A to G Planning.

*Course Offerings: VAPA, CTE Courses and Pathways, STEM and Coding, Electives.

* Student Supports: Student Interventions, ELD, Digital Literacy, Gear-Up, ETS, Upward Bound, Tutoring, Mentors

CONDITIONS FOR LEARNING: Parents expressed a need for quality instruction to occur, including ELD instruction. Parents also mentioned the importance of parent-teacher relationships, and a need for consistent and effective staff. As for district staff, they expressed a need for quality, relevant and timely professional development; quality standards-aligned curriculum and curriculum planning, consistent procedures, and improving efforts to recruit and retain staff. Other common suggestions from all stakeholder groups include:

* Better collaboration, team mindset, and accountability

* Clear vision and mission, district culture cohesion, and strong leadership

* Positive learning environments, culturally relevant activities, and culturally responsive teaching

* School spirit activities, school events, clubs, and youth development

* Mental health counseling, PBIS, socio-emotional learning, character building and conflict resolution

ENGAGEMENT: To effectively partner with parents / guardians to improve student outcomes, staff and parent stakeholder groups expressed a need for better communication and information, clarity, and improving efforts to encourage participation in SSC or ELAC. Suggestions were also made to hire a community liaison, encouraging parent volunteers, establishing a parent taskforce, continuing with providing the option for remote meeting participation, planning family nights, school events, and resource fairs. Staff and parents also expressed a need for parent workshops and parent groups made the following suggestions:

* SEL workshop for parents and supporting their child's mental wellbeing

* Supporting learning in the home

* College and career, such as assisting parents to understand college and career options, financial aid, scholarships, dual enrollment, college testing preparation

The Gonzales Unified School District's comprehensive 2021-2024 LCAP is the product of the stakeholder engagement process. In the district's continued commitment to being responsive to the needs of the community in providing education related services that foster positive student outcomes, the goals of this plan as well as the specified actions and services are influenced by areas of need revealed by state and local data, LCAP survey results, and input from student, parent, and staff stakeholder groups.

Goals and Actions

Goal

Goal #	Description: Student Achievement and High Quality Instruction
1 <u>STATE PRIORITIES</u> 1 Basic Services 2 Implementation of State Standards 4 Student Achievement	All GUSD students will experience quality, rigorous and relevant standards-based instruction that improve academic performance provided by highly-effective teachers, safe, clean facilities and access to 21st century tools that enhance teaching and learning.

An explanation of why the LEA has developed this goal.

PRIORITY NEED: Improve academic achievement for all student subgroups

The main focus of this goal is on improving the academic achievement of students by means of providing high effective staff, implementing standards with fidelity, and building staff efficacy to ensure rigorous teaching. This focus was previously integrated in GUSD's Goal 1 which included base services such as clean and safe facilities and highly effective staff. While our local data indicate *standards met* in provision of adequate instructional materials and staffing, our student achievement data has shown no significant improvement in the last 3 years. Student academic achievement was further impacted in the school year 2019-2020 due to the interruption caused by the pandemic which continued on to the school year 2020-2021.

In looking deeper into our student achievement data, all student subgroups are not achieving, and based on feedback from stakeholder groups, there is an urgent need for increased focus on student achievement, improving ELD instructional practices, a need to increase staff efficacy in rendering quality instruction, calibrate PLC practices across sites, and address the high rate of staff turnover. The actions and metrics included in Goal 1 will help to achieve this goal by providing consistent systems of interventions/resources to support students/families and also aid staff in their efforts by focusing on implementing plans collaboratively and cohesively.

Measuring and Reporting Results

Metric	Baseline <i>LCAP for 2021-22</i>	Year 1 Outcome <i>LCAP for 2022-23</i>	Year 2 Outcome <i>LCAP for 2023-24</i>	Year 3 Outcome <i>LCAP for 2024-25</i>	Desired Outcome for 2023–24
<i>(LOCAL INDICATOR)</i> All students have sufficient access to the standards-aligned	In 2020-21, 100% of students had access to standards-aligned instructional				100% of students will have access to standards-aligned instructional materials.

instructional materials.	materials according to the Williams Report.				
<i>(LOCAL INDICATOR)</i> Maintain Williams FIT (Facilities Inspection Tool) Inspection rating at 100% under Williams Lawsuit Regulations	In 2020-21, GUSD had a FIT inspection rating of 99.3%.				Maintain a high FIT (Facilities Inspection Tool) Inspection rating under Williams Lawsuit Regulations, or 97% or above
Implementation of the state board adopted academic content and performance standards for all students.	In 2020-21, State standards were not fully implemented as verified by data collection obtained through routine classroom walk-throughs.				100% of GUSD academic courses are in alignment with current state standards.
<i>(STATE INDICATOR)</i> Percentage of students in 3-8 & 11 performing at standard or above on the SBAC English Language Arts assessment will increase annually.	The actual measurable outcome for the 2019-20 CAASPP ELA statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-2, issued on March 17, 2020, that suspended standardized assessments for 2019-20. Current available data for SBAC ELA achievement was from SY 18/19 which indicated that 29.26% of students met standard or above in English Language Arts on the				Increase percent of all students in grades 3-8 & 11 who meet or exceed standards by 5%

<p>(STATE INDICATOR) Percentage of students performing at standard or above on the SBAC mathematics assessment will increase annually.</p>	<p>SBAC assessment. The actual measurable outcome for the 2019-20 CAASPP MATH statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-2, issued on March 17, 2020, that suspended standardized assessments for 2019-20. Current available data for SBAC MATH achievement was from SY 18/19 which indicated that 16.74% of students met standard or above in MATH on the SBAC assessment.</p>				<p>Increase percent of all students in grades 3-8 & 11 who meet or exceed standards by 5%</p>
<p>(LOCAL INDICATOR) Maintain 1:1 student access to technology equipment (e.g. chromebooks) as measured by data indicated in school site SARC reports.</p>	<p>All students currently have access devices.</p>				<p>100% of students have access to the internet.</p>
<p>(LOCAL INDICATOR) Maintain 1:1 student access to internet connectivity as measured by data indicated in school site SARC reports</p>	<p>All students currently have access to the internet.</p>				<p>100% of students have access to a device.</p>
<p>(STATE INDICATOR) Teachers are appropriately</p>	<p>In School year 20/21 91.5% of teachers were fully</p>				<p>95% of teachers will be fully credentialed and appropriately</p>

assigned and fully credentialed in the subject area and for the pupils they teach.	credentialed according to HR audit and the number of misassignment is 0%.				assigned for the subject area and the pupils they teach.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	High-Quality Instruction & Recruitment/Retention of Highly-Effective Staff	<p>A. Provide teachers standards-aligned curriculum materials, training, equipment, and supplies that 100% satisfy the Williams' requirement.</p> <p>B. Continue to administer formative assessments to inform instruction.</p> <p>C. Allocate funding for recruitment and retention of credentialed staff, especially hard to fill positions such as math, science and special education, includes any associated costs related to locating, recruitment, stipends, and other incentives.</p> <p>D. Provide qualifying new teachers in the district with an Induction program to clear their California Teaching Credential (CTC).</p> <p>E. Revise staff evaluation protocols and expectations to include measures of performance in supporting developmental relationships and positive learning environments.</p> <p>F. Create an enabling school culture and support shifts in teacher practice.</p> <p>G. Provide responsiveness to student needs by providing professional development to site administrators on best practices for Professional Learning Communities (PLCs) and establishing structured PLC practices across sites (horizontal/vertical) to include data analysis to inform instruction..</p> <p>H. Reinforce research-based teaching strategies by providing professional development to all instructional staff on effective first teaching pedagogy.</p> <p>I. Maintain an academic coach for each school site to support first good instruction in classrooms.</p>	\$ 18,849,217	Yes
2	Maintenance & Operations	<p>A. Maintain school facilities that are clean and in good repair</p> <p>B. Complete facility projects and upgrades district-wide</p> <p>C. Continue to provide adequate student supervision (e.g., classroom, playground, cafeteria, etc)</p>	\$6,235,075	Yes

		D. Continue to allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional service costs expenditures E. Continue to Implement safety trainings to all staff (e.g., Keenan, ALICE), school site safety drills and emergency response (e.g., AED)		
3	Technological Support & Connectivity	A. Maintain 100% of technology devices to students on a 1:1 basis B. Provide training to staff and students on utilizing EDTech Tools including accessibility tools for devices that will support students' access to material. C. Provide students and staff with the necessary technology tools and training to facilitate the development of digital literacy and 21st Century technological skills.	\$818,486	Yes

Goal Analysis of the 2021-22 LCAP Goals

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

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description: Successful Student Outcomes and College and Career Readiness
2	All GUSD students will be college and career ready and demonstrate the academic and/or language proficiency

STATE PRIORITIES

4 Student Achievement
 7 Course Access
 8 Other Student Outcomes

necessary to be prepared for post-secondary opportunities.

An explanation of why the LEA has developed this goal.

PRIORITY NEED: Maintain high graduation rates and increase the percentage of College and Career Ready students.

Goal 2 continues to target academic achievement and the integration of College and Career Readiness (CCR) for ALL students. While local district data shows a *standard met* in the last three years in ensuring that GUSD students have access to a broad course of study and dashboard data has shown improvement in students meeting the college and career indicator, this area continues to be an area of focus.

Our refined goal is aimed at increasing our CCR growth so that it correlates with our high school graduation rates for ALL student groups. Continued efforts to prepare students for post secondary opportunities will be made by means of a streamlined set of actions focused on improving and/or maintaining student achievement starting from the lower elementary grades all the way to high school, rather than a focus of CCR starting at the secondary level, with a premise on providing students intervention, enrichment and acceleration opportunities.

The actions and metrics included in Goal 2 will help to achieve this goal by supporting the case for high-quality, culturally-responsive curriculum to enhance programming and student engagement. Consistent systems providing interventions/supports will both provide the support needed to students/families and will also aid staff in their efforts by focusing on implementing plans collaboratively and cohesively.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LOCAL INDICATOR) Increase the percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments of California (ELPAC).	Due to the school closures that occurred in March of 2020, not all GUSD EL students were able to complete the ELPAC assessment. Based on the data that the district has available, 803 students were able to complete the ELPAC and based on the data we have available 12.3% of those students scored a 4 on the ELPAC, while another 39.6% scored a 3.				The number of GUSD English Learners scoring a 4 on ELPAC is 42.3%
(LOCAL INDICATOR)	Currently, the master schedule does not				Redesign prerequisites and the

Course access for English learner students, including low income, foster youth, & homeless, as measured by a local audit of prerequisites and course offerings per the master schedule.	enable English Learner students to have access to all course offerings				master schedule enable all of English learner students access to all course offerings.
<i>(LOCAL INDICATOR)</i> Course access for English learner students with Disabilities, as measured by a local audit of prerequisites and course offerings per the master schedule.	Currently, the master schedule does not enable all students with disabilities to have access to all course offerings.				Redesign prerequisites and the master schedule to enable all students with disabilities to have access to all course offerings.
<i>(LOCAL INDICATOR)</i> To maintain or increase CTE course access to students in grades 6-12.	In 2019-2020, there were 32 CTE course sections offered (0% increase from 18-19)				41 CTE course sections offered.
<i>(LOCAL INDICATOR)</i> Increase the percentage of students took and passed an advanced placement (AP) exam with a score of 3 or higher in grades 9-12.	In 2019-20, the percentage of students who took and passed an AP exam with a score of 3 or higher was 49%.				The percentage of students with a score of 3 or higher on the AP exams is 64%
<i>(LOCAL INDICATOR)</i> Increase the percentage of pupils who demonstrate college preparedness	In 2018-19, 42.8% of pupils demonstrated college preparedness in ELA and 8% in math pursuant to the Early Assessment				55% of pupils will demonstrate college preparedness in ELA and 20% in math pursuant to the Early Assessment Program

pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	Program (ELA/Math CAASPP Score of 3 or higher).				(ELA/Math CAASPP Score of 3 or higher).
<i>(LOCAL INDICATOR)</i> To increase the number of dual enrollment offerings in grades 9-12.	In 2019-20, 6 courses were offered to students (45.5% decrease from 18/19)				The number of dual enrollment offerings in grades 9-12 is 9.
<i>(LOCAL INDICATOR)</i> Percentage of students who successfully complete a Career Technical Education (CTE) pathway	In 2019-20, 21% of students successfully completed a Career Technical Education (CTE) pathway upon graduation.				36% of students will successfully complete a Career Technical Education (CTE) pathway upon graduation.
<i>(STATE INDICATOR)</i> Percentage of students who successfully complete all A-G eligibility requirements for UC/CSU entrance upon graduation	In 2019-20, 29% of 12th grade students successfully completed all A-G eligibility requirements for UC/CSU entrance upon graduation..				44% of students will successfully complete all A-G eligibility requirements for UC/CSU entrance upon graduation.
<i>(STATE INDICATOR)</i> Percentage of students who successfully complete a Career Technical Education pathway AND complete all A-G eligibility requirements	11% of students who successfully complete a Career Technical Education pathway AND complete all A-G eligibility requirements.				23% of students who successfully complete a Career Technical Education pathway AND complete all A-G eligibility requirements.

Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs.	In 2020-21, all students had access to a broad course of study that includes all subject areas as defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.				All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.
(STATE INDICATOR) GUSD will maintain high cohort Graduation Rates from Gonzales High School.	The cohort graduation rate was at 95.4% in SY 18/19 and 90.3% in 19/20.				Maintain high cohort graduation rates, or at least 97% or above

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Interventions & Enhancements	<p>A. Continue to implement Math and Language Arts Intervention program materials for TK to 12th grade (i.e. Dreambox, Lexia Learning, IReady, APEX)</p> <p>B. Prepare our students and staff for the SBAC summative assessment and periodically monitor student progress towards proficiency on Common Core State Standards by administering Interim Assessments at least 3 times per year</p> <p>C. Explore and adopt a data management system and train all administrators and teachers</p> <p>D. Continue to offer Afterschool School Tutorial/Academic Support, Extended Day, Clubs, GPA 4.0/Saturday, Summer Academies that focus on Credit Recovery, Literacy, Numeracy and/or Science, Technology, Engineering, Art and Mathematics (STEAM) and provide all necessary supplies and materials.</p> <p>E. Allocate funds to hire and/or maintain VAPA, PE and Elective Teachers and all the necessary materials and supplies that go with such class.</p>	\$1,905,775	Yes

2	Identification, Service & Reclassification of English Language Learners	<p>A. Purchase and maintain state approved ELD instructional materials to meet the needs of our English Learners in all schools</p> <p>B. Create and maintain the ELD sections for appropriate teaching of English Learner students including LTELs with clearly articulated curriculum guides, focused standards, and monitoring assessments to ensure English success</p> <p>C. Provide professional development to all instructional staff on ELD standards and effective EL instruction by implementing research-based ELD strategies</p> <p>D. Purchase a program management system dedicated to supporting English Learners while maintaining compliance.</p> <p>E. Allocate funds to ensure compliance of Initial & Summative ELPAC assessments.</p>	\$98,190	Yes
3	College & Career Readiness	<p>A. Implement College/Career awareness activities from TK to 12 (e.g., field trips, school events/assemblies, speakers, fairs, and/or experiences for each grade level) that matches their curriculum connections</p> <p>B. Provide students college preparation activities & workshops (ex. SAT, PSAT, AP, College Applications, FAFSA, etc.)</p> <p>C. Offer CTE course pathways and opportunities for students in grades 6-12 that lead to high wage, high skill, and/or high demand careers (including staff & associated materials)</p> <p>D. Increase opportunities for students to receive industry-recognized certifications (ServSafe, CPR/First Aid, iCEV, etc).</p> <p>F. Continue and increase AB 288 course/dual enrollment college course offerings to Gonzales High School students (including cost of FTE & associated class materials/ textbooks)</p> <p>F. Inform and connect students to College and Career options through our community partners (Gear Up, ETS, DCAC, etc).</p> <p>G. Maintain 3.0 FTE school counselors to frequently plan and execute CCR goal planning & college preparation activities to ensure students are prepared for college and career in grades 6-12</p> <p>H. Increase and fund extracurricular activities/clubs that lead to college/career awareness to include staff & associated materials (ex. MESA, Girls that Code, etc)</p> <p>I. Explore and develop alternative pathways to successful course completion and certifications for at-risk students in grades 9-12.</p>	\$1,095,728	Yes

Goal Analysis of the 2021-22 LCAP Goals

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

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

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description: Quality Conditions for Learning and Positive School Culture and Climate
<p style="text-align: center;">3</p> <p><u>STATE PRIORITIES</u> 5 Student Engagement 6 School Climate</p>	<p>All GUSD students will be provided an adequate, safe, and welcoming learning environment where students attend, engage and feel connected.</p>

An explanation of why the LEA has developed this goal.

PRIORITY NEED: Decrease suspension, expulsion and chronic absenteeism rates

Local Climate district data has indicated a *Standard Met* in the last several school years; however district dashboard data, while showing some decline in suspension and chronic absenteeism rates, continue to be a focus area for the district, by virtue of the declining enrollment, and disengagement of students during the course of distance learning. Similar to GUSD’s previous Goal 3, the current goal continues to be focused on providing students an emotionally safe and healthy learning environment that supports engagement and feelings of connectedness with school.

WASC Visiting Committee process, anecdotal data, and our SEP root cause analysis indicate that students do not feel connected to the school community. The actions and metrics included in Goal 3 will help to achieve this goal by increasing the resources for students and families to support students' social emotional learning and mental health and re-engaging students to school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<i>(STATE INDICATOR)</i> Decrease student chronic absenteeism rates.	In 2018-19, chronic absenteeism rates were at 9.2%, which is a 1.3% decline from the previous school year.				The GUSD absenteeism rate is at 3.2% or below.
<i>(STATE INDICATOR)</i> Increase student attendance rates for students from K to 12	In 2019-20, GUSD's district attendance rate was 90.2%.				Maintain the District attendance rate at or above 95%.
<i>(STATE INDICATOR)</i> Decrease the pupil suspension rates annually.	The suspension rate in 2019-20 was at 4%.				A decrease in suspension rate to 1%.
<i>(LOCAL INDICATOR)</i> Decrease the number of student expulsions to a very minimal level as measured by student expulsion records	In 2019-20, GUSD had 3 students expelled.				Decrease the number of student expulsions to at most 0 to 1 student expulsion.
<i>(STATE INDICATOR)</i> Reduce the middle school drop out rate.	In 19-20, there were 2 students who dropped out of middle school.				There will be no middle school drop outs.
<i>(STATE INDICATOR)</i> Reduce the high school dropout rate.	In 19-20, there were 3 students who dropped out of middle school.				There will be no high school dropouts.

<p><i>(LOCAL INDICATOR)</i> Improve percentage of students reporting a sense of safety and school connectedness disaggregated by student group as reported on the California Healthy Kids Survey (CHKS).</p>	<p>According to the results of the CHKS administered in SY 19/20, 48.25% of students indicated a perceived safety at school, based on the percentage of Agree to Strongly Agree responses for "I feel safe in my school".</p>				<p>According to the results of the CHKS administered in SY 19/20, 78.25% of students indicated a perceived safety at school, based on the percentage of Agree to Strongly Agree responses for "I feel safe in my school".</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate, Student Engagement & Attendance	<p>A. Provide support services that promote student's well being and a positive school climate where students feel welcomed, connected and engaged.</p> <ul style="list-style-type: none"> ● SEL ● PBIS ● LCSWs ● MCBH Contract ● Youth Development, Character Development ● Conflict Resolution ● Customer Service Training <p>B. School spirit activities, Student incentives and Celebrations</p> <p>C. Build a culture of learning that values revision, reflection, student voice, choice and agency by hosting and participating in schools and community-level events that highlight these values.</p> <p>D. Maintain an Attendance Liaison</p> <ul style="list-style-type: none"> ● SART Plan ● Online Attendance Tracking <p>E. Develop infrastructure and implement processes in the provision of Tier 2 and/or Tier 3 levels of mental health support.</p> <p>F. Continue to provide students health services (e.g., health aides, District Nurse)</p>	\$1,373,180	Yes
2			\$324,144	Yes

	Maintain Low Suspension and Expulsion Rates	<p>A. Implement Positive Behavioral Interventions and Supports (PBIS) framework with fidelity at all school sites</p> <p>B. Revise discipline structures to prioritize practices that provide alternatives to suspension, build capacity on conflict resolution, behavior intervention and/or de-escalation, and focus on building staff capacity to promote diversity, equity and inclusion.</p>		
3	Professional Development	<p>A. Pursue a strategic rollout of professional development to build (a) teacher capacity to create classroom environments that foster positive student relationships and use instructional methodologies that intentionally support students socio-emotional learning needs and (b) leader capacity to manage the change process, create a positive school culture, and support shifts in teacher practice.</p> <p>B. Provide professional development for staff (including teachers, paraprofessionals, administrators, office, nutrition, and transportation staff, and others who interact with students) on social and emotional learning (SEL) strategies and structures for relationship building and safe and supportive environments in order to reinforce the social and emotional capacities of all adults who with with youth.</p>	\$22,363	Yes

Goal Analysis of the 2021-22 LCAP Goals

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description: Community Engagement
<p>4</p> <p><u>STATE PRIORITIES</u> 3 Parent Involvement 6 School Climate</p>	<p>GUSD parents, staff and community members will be fully invested in collaborative partnerships that result in positive educational outcomes for all students.</p>

An explanation of why the LEA has developed this goal.

When school closed during the pandemic and students were accessing learning from home, having a collaborative partnership with parents became even more imperative. While parent engagement initiatives and outreach were increased by all sites and staff at all levels during the time of school closures, and local indicators related to this goal have been consistently met, recent surveys indicate a need to improve parent-school partnerships, involvement, and connectedness to the school system. Furthermore, surveys also indicate a need to empower parents to support student learning, and for better communication between staff, site administrators, district, and parents.

The actions and metrics included in Goal 4 will help to achieve this goal by fostering meaningful relationships among all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><i>(STATE INDICATOR)</i> Seek parent input & promote parental participation in programs for low income, English learners, foster youth, and students with disabilities.</p>	<p>19/20 California Schools Parent Survey (CSPS) Survey responses indicate that 21% of parents were provided opportunities for meaningful participation.</p>				<p>California Schools Parent Survey (CSPS) Survey responses indicate that at least 51% of parents felt they were provided the opportunities for meaningful participation.</p>
<p><i>(STATE INDICATOR)</i> Increase parent participation and input in district and school decision making (includes parent involvement</p>	<p>In 2019-20, California Schools Parent Survey (CSPS) Survey responses indicated that 14% of GUSD parents felt</p>				<p>California Schools Parent Survey (CSPS) Survey responses indicate that 28% of GUSD parents felt the</p>

and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC) at school sites.	the school district and individual school sites actively asked for parent input before making important school decisions.				school district and individual school sites actively asked for parent input before making important school decisions.
<i>(LOCAL INDICATOR)</i> Provide classes/workshops open to all parents, including but not limited to English-as-a-Second Language, High School Diploma/Equivalency, computer literacy and topic-specific parent workshops on how to support their student for PreK-12 success.	In 19-20, GUSD offered 28 parent education classes to all parents in the areas of English-as-a-Second Language, High School Diploma/Equivalency, computer literacy, and topic-specific parent workshops on how to support their students for PreK-12 success.				GUSD will offer a minimum of 40 virtual and/or in-person classes/workshops open to all parents, including but not limited to English-as-a-Second Language, High School Diploma/Equivalency, computer literacy and topic-specific parent workshops on how to support their students for PreK-12 success.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement & Education	A. Continue to provide parent education classes/workshops B. Take steps to increase the opportunities for parent, community and school collaboration C. Create activities, spaces, and opportunities to connect with parents as partners in their children's education (e.g., Family Resource Center, Family Literacy Nights).	\$3,407	Yes

		D. Provide technical assistance and support to families needing assistance with digital literacy in order to support learning in the home.		
2	School-Parent-Community Communication	A. Take steps to increase the opportunities for parent, community and school communication. B. Communication, dissemination of information, website, social media, parent portal C. Translation services available to families.	\$397	Yes
3	Community Partnerships	A. Hold a minimum of 6 Community Collaborative meetings to host community organizations like afterschool and summer programs, mental health organizations, and social services agencies to create more opportunities for relationships and student/family support. B. Continue to leverage available community agencies and resources to support district goals in responding to student needs and improving outcomes.	\$9,034	Yes

Goal Analysis of the 2021-22 LCAP Goals

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.83%	\$6,939,334

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

It is anticipated that the school closures that started from the spring of school year 2019-2020 and carried through to school year 2020-21 would be resulting in uneven student outcomes, skill gaps, and regression. These deficits may be even more pronounced for the subgroup of students coming from low income families, who are English Learners. and/or are in the foster care system. It is imperative that the needs of vulnerable student subgroups are prioritized by GUSD, and supports are intentionally designed to meet their unique needs.

Using the calculation tool provided by the state, Gonzales Unified School District has calculated that it will receive \$6,939,334 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions, & Services section of this plan. The contributing action titles are:

Goal 1: High-Quality Instruction & Recruitment/Retention of Highly-Effective Staff (Action 1), and Technological Support and Connectivity (Action 3) , PD, Materials,

Goal 2: Student Interventions & Enhancements (Action 1), Identification, Service & Reclassification of English Language Learners (Action 2), and College & Career Readiness (Action3)

Goal 3: School Climate, Student Engagement & Attendance(Action 1), and Professional Development (Action3)

Goal 4: Parent Engagement & Education (Action 1), School-Parent-Community Communication (Action 2), and Community Partnerships (Action 3)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help the Gonzales Unified School District be effective in meeting the district's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our district. We incorporated language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide-action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, Gonzales Unified School District has calculated that it will receive \$6,939,334 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 33.83%. GUSD has demonstrated that it has met the 33.83% proportionality percentage by planning to expend all the supplemental and/or concentration funds or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description of the plan.

LOW Income

- * Address digital divide for the LOW SES families by providing access to tech equipment and internet connectivity
- * Parent/Guardian workshops and/or tutorials on how to navigate online teaching platforms
- * Provision of Supply kits, and distribution of materials and/or backpacks
- * Meal distributions schedules announced and aligned to stakeholder feedback at accessible distribution points in the city and delivery to the more remote areas
- * Use of virtual platforms for meetings. This allows for greater participation and input on the part of families, who might otherwise not be able to attend in person.
- * GPA 4.0: Intervention, enrichment and/or credit recovery and maintenance opportunities during Saturdays and school breaks
- * Extended day services to provide additional academic/social/emotional support
- * Continued counseling services provided by MCBH and LCSW via virtual or small group/1-1 in-person sessions.

ELL Students

- * Common Core aligned instructional materials with embedded EL strategies

- * Ensuring student access to adequate instructional materials are not enough, staff will also be trained in integrated ELD strategies
- * Continued PD for staff on the EL Roadmap and the EL Toolkit
- * Working with site teams on their progress monitoring practices and aggregating student achievement data to allow for designated and/or targeted ELD
- * Newcomer EL support
- * Virtual meetings with an interpreter to allow for comprehensible input and more meaningful participation

FOSTER STUDENTS

- * Immediate enrollment and placement in appropriate courses based on state and local statutes
- * Meetings held on virtual platforms allows for parents and their Guardians to join meetings from a location and time that is more convenient for them
- * Collaboration between county liaison, district liaison, site liaisons and district LCSW to ensure wraparound services are provided to students
- * Online tutoring access for foster students for targeted individualized academic assistance at the students or family's schedule and pace

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.