

# Gonzales Unified School District 2018-19 Local Control Accountability Plan

Pat Odonnell, Assistant Superintendent of Educational Services |  
8316750100 | podonnell@gonzales.k12.ca.us

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## 2017-20 Plan Summary

### The Story

Briefly describe the students and community and how the LEA serves them.

The Gonzales Unified School District is committed to providing a quality education that prepares all students to be lifelong learners in order to empower all students to become successful and contributing members of society. In order to realize our vision, our critical mission is to provide high-quality and meaningful educational experiences that will prepare our students for college and career postsecondary success and encourage them to continue learning and growing throughout their lifetime. The Gonzales Unified School District, located in a rural agricultural community in the Salinas Valley, is committed to providing a quality education that prepares all students through comprehensive programs delivered by a skilled and committed staff. Our most recent census data enrollment is 2,370 students with demographics of 97% Hispanic students, 1.6% White, .5% Filipino, .5% American Indian or Alaska Native, .2% Two or more races and .1% African-American. Each year the English Learner enrollment is on average 1,100 with approximately 150 students meeting reclassification criteria to be designated as Fluent English Proficient. The unduplicated pupil count is 88% with 82.67% socio-economically disadvantaged, 47.1% English Learners, and less than 1% either Foster Youth or Homeless. The Gonzales Unified School District expects ALL students to be able to achieve their goals in spite of any hurdles they face when striving for academic achievement. The District believes that it is critical for ALL students to be fully prepared upon graduation with options to enter into a career or the college of their choice. The district also recognizes and values the importance of designing experiences through our LCAP community-developed actions to meet our students comprehensive needs to develop the skills of our TK-12 grade student population.

### LCAP Highlights

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

Our 2018-2019 Gonzales Unified School District LCAP has four major goals with carefully articulated actions that will meet the needs of our TK-12 grade unique student population. Goal 1 is designed to capture our base services for all students that proves our commitment to their postsecondary success. Some of those base services include highly-qualified certificated teachers, research-based professional development for staff, high-quality instructional materials, the latest technology devices, transportation services, nutrition services, and an environment that is conducive to develop every student's social-emotional well-being. Goal 2 focuses on engaged and on-track students prepared for graduation

through clearly articulated course outcomes and grading practices, integrated technology and training in every classroom, data management, 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. The goal also articulates the student services associated with a high-quality curricular and instructional program with actions that include intervention and enrichment materials, professional development opportunities to meet 21st century goals, instructional leadership actions and English learner services. Goal 3 enhances our academic environment by providing a positive school experience that develops our students' social, emotional, and physical needs through PBIS districtwide actions, safe and secure facilities and equipment, welcoming staff, school safety personnel, and enrichment support staff. Goal 4 outlines our district's commitment to getting staff, parents and the community working together in collaborative partnerships to positively impact the education of our students. This includes family trainings and workshops. The GUSD LCAP has four comprehensive goals designed to meet the needs of our TK-12 students.

## Review of Performance

### Greatest Progress

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

Gonzales Unified is most proud of the progress we have made in the areas of academic achievement in grades 5-8 (increased by 10.7 points) and as a district (increase by 7.4 pts) in English Language Arts and in mathematics in grades 3-4 (increased by 4.1 points). Our graduation rate is also a celebration as it significantly increased districtwide by 5.7%. Our suspension rate at Fairview is a celebration as it declined significantly by 8.5% and the district declined significantly by 2.3%. In addition, suspension rates for Students With Disabilities (SWD) district-wide had decreased by 5.1%. The progress we have made in increasing the number of A-G courses offered has significantly increased from 69% (2015) to 84% (2017) with a completion rate increase from 33% (2015) to 35% (2017). Gonzales engages our parent community as indicated by local measures and has a low chronic absenteeism count (8.9%). Another celebration is some of the work being done with our English Learners. Examples are in English Language Arts our English Learners increased their score by 4.8 points and in the area of suspensions, our English Learner suspension rate as a district declined by 1.9% and Fairview Middle School suspension rate for English Learners declined by 8.3%. Gonzales is also proud to have continued to create and offer professional development opportunities to our TK-12 staff on academic success indicators and California state standards locally and to have academic and social-emotional support staff to enhance the success of our students as they prepare for college and career.

### Greatest Needs

Referring to the LCFF Evaluation Rubrics, identify any state or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or

"Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The area of greatest need is in Math district-wide where the academic achievement data declined by 8.7 points and declined at Fairview Middle School by 12.9 points. Mathematics scores in the district have either been inconsistent and/or have decreased over the past three years. Our overall English learner metric in Math has declined as a district by 9.9 points. Our grade 11 SBAC math scores have improved but have remained low with an average overall proficiency rate of 15% (2016-17). We have also collected local state standards implementation data and have found on average 50% implementation of best practices in our TK-12 grade classrooms with a continued need to focus on classroom instruction districtwide in 2018-19. Based on our greatest needs, our instructional focus for 2018-19 will be good first teaching (rigor, differentiation) and providing support to teachers and students in the academic area of Math.

## Performance Gaps

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

There are no significant performance gaps between our subgroups and all students. Gonzales Unified has an unduplicated count of 85%. Our mission will be to support all TK-12 grade students in all 8 of our priority areas of focus in 2018-19 with extra support to the Socio-economically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), Homeless (H), and students with disabilities (SWD) who have not made adequate annual progress as measured by the SBAC and local common assessment collected data. The glaring priority in our district is Math. GUSD, led by our Director of Special Projects and Interventions, will begin to establish evidence-based Math intervention program at all levels. In addition, a math coach will be brought in to the district to provide additional support for math teachers district-wide. In addition, we will be providing mentor teachers to new or teachers in need that can assist in a targeted subject area but also in Math. This mentoring will be especially helpful in assisting our new teachers on how to address the needs of ELs, Foster Youth, Homeless and Socio-Economically Disadvantaged students in their classrooms. Although our English Language Arts scores have maintained or increased over the prior year, our scores are not in the range of proficiency and so we must continue to provide ELA support to teachers and students. We will do this through our established, evidence-based ELA intervention programs and through our professional development opportunities for teachers on rigor and good first teaching. Again, our Mentor teacher program should help contribute to support our teachers with all students but specifically with our EL, Foster, Homeless and SED students. Our English learner (EL) population will be served through designated ELD courses and research-based EL practices such as intentional language frames, graphic organizers, and by implementing Guided Language Acquisition by Design (GLAD) practices districtwide. Our teachers will meet in Professional Learning Communities (PLCs) weekly to review local data and to make decisions on how to increase student learning districtwide through exemplary core instructional practices and both interventions and enrichment opportunities. Students will be identified by name and data will be used to target in-classroom interventions, as well as create groups of students for after school programs, Saturday Academies, and Summer Academies.

## Increased or Improved Services

If not previously addressed, identify the two or three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Our mission will be to support all TK-12 grade students in all 8 of our priority areas of focus in 2018-19 with extra support to the SED, EL, Foster Youth, Homeless, and SWD who have not made adequate annual progress as measured by the SBAC and local common assessment collected data. Our teachers will meet in Professional Learning Communities (PLCs) weekly to review local data and to make decisions on how to increase student learning districtwide through exemplary core instructional practices and both interventions and enrichment opportunities. Students will be identified by name and data source for in-classroom interventions, as well as after school, Saturday, and Summer Academies. Within each subgroup, students who are the furthest from making growth will be our first level of intervention to ensure the neediest students are a priority. In addition, evidence-based math intervention programs will be put into place district-wide and math coaching will be provided to teachers district-wide. The district will provide good first teaching (Tier 1) strategies with professional development that focuses on rigor and differentiated instruction.

## Budget Summary

### Description

### Amount

Total General Fund Budget Expenditures for LCAP Year:

\$ 33,847,239.00

Total Funds Budgeted for Planned Actions/Services to meet the goals in the LCAP for LCAP Year:

\$ 25,711,903.00

Total Projected LCFF Revenues for LCAP Year:

\$ 25,645,378.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures not included in the LCAP are for administrative expenses. This amount is \$8,135,336.

# Annual Update

LCAP Year Reviewed: 2017-18

## Goal 1

Summary

Priorities

**Baseline Goal 1:**

**ALL Students in the Gonzales Unified School District will be provided Basic Services in Order to Fully Develop their Academic and Social-Emotional Potential.**

**State:** 1, 2, 3, 4, 5, 6, 7, 8

**Local:** None

## Expected Annual Measurable Outcomes

No Metrics/Indicators.

## Actions/Services

### Action 1

Planned

Actual

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

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

- Gonzales Unified has continued to use class size reduction monies and to keep class sizes small in grades TK-3.
- Gonzales Unified has continued to support ROP/CTE courses at Gonzales High School and Fairview Middle School.
- Gonzales Unified increased the number of CTE/ROP offerings by nine sections for the 17-18 school year.
- Gonzales Unified provided high quality instructional material for students and trained teachers in the effective use of those materials. Examples of the instructional materials purchased and trained for are Read 180 Universal, Amplify, English 3D and Rosetta Stone. In addition, we have purchased MVP math curriculum which is a Common Core based math curriculum. We have provided teachers who are using MVP with curriculum training and support.

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

- 100% of new instructional materials purchased for all TK-12 classrooms are all Common Core State Standards aligned.
- The District purchased Chomecarts for every classroom in the district. We are beyond 1:1 for chromebooks. In lieu of student student chromebooks, we purchased technology for all teachers in the district (i.e., laptops, projectors, printers, doc cameras, etc).
- The District has purchased copiers, lamintors and has service contracts in place for black and color printers and laminators and provides all necessary materials/supplies for teacher use of copiers.
- The District currently has an Educational Technology Coordinator in the district.
- The District currently provides transportation to all students K-4, any students who live in the outskirts of town, students from Chualar and special education or 504 students who require transportation via their IEP.
- The District has budgeted and allocated funds for any and all costs related to transportation.
- The District has developed a Technology Integration Plan and part of the plan addresses training on Digital Citizenship. Currently, the trainings on the use of chromebooks has been on a requested basis. *No current schedule is in place to train all staff and students.*
- Through classroom walk throughs and Instructional rounds, we are finding that in most cases, teachers are attempting to implement the strategies that they have been trained on.

additional copiers at sites with high use (i.e. La Gloria Elementary).

- Purchase and then maintain the materials/supplies for a laminator for each school staff to use for classroom instruction. **(Bullets 2 & 3 estimated at 10% of the total base in 5000s.**
- **Hire and maintain district wide technology support staff (.175 FTE Director of Technology, salary @107,000, benefits @ 25.9632%; 1.0 FTE Software technician, salary 59,134, benefits @ 25.9632% ; 4.0 Library Instructional Technology Specialists, total salary costs \$181,707, benefits @ 25.9632%).**
- **Hire and maintain 1.0 FTE district-wide Educational Technology Coordinator, salary \$95,846, benefits @ 17.7622%; to support staff and students in the area of technology integration.**
- **Ensure students have access to the core instructional program by providing transportation.**
- Allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional service costs. 100% of 0960 expenditures.

Budgeted Expenditures

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

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	9,440,142.00
LCFF	2000-2999	3,124,607.00
LCFF	3000-3999	5,315,537.00
LCFF	4000-4999	2,153,521.00
LCFF	5000-5999	1,315,325.00
LCFF	6000-6999	1,160,666.00
LCFF	7000-7999	272,091.00

**Total:** \$ 21,448,926.56

**Total:** \$ 22,781,889.00

## Goal 1 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

For the 2017-18 school year, the Gonzales Unified School District feels that we have met the majority of the metrics under Goal 1. We have done a good job on this goal and were able to accomplish the vast majority of the actions listed. We met most all Williams inspection requirements with exceptions in NCLB Compliant teachers (92%), purchased some new high quality Common Core curriculum for Math for Gonzales High School, updated any and all current curriculum, provided any necessary trainings related to materials purchased, provided chromecarts for every classroom, provided copiers and laminators at the sites, hired an Educational Technology Coordinator, provide transportation to targeted district students and allocated funds to make the transportation happen. We also have purchased chromecarts that puts us at a more than 1:1 for technology devices. We have provided nutrition services for the students in our district. Most of our trainings in Goal 1 were related to Common Core based instructional materials. In this area we have had 100% implementation for new Common Core based materials as the primary curriculum where this training occurred was MVP (math curriculum). The teachers at Gonzales High School who were trained in this curriculum were implementing the curriculum daily with the students. We have not adopted a new TK-gr. 5 ELA curriculum in quite some time. We are piloting new ELA curriculums this school year that are aligned with CCSS.

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

See Appendix A.

As of right now, the analysis is a very difficult one to make. Our scores have gone down for 17-18 but the district has gone through an unusually challenging time and so it is hard to determine a true measure of the effectiveness of our programs. This next year will be a more accurate measure of the successes of our programs and efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Certificated salaries were less than projected because fewer interventions occurred after school hours as well as less Professional Development, thereby affecting Services & Other Operating. Classified salaries were lower than expected as a result of vacant positions. Benefits were slightly higher as a result of higher than projected Health & Welfare costs. Materials/Supplies was an estimated \$600,000 + higher than projected because classroom non-capitalized equipment was purchased to replace older computers, projectors, printers, etc... Transportation Costs - Capital Outlay is higher as a result of increased staffing such as Vehicle Riders to support Special

Education students, additionally, three buses needed major repairs. Other Outgo was should have been higher at adoption to include Deferred Maintenance and the Adult Ed transfers which totals \$195,051.

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

Gonzales Unified did make changes to Goal 1. We added two additional actions to this Goal. We felt that it made more sense and would allow staff to track the effectiveness of what we were doing by separating educational actions, operations actions and technology actions. We believe that by doing this, it is much clearer for all stakeholders to understand what we are trying to do in each area. In addition, for each sub action, we added a measuring metric of some type. The purpose was to ensure that as the year progresses, we can collect data over time to determine if we are doing what we said we would do and/or the effectiveness of what we are doing on student learning. We also consolidated or eliminated actions that were repetitive. The overall purpose is to attempt to make the LCAP more concise, understandable for all stakeholder and to provide a tracking/measuring mechanism to allow us to clearly share with stakeholders if the actions are working to help students learn.

## Goal 2

### Summary

### Priorities

**Goal 2:**

**ALL Students are Provided with Access and Opportunities to a High-Quality Curricular and Instructional Program to Support Learning.**

**State:** 1, 2, 3, 4, 7, 8

**Local:** None

## Expected Annual Measurable Outcomes

No Metrics/Indicators.

## Actions/Services

### Action 1

#### Planned

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

- **Purchase and maintain Language Arts Intervention program** materials and supplies (Scholastic Read 180 in Grades 3-12).

#### Actual

- Gonzales Unified has purchased and maintained all Language Arts intervention programs in the district grades k-12. This included Read 180, System 44, iReads, and Reading Mastery. The District also piloted Universal 180 to replace Next

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

Generation 180 the following school year.

- Gonzales Unified has maintained the intervention program IREAD, a K-2 program.
- Gonzales Unified *has not implemented Math intervention district-wide*. We have provided math coaching district-wide and the middle school has implemented a Math intervention program, Moby Max. We also have provided afterschool/Saturday math tutoring by teachers at Gonzales High School.
- Gonzales Unified has provided preschool teachers with instructional coaching through a grant from Quality Matters.
- There was initial discussions with the City of Gonzales to create a Universal TK program, however it was not moved forward.
- Gonzales Unified has provided a TK program for our families and students.
- Gonzales Unified has provided Saturday Academy (FOSS STEM), Summer Academy (FOSS STEM), Afterschool and extended day programs for students this school year. FOSS STEM kits were provided to students.
- Gonzales Unified has provided a 1.0 FTE Intervention teacher (\$ 88,654 benefits @ \$29,591) and .5 FTE Intervention teacher ( \$37,368 Benefits @ \$12,733) at La Gloria Elementary School who work with Tier 2 students who are struggling in Language Arts, Writing, and Math.
- Gonzales Unified funded and maintained .40 FTE of the Director of Special Education/Health Services/Response \$146,175 benefits @ 17.7622% to Intervention to ensure coordination of all intervention programs district-wide, including classroom differentiated instruction,

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

Extended Day/Summer/Saturday academies and the full RTI plan coordination and dissemination.

- Curriculum purchased: license renewal for IREAD, license renewal for READ 180, License renewal for System 44, MobyMax License renewal, Foss kit refill kits,

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	140,844.00
LCFF	3000-3999	24,820.00
LCFF	4000-4999	350,000.00
<b>Total:</b>		<b>\$ 515,664.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	214,676.00
LCFF	3000-3999	63,485.00
LCFF	4000-4999	136,683.00
<b>Total:</b>		<b>\$ 414,844.00</b>

## Action 2

Planned

**Identify and provide support personnel at all sites to meet 21st century goals.**

- Focus on **DIFFERENTIATED** district-wide and site-based **PROFESSIONAL DEVELOPMENT** for ALL staff to focus on 21<sup>st</sup> century skills by increasing teacher release-time, paid hourly, and substitute costs to fund planning time on **Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs), Classroom Management structures/strategies, and**

Actual

- Gonzales Unified was able to offer some professional development this year but was not able to offer it as much as in previous years. GLAD, Kagan were covered in specific setting and blended within other training offered this year but *Step Up to Writing was not covered.*
- Gonzales Unified works with Administrators regarding on-going feedback to staff through individual meetings and District Administrative PLC meetings.
- Continue to fund personnel positions that support and lead Common Core and 21<sup>st</sup> century skills: Library and Technology specialists, Academic coaches, Intervention specialists, Classroom Instructional Assistants, Software and Hardware technology specialists (included under base goal 1); .40 FTE Director of Special Projects, salary 146,175 + benefits @

**Technology integration (Google apps, Chromebook classroom use, Illuminate Education).**

- **Train all administrators to provide on-going feedback to certificated and classified personnel with specific examples that will lead to meeting 21<sup>st</sup> century skills and the implementation of the district initiatives for student learning.**
- **Continue to fund personnel positions that support and lead Common Core and 21<sup>st</sup> century skills:** Library and Technology specialists, Academic coaches, Intervention specialists, Classroom Instructional Assistants, Software and Hardware technology specialists (included under base goal 1); .40 FTE Director of Special Projects, salary 140,671 + benefits @ 17.7622; and .424 FTE Assistant Superintendent of Educational Services @ 155,884 + benefits @ 17.7622.
- **Establish and maintain COACHING SUPPORT and COACHING CYCLES for all teachers** in our school district with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc.
- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers to share best practices and make growth impact.** The site-based Academic Coaches and intervention Specialists will help facilitate this process.
- **All teachers establish personal goals for their instruction at the**

17.7622; and .424 FTE Assistant Superintendent of Educational Services @ 164,718 + benefits @ 17.7622.

- Gonzales Unified has provided an academic coach at LaGloria Elementary school and Intervention Coaches at all three sites in the district. These coaches have made themselves available to staff and have provided support to teachers either by request or as needed basis.
- Gonzales Unified has trained teachers in Instructional Rounds who have participated in Instructional Rounds. This training is typically done prior to actually doing the Instructional Rounds at the site.
- Some teachers established personal goals for their instruction at the start of the school year that directly related to district initiatives and 21<sup>st</sup> century skills for their classroom instruction. This goal will be a focus for Gonzales Unified to continue to implement and monitor.
- Note: Materials, curriculum, supplies @ 21% of the total 4000s

**start of the school year that directly relate to district initiatives and 21<sup>st</sup> century skills for their classroom instruction.**

- **Note: Materials, curriculum, supplies @ 21% of the total 4000s**

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	122,363.00
LCFF	3000-3999	21,734.00
LCFF	4000-4999	412,000.00
<b>Total:</b>		<b>\$ 556,097.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	128,311.00
LCFF	3000-3999	44,997.00
LCFF	4000-4999	159,463.00
<b>Total:</b>		<b>\$ 332,771.00</b>

### Action 3

Planned

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

Actual

- Gonzales Unified trained ALL ADMINISTRATORS and provided ON-GOING FEEDBACK and FOLLOW-THROUGH ACTIONS to certificated and classified personnel with concrete examples that led to meeting common core implementation and specific, district initiatives for student learning.
- Gonzales Unified has trained administrators in Instructional Rounds and admin teams trained site teams on the process.
- Gonzales Unified has provided training in Illuminate to administrators. A group of staff attended the Illuminate conference this year and site tech staff have assisted administrators as needed.
- Gonzales Unified provides guidance to administrators on how to facilitate effective team meetings on an as needed basis.

- **Train ALL ADMINISTRATORS** to provide **ON-GOING FEEDBACK and FOLLOW-THROUGH ACTIONS** to certificated and classified personnel with concrete examples that will **lead to meeting common core implementation and specific, district initiatives for student learning.**
- Train all administrators and **participate in IRs led by administrators and also led by teachers.**
- Train all administrators in the **Illuminate Education data system to lead the implementation of assessments and data talks at their sites.**
- Train all administrators on **how to facilitate effective team meetings.**
- Train all administrators on **Common Core State Standards and 21<sup>st</sup> Century skills and how to lead staff at their sites.**
- Train all administrators on survey topics determined as high-need.
- Training will be completed in-house - optional travel & conferences estimated at a quarter of one percent (.025)

- Gonzales Unified continued to train administrators in Common Core State Standard sthis school year.
- Gonzales Unified did not train on high need survey topics this school year.
- Training was completed in-house - travel & conferences were made available to site teams such as Illuminate, CUE, CABE etc. Total trainings equaled \$36,026

Budgeted Expenditures

Source	Reference	Amount
LCFF	5000-5999	42,260.00
<b>Total:</b>		<b>\$ 42,260.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	5000-5999	36,026.00
<b>Total:</b>		<b>\$ 36,026.00</b>

## Action 4

Planned

Actual

**Support the professional development (PD) and academic coaching cycles of every GUSD certificated teacher to fully understand and implement district initiatives in the areas of GRR, GLAD, Student Talk, Collaborative Group Work, EL supports, DOK Tasks, Curriculum Guide implementation, Inquiry and Investigation Guide implementation, Common Assessment Administration and Analysis, effective PLCs, and the integration of Technology in every classroom Pre-12.**

- Provide **DIFFERENTATED PROFESSIONAL DEVELOPMENT** to all teachers, including new to our district, on each of the areas identified in this action.
- Establish **COACHING SUPPORT and COACHING CYCLES** for all teachers with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. Six total Academic Coaches & Intervention Specialists extra 20 work days @ per diem, estimated at \$500 per day + benes 17.7622%.
- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process.**
- **All teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21<sup>st</sup> century skills for their classroom instruction.**

- Provided **DIFFERENTATED PROFESSIONAL DEVELOPMENT** to some teachers, primarily new to our district, on each of the areas identified in this action.
- Established **COACHING SUPPORT and COACHING CYCLES** for all teachers with direct support from our Academic Coach and intervention Specialists at each site. These cycles included lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. Four total Academic Coaches & Intervention Specialists extra 20 work days @ per diem, estimated at \$500 per day + benes 17.7622%.
- Gonzales Unified has provided an academic coach at La Gloria Elementary school and Intervention Coaches at all three sites in the district. These coaches have made themselves available to staff and have provided support to teachers either by request or as needed basis.
- Gonzales Unified has trained teachers who have participated in Instructional Rounds. This training is typically done prior to actually doing the Instructional Rounds at the site.
- Gonzales Unified had teachers establish personal professional goals for themselves but there was little follow up on those goals.
- Gonzales Unified provided all qualifying new teachers with an Induction program to help clear their California Teaching credential. This includes an Induction Coach at \$1800 stipend per coach, benefits @ 17.7622 (13 coaches \$35,0136 + \$6,242), and a fully funded and accredited Induction program (\$2000 per new teacher, 22 teachers \$44,000, no benes).
- Gonzales Unified attended at least 4 conferences this school year (Solution

- **Provide qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC). This includes an Induction Coach estimated at \$1800 stipend per coach, benefits @ 17.7622 (estimating costs @ 20 coaches \$36,000 + \$6394), and a fully funded and accredited Induction program (\$2000 per new teacher, estimating 20 teachers \$40,000, no benes).**
- **PD travel and conferences for teachers estimated at 4 conference per year at \$10,000 each (\$40,000), estimated .02% of total 5000s**

Tree, Illuminate, CUE, CASCWA, STEAM).

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	136,000.00
LCFF	3000-3999	24,157.00
LCFF	5000-5999	40,000.00
<b>Total:</b>		<b>\$ 200,157.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	35,016.00
LCFF	3000-3999	6,220.00
LCFF	5000-5999	44,000.00
<b>Total:</b>		<b>\$ 85,236.00</b>

## Action 5

Planned

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

Actual

- Gonzales Unified continues to implement the new California ELD standards with support in Pre-12 through the focus on Making Meaning in English (Communicative, Interpretive, and Productive modes). One of the District's focus has been in Reading Comprehension. Students are given the opportunity to interact with text, produce text, participate in discussions, give presentations, and

- **IMPLEMENTATION OF THE NEW CALIFORNIA ELD STANDARDS with SUPPORT** in Pre-12 through the focus on Making Meaning in English (Communicative, Interpretive, and Productive modes).
- Purchase and **MAINTAIN NEW ELD STATE-APPROVED ELD INSTRUCTIONAL MATERIALS** to meet the needs of our English Learners in Pre-12 classrooms.
- **Train and support staff in the use of NEW CALIFORNIA ELD Instructional materials.**
- **Increase and maintain the ELD sections at the secondary level (Grades 6-12) for appropriate teaching of ENGLISH LEARNER students.**
- **Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD, and best practices as identified by staff to support English Learner growth.**
- **Curriculum/instructional materials estimated at .05% of total 4000s**

engage in research across all grade levels.

- Gonzales Unified maintained State approved ELD materials and purchased more if any additional sections were needed at the sites. (i.e., English 3D for grades 4-12).
- Training/coaching for teachers was provided for the ELD programs throughout the school year (August 2017 to May 2018).
- Gonzales Unified increased ELD sections at Fairview Middle School and Gonzales High School.
- The academic coach and intervention specialists of Gonzales Unified provided instructional support to teachers on GLAD, IRs, Systematic ELD and best practices for English Learners through professional development sessions, individual work done with teachers and on staff development days. Additional support and coaching was also provided by our HMH coach for English 3-D on a monthly basis.
- Gonzales Unified purchased 2 classroom sets of English 3-D, one for the middle school and one for the high school. Additional 3-D coaching days were also added due to this purchase. Each class set cost \$2,953 for a total of \$5,906.

Budgeted Expenditures

Source	Reference	Amount
LCFF	4000-4999	100,000.00
<b>Total:</b>		<b>\$ 100,000.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	4000-4999	43,874.00
<b>Total:</b>		<b>\$ 43,874.00</b>

**Action 6**

Planned

Actual

**Partner with our parent/family community through educational workshops to develop students with 21st century knowledge, skills, and values.**

- **INCREASE the number of PARENT WORKSHOPS offered at each site (minimum of quarterly) to establish sound, school-parent partnerships for 21<sup>st</sup> century student skills, including family READING AND MATH NIGHTS, PIQE partnerships, and similar).**
- Maintain the number of adult education hourly staff, to offer options to our parent community such as English as a second language, Computer Literacy classes, High School diploma courses, parenting classes, and/or similar). Estimated at 160 hours per month, \$38.43 hourly @ 11 months

- Gonzales Unified maintained parent education workshops at each site for this year.
- Gonzales Unified has maintained the number of adult education staff to offer educational options to our parent community. Classes offered include ESL, High School Diploma and Equivalency Prep, High School Equivalency in Spanish, ESL Citizenship, Computer Literacy, parent training on 0-5 yr olds, Positive Parenting program in Spanish, Latino Family Literacy project in Spanish and English, and Families in Control in Spanish.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	67,650.00
<b>Total:</b>		<b>\$ 67,650.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	67,639.00
<b>Total:</b>		<b>\$ 67,639.00</b>

**Action 7**

Planned

**Engage Long-term English Learner (LTELs) students in courses that will raise their level of English proficiency in less than five (5) years.**

- **Create and maintain Designated ELD sections for LTELs** with sound, research-based curriculum
- **Create and maintain Designated ELD sections with a qualified ELD teacher. (3 sections at FMS & 3**

Actual

- Gonzales Unified created ELD sections for LTELs with the use of sound, research-based curriculum (i.e. English 3D 4th - High School).
- Gonzales Unified created and maintained Designated ELD sections with a qualified ELD teacher. (3 sections at FMS & 3 sections at GHS).
- Gonzales Unified created and maintained Designated ELD sections

**Sections at GHS) 1.0 FTE equivalent estimated at \$60,000 + benes @ 17.7622.**

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

with clearly articulated curriculum guides, focused standards, and monitored assessments to ensure English success. This includes careful consideration of the language demands of a task and carefully planned language learning embedded in language content and activities.

**Budgeted Expenditures**

Source	Reference	Amount
LCFF	1000-1999	60,000.00
LCFF	3000-3999	10,657.00
<b>Total:</b>		<b>\$ 70,657.00</b>

**Estimated Actual Expenditures**

Source	Reference	Amount
LCFF	1000-1999	85,775.00
LCFF	3000-3999	14,115.00
<b>Total:</b>		<b>\$ 99,890.00</b>

## Goal 2 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Gonzales Unified was able to implement the vast majority of the actions listed. This includes the purchase Read 180 Universal and implemented district wide, maintaining the intervention program IREAD, a K-2 program. Gonzales Unified does offer currently two TK classes at LaGloria Elementary School.

Gonzales Unified did not purchase or implement a district-wide math intervention program for 17-18. We have purchased a district-wide math intervention program for 18-19. In addition, Gonzales Unified was not able to implement a Universal TK program which would include daycare providers in the area. We have established two TK classes at LaGloria Elementary school. In addition, Gonzales Unified did not train administrators consistently on identified high need topics.

**We feel certain actions were completed well based on the following:**

The most recent CDE data on graduation rate is from 16-17 and it has Gonzales Unified's 4 year cohort graduation rate at 90.3%.

The most recent data we have for A-G completion is again from 16-17 and Gonzales Unified has

We have maintained and increased CTE course access for students in grades 6-12 by 9 sections. We have do not have current data on A-G class completion rates as of yet.

We increased dual enrollment classes by four classes.

We purchased new furniture for at approximately 23% of the classrooms.

We offer 100% of our teacher professional development opportunities.

From the site/district walk throughs that were done, there was an increase in EL strategies being used in our classrooms.

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

See Appendix

- Our graduation rate will stay consistent with our graduation rate of last year.

Maintained and increased CTE course access for students in grades 6-12 by 9 sections. We have do not have current data on A-G class completion rates as of yet.

- Increased dual enrollment classes by four classes.
- Purchased new furniture for at approximately 23% of the classrooms.
- Offer 100% of our teacher professional development opportunities.
- For the walk throughs that were done, there was an increase in EL strategies being used in our classrooms.
- *ELA SBAC scores for ELA (gr. 3-8, gr. 11) did not increase by 5% and in fact went down over all. Fourth grade is the only grade level that increased and it increased by 21%.*
- *Math SBAC scores for Math (gr. 3-8, gr. 11) did not increase by 5% and in fact went down over all. Grades 3, 4, 6 were the only grades that increased by +1, +3, and +6 respectively.*
- We frequently analyze local assessment data but we have not met our goal of increasing student learning by 5% based on SBAC data.
- We do not currently have AP exam results and will not have until after July 4th.
- We currently do not have results of ELPAC so any goals/actions related to EL's cannot be addressed at this time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budget expenditures and estimated actual expenditures was due to the pilot of the Universal program for the complete year. Gonzales Unified will purchase Universal 180 to replace Next Generation 180 ( with the exception of New Comer classes and some SPED) to better align to the Common Core State Standards. This will be purchased for the 2018-19 school year.

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

The main focus of our 18-19 LCAP will be mathematics. We did not implement a district-wide Math intervention program in 17-18. For 18-19, we will implement a district-wide math intervention program, train our teachers on the program, use data to appropriately place students in the program and implement with fidelity. Also, we will provide math coaching for math teachers district-wide. Additionally, we will also provide mentor teachers for new teachers and teachers in need to assist with Math and any other area(s) identified as an area of need.

We will continue to implement our English Language Arts intervention programs but improve our ability to ensure fidelity to the program. We also want to assist students who have had Read 180 for two years but who are not quite ready to enter into a regular Language Arts class. We want to add a class and curriculum to address these students needs.

Our intervention programs will target ELs, Foster Youth, Homeless, Socio-Economically Disadvantaged and Hispanic students.

We will increase the number and consistency of Instructional Rounds in order to gain a measure of classroom implementation of rigor, differentiation and other instruction strategies that have been shared with teaching staff.

### Goal 3

#### Summary

**Goal 3:**  
**ALL Students Are Engaged and Academically On Track to Graduate College and Career Ready.**

#### Priorities

**State:** 1, 2, 3, 4, 5, 7, 8  
**Local:** None

### Expected Annual Measurable Outcomes

No Metrics/Indicators.

### Actions/Services

#### Action 1

##### Planned

**Identify, articulate, and establish common agreements on grading student work and course requirements TK-12.**

- **Each site’s instructional team** (grade level reps, department chairs, school counselors, teachers on special

##### Actual

- Each site's Instructional team continued to work on a clear written grading plan that identifies how students will be graded. This process will continue this year for all site classes and courses. The plans have

assignment, and school administrators) will **clearly articulate a written grading agreement plan** that identifies **how students will be graded** in all site classes and courses. This plan will be annually reviewed, updated and presented to the school board annually to ensure all and any updates are captured and approved. **The plans will include all evidence used to make this agreement/s (course syllabus, TK-5 standards-based report cards, etc).**

- **Each site will follow up on the grading agreements at the beginning and end of every grading period (quarterly) for accuracy and transparency.**
  - No projected cost

not been presented to the school board for approval as of yet. Site Instructional teams will continue to work on all evidence used to make this agreement ( course syllabus, TK-5 standard based report cards. etc)

- The follow up on grading agreements at the beginning and end of every grading period for accuracy and transparency did not happen.
- Two grade levels met during a non work day to begin the process. ( 9 teachers -63 hours x 38.43) \$ 2421.09
- Additional grade levels and departments will also have an opportunity to work an additional day to work on these agreements.

Budgeted Expenditures

Source	Reference	Amount
No Expenditures.	<b>Total:</b>	\$ 0.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	<b>Total:</b>	\$ 0.00

## Action 2

Planned

**Support learning opportunities for all stakeholders using and analyzing common assessment data to progress monitor standards-based instruction with an exemplary TK-12 data management program.**

- **Each site’s instructional team** (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) **will clearly articulate a written common assessment and data action plan timeline that identifies how common assessments**

Actual

- With the lack of department chairpersons and grade level leads, the work in the areas of common assessments and data action plans was not as consistent as in the past. Each site got some of this work done for most of the year but seemed to fall off at the end of the year. This is an area of improvement for 18-19.
- The district used SBAC Interim assessments to assist with gauging student learning of state standards.
- Sites did data analysis every quarter except the last quarter and built data action plans to develop student

**will be used to support student learning in all classes.** This plan will be annually updated and presented to the school board.

- **Vertically align all common assessments** and adopt **SBAC INTERIM ASSESSMENTS** at each school site and at each grade level and course progression for accuracy and intentional continuity in serving our students Pre-12.
- **Each site will engage in data analysis** at the end of **every quarter through the building of data action plans** in every grade level/course and in all subject areas to identify student learning goals and interventions. **These data action plans will be created in each PLC, shared school-wide, and then district-wide at the administrative PLC meetings.**
- Adopt and maintain a **data management system** through the involvement of Teacher leaders (Illuminate Education).
- **Customize professional development for our site leaders, grade level reps and/or department chairs based on their needs** to effectively **facilitate team meetings, create agendas, use curriculum guides to focus on standards-based teaching, analyze data, and produce action plans for school improvement.**
- **Illuminate annual contract @ \$17,000.**
- **Certificated teachers hourly estimated @ \$10,000 total + benes @ 17.7622.**

learning goals and interventions. Again, this was inconsistent at the end of the school year.

- The district has maintained a data management system (Illuminate).
- The district does customize professional development based upon site needs. With the lack of department heads and/or grade level reps this year, most of the guidance came from site administration.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	10,000.00

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	5,600.00

Source	Reference	Amount
LCFF	3000-3999	1,776.00
LCFF	5000-5999	17,000.00
<b>Total:</b>		<b>\$ 28,776.00</b>

Source	Reference	Amount
LCFF	3000-3999	1,400.00
LCFF	5000-5999	14,832.00
<b>Total:</b>		<b>\$ 21,832.00</b>

## Action 3

### Planned

**Maintain and build partnerships with higher education institutions to ensure a smooth transition for students with College-readiness indicators (EAP or SBAC grade 11 ELA and math results).**

- Establish **vertical planning meetings (minimum of quarterly) with colleges and universities to establish criteria and written guidelines for successful student transition to postsecondary.**
- Focus on **school-wide practices that increase student readiness for college** (student academies, college days, mock interviews, etc).
- Identify and participate in **academic-based field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visit, Zoos/Aquariums, etc).**
- Identify and map designated field trips and/or experiences for each grade level that matches their curriculum connections.
  - Driver costs projected based on .15% of \$43,000 salary + benes @ 25.9632%
  - Number of fieldtrips 6
  - Fieldtrips estimated at \$20,000

### Actual

- Gonzales Unified did not establish vertical planning meetings (minimum of quarterly) with colleges and universities to establish criteria and written guidelines for successful student transition to post secondary; however, Gonzales Unified successfully implemented 4 dual enrollment classes for the 17-18 school year in the areas of English 1A, English 1B, Counseling 23 and Counseling 1. High school students who take these classes during the school day receive college credit. Frequent meetings, both in person and virtually, was necessary to make dual enrollment courses possible. Additional work was done in the areas of high school articulation of Career Technical Education classes with Hartnell and Monterey Peninsula College.
- Gonzales Unified continued school-wide practices such as senior interview workshops, college weeks, etc.
- Gonzales Unified provided a number of trips to colleges. The students ranged from elementary aged to high school aged students. Examples include CSU Monterey Bay, Stanford, Allan Hancock College and Hartnell College.
- Gonzales Unified provided a number of academic trips (i.e., aquarium, planetarium, etc.) throughout the year. The students ranged from

elementary-aged to high school-aged students.

Budgeted Expenditures

Source	Reference	Amount
LCFF	2000-2999	6,450.00
LCFF	3000-3999	1,675.00
LCFF	5000-5999	20,000.00
<b>Total:</b>		<b>\$ 28,125.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	2000-2999	8,600.00
LCFF	3000-3999	2,105.00
LCFF	5000-5999	15,404.00
<b>Total:</b>		<b>\$ 26,109.00</b>

## Action 4

Planned

**Build and maintain partnerships with postsecondary institutions and local industry partners to ensure a smooth transition for students with Career-readiness indicators.**

- **Maintain the number of ROP/CTE course offerings for secondary students at MS/HS (Agriculture, Hospitality, Computer Science, etc). Total FTE to 3.0 combined between MS/HS. Combined salaries \$230,544 + benes 17.7622%.**
- **Establish and maintain partnerships with partners that expose students to possible careers and the education required fo reach.**
- Convene **CTE Advisory meetings for each pathway**, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry standards/skill set, course sequencing, job market data analysis, postsecondary articulation and identification of internship opportunities to ensure successful student college/career transition.

Actual

- Gonzales Unified increased the number of ROP/CTE course offerings that lead to either high-wage, high-skill or high-demand careers to students for the 17-18 school year.
- Gonzales Unified has industry partners who participate in guest speaking, college/career days and mock interviews for students in the agriculture/hospitality pathways and senior interview workshops.
- Gonzales Unified conducted CTE advisory meetings on a local and regional basis for each pathway as well as plan to hold a GUSD CTE Advisory Board meeting this summer.
- Gonzales Unified initially started with 2 CCR personnel to assist with colleg/career readiness activities but because of a resignation, went down to 1 FTE for this job for about 3/4 of this school year.
- Gonzales Unified continues to support the Wings of Knowledge program.
- Gonzales Unified has moved away from the creation of CTE skills certificates and has started to give students industry-recognized

- Maintain the **GUSD CTE Advisory Board meeting** to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools.
- **Maintain 2 CCR personnel to assist with internship/job shadowing opportunities. This includes a partnership with Wings of Knowledge and the benefit for our students TK-12 in the areas of service learning, engineering and design, and community-based initiatives. Combined costs \$214,550 (each @ max step/column) + benes 17.7622%.**
- Allocate \$5,000 for materials and supplies for the Youth Coordinator program activities.
- **Create and maintain CTE skills certificates** illustrating course competencies mastered upon course completion.
- **Offer high-wage, high-demand CTE courses/pathways that allow students to obtain industry-recognized certifications.**

certifications in the majority of our pathways (such as First Aid/CPR, ServSafe, etc). We are exploring an appropriate certificate for the Arts, Media and Entertainment and Informational Technology pathways.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	445,094.00
LCFF	3000-3999	79,058.00
LCFF	4000-4999	5,000.00
<b>Total:</b>		<b>\$ 529,152.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	392,400.00
LCFF	3000-3999	134,745.00
LCFF	4000-4999	4,882.36
LCFF	5000-5999	70,000.00
<b>Total:</b>		<b>\$ 602,027.36</b>

Action 5

Planned

Actual

**Student Engagement Opportunities on college and career readiness to better prepare them for the future.**

- **Increase and maintain the number of student engagement opportunities offered at each school site to increase student awareness on College/Career Readiness, including school events, CHOICES partnerships, College and Career days, and/or similar).**
- Continue to coordinate with the Gonzales Youth initiative leaders to **plan for our youth and their college and career readiness success.**
- **Maintain administrative staff to articulate the college and career readiness goals, which include the Director of College and Career Readiness, College Pathways Coordinator, and Career Pathways Coordinator as identified in goal 3 action 4.**
- **Hire and maintain 4.0 FTE counselors** to frequently plan under the direction of the Director of College and Career Readiness on goals to ensure students are prepared for college and career.
  - 4 FTE total cost \$339,080, benes 17.7622%
  - Choices program - partnership costs \$5000
  - Other fieldtrip costs included in goal 3 action 4
  - Materials & supplies \$5000

- Gonzales Unified maintained the number of student engagement opportunities offered at each school site to increase student awareness of College/Career Readiness, CHOICES partnerships, College/Career days, etc.
- Gonzales Unified has maintained 4.0 FTE school counselors, Director of College/Career Readiness and 1.0 FTE Career Pathways Coordinator for the 17-18 school year. The College Pathways Coordinator position was vacant for 3/4 of the year.
- District-sponsored field trips were increased by funding trips to campuses like Stanford University and Allan Hancock College.
- CHOICES workshops were maintained and increased at the continuation school.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	339,080.00
LCFF	3000-3999	60,228.00
LCFF	4000-4999	5,000.00

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	355,224.00
LCFF	3000-3999	118,425.00
LCFF	4000-4999	4,048.00

Source	Reference	Amount	<b>Total:</b>
LCFF	5000-5999	5,000.00	\$ 477,697.00
<b>Total:</b>			\$ 409,308.00

## Action 6

### Planned

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

- Offer Intervention programs and materials to support credit recovery programs and enrichment opportunities to ensure students are prepared to graduate from grade 12.
  - Estimating 260 hours - hourly rate \$38.43, benes 17.7622%
  - Software, materials/supplies \$5000

### Actual

- Gonzales Unified offers credit recovery to high school students (i.e. APEX, CyberHigh, teacher-led) who have fallen off track of high school graduation and/or A-G eligibility through Saturday Academies, summer Academy, afterschool and the adult education program that meet outside of the regular school day.
- Gonzales Unified also offered 2 enrichment classes during Saturday Academy grades 4-8, and a Coder-Dojo class in the fall.

### Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	10,000.00
LCFF	3000-3999	1,775.00
LCFF	4000-4999	5,000.00
<b>Total:</b>		\$ 16,775.00

### Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	<b>Total:</b>	\$ 0.00

## Action 7

### Planned

**Establish and maintain programs to support student learning in alternative education systems.**

- Allocate and provide a designated space for continuation staff and independent study staff to serve

### Actual

- Gonzales Unified has a continuation school setting and has a separate portable classroom where independent study students are served.

students who may not be able to attend general education programs.

- Allocate and provide for continuation high school staff and personnel to teach students who need an alternative program of study. 1 Alternative Ed Coordinator \$107,275, benes 17.7622, 1 Vacant position \$52,019 (step 3), benes 17.7622%
- Allocate funding to support students academically, social-emotionally, and with appropriate pathways to college and career.
- Allocate and maintain funding for an independent study teacher. 1 Teacher 1.0 FTE \$60,000, benes 17.7622%,

- Gonzales Unified has staffed the alternative education setting with 1 Alternative Education Coordinator, 1 continuation teacher, 1 school secretary and 1 independent study teacher.
- Students in the alternative education program were provided services such as career interest assessments, post secondary workshops, CHOICES workshops, youth development activities, and access to the MCBH counselor through referrals.
- Students in the alternative education program have access to the Behavioral Health counselor in our district. In addition, those students have additional support from the counselors at Gonzales High School.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	219,294.00
LCFF	3000-3999	38,951.00
<b>Total:</b>		<b>\$ 258,245.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	218,279.00
LCFF	3000-3999	85,870.00
<b>Total:</b>		<b>\$ 304,149.00</b>

## Action 8

Planned

**Partner with our parent/family community through educational workshops to develop an action-based awareness College and Career Readiness for postsecondary success.**

Actual

- *GUSD did not increase the number of parent workshops to a quarterly basis in the areas of college and university workshops, financial aid, etc. There were, however, frequent workshops that took place for parents of 6th, 7th and 12th grade students through our counseling staff and UCSC Gear Up partners in the areas of financial aid, applications, etc.*
- The number of adult education hourly staff was increased by 3 to offer options to our parent community such

- **INCREASE the number of PARENT WORKSHOPS offered at each site (minimum of quarterly) to establish sound, school-parent partnerships for College and University workshops, Financial Aid and Scholarship opportunities, College and Career guest speakers, 21<sup>st</sup> century student skills, and similar as requested by parents and students.**
- **Maintain the number of hourly adult ed staffing as indicated in Goal two action 6**, to offer options to our parent community such as English as a second language, Computer Literacy classes, High School diploma courses, parenting classes, and/or similar).
  - See funding under goal 2 action 6.

as English as a Second Language and parenting classes.

Budgeted Expenditures

Source	Reference	Amount
No Expenditures.	<b>Total:</b>	\$ 0.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	<b>Total:</b>	\$ 0.00

### Goal 3 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This year has been a challenging year for Gonzales Unified. With the absence of most department heads and grade level reps, it made it very difficult to get all of the data analysis, curriculum mapping, action plans and grade level/department level agreements done this year. It happened at all sites during the majority of the year but seemed to fall off at the end of the year. Through the use of our TOSA's at each site along with site administration, we work to customize our professional development based on the needs of our teachers and students. We have purchased a data system to house and help analyze the data we gather through assessment (Illuminate) which is a vital tool in helping do all the work mentioned above. Gonzales Unified has worked closely with Hartnell College to ensure our students have the opportunity to gain college credit while still in high school.

It has been a beneficial partnership for our students. Our students have been given numerous opportunities to visit college campuses of which include Stanford, Cal Poly San Luis Obispo, Hartnell, San Jose State just to mention a few. Gonzales Unified continues to support our ROP/CTE program and we look to continuing to develop and expand career pathways choices for our students. We hired a College Coordinator and a Career Coordinator to work with students in these areas. Unfortunately, about one third of the way into the school year we lost our College Coordinator and were not able to fill that position. Our Career Coordinator along with our Site school counselors were the ones to who picked up the duties that were left behind. Gonzales Unified does offer our students who complete a CTE career pathway, a CTE skills certificate which verifies course competencies mastered by the student. Gonzales Unified has 4.0 FTE counselors (2 at Gonzales High School, 1.5 at Fairview Middle School and .5 at LaGloria Elementary School). We continue to offer intervention programs for all of our students who have been identified, based on the academic data, as students in need of intervention. This includes a credit recovery system for our high school students who are behind in credits. For students at risk, Gonzales Unified offers an Alternative Education program which includes a continuation high school and our independent student program. Together, both serve over 60 students. Gonzales Unified offers workshops to parents of which include providing parents with information on colleges, financial aid, scholarship opportunities and other workshops requested by parents and/or students. Gonzales Unified continues to offer a robust Adult Education program for the families in our community. We believe our efforts in this area has help students feel that college is a possibility for all of them. We have increased the number of students planning and applying to colleges. Our intervention programs have allowed our graduation rate to stay in the high 90 percentile. The continuation school has allowed our most at risk students to either graduate with a diploma from Somavia High School or to transfer back to Gonzales High School on track to graduate. These are all postive things.

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

See Appendix A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted expenditures and estimated actual expenditures was due to the loss of the College Coordinator who left during the first quarter and was unfortunately not replaced. The lack of quarterly family nights also contributed to the discrepancy.

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

The primary change we are looking at in this goal is to add a contracted counselor at the high school level through UCSC (Gear Up). This can be found in the 18-19 LCAP under Goal 2, Action 3. This counselor will be specifically there to assist our EL, Foster Youth, Homeless and Socio-Economically Disadvantaged students become college ready. The counselor will assist these

students and families by providing them information on college requirements, college demands, financial aid, college visits and any information that will help better prepare these students for college and to let these families know that college is a possibility for their child.

## Goal 4

### Summary

### Priorities

**Goal 4:**

**ALL Students Will Learn in a Positive School Environment, Climate, and Culture in Order to Support the Development of their Academic, Social, Emotional, and Physical Needs.**

**State:** 1, 3, 5, 6, 7, 8

**Local:** None

## Expected Annual Measurable Outcomes

No Metrics/Indicators.

## Actions/Services

### Action 1

#### Planned

#### Actual

**Assure students in school so that they feel welcomed and connected to their school community through PBIS actions as evidenced by high attendance rates and low suspension/expulsion rates.**

- Ensure access to the core instructional program through the **DESIGN OF EXTRA-CURRICULAR OPPORTUNITIES, INCENTIVE/REWARD SYSTEMS, AND POSTIVE BEHAVIOR INTERVENTIONS AND SUPPORT ACTIONS (PBIS).**
- Allocate funding for school **PBIS committees** to plan for school-wide implementation with clearly identified monthly or quarterly school-wide activities for all staff and students, including a parent component.
- **Allocate funding to support school spirit committees, school-wide lunch activities for students, and**

- Gonzales Unified continues to implement PBIS and to offer a rewards system for desired student behaviors. Funds are allocated for PBIS at each site.
- Gonzales Unified has PBIS committees at each site and funds are allocated for those committees.
- Gonzales Unified has purchased a PBIS monitoring system called SWIS to chart school-site and district-wide activities for data analysis.
- Gonzales Unified has not purchased a program that will allow reporting of unsafe activities or conditions to the appropriate school personnel.
- Site staff have been trained in PBIS.
- Gonzales Unified funded and hired a Youth Development/PBIS specialist staff member who works with students and families directly.

**school-wide activities that make learning fun.**

- **Involve staff, students, and families in the planning of school-wide PBIS activities** that will build a positive school climate (Dance-a-thons, Talent Shows, Student leadership academies, school spirit committees, school events, etc).
- **Purchase, maintain, and implement a PBIS data monitoring system** (i.e. SWIS) to chart the school-wide and district activities for data analysis.
- **Establish, purchase, and maintain a system or purchase a program for all students to be able to report any unsafe school activities or conditions to the appropriate school personnel** (may mean the purchase of a program or product to accomplish this).
- **All staff (office, MOT, cafeteria, technology) will be trained by the school-site PBIS committee. Direct support from the district office PBIS implementation team will be utilized as needed.**
- Hire and maintain (1.0 FTE) Youth development/PBIS specialist \$69,539, benes 25.9632% to **COORDINATE DISTRICTWIDE PBIS ACTIVITIES ON A QUARTERLY BASIS** in conjunction with the school-site PBIS team.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	69,539.00
LCFF	3000-3999	18,055.00
<b>Total:</b>		<b>\$ 87,594.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	2000-2999	72,119.00
LCFF	3000-3999	32,682.00
<b>Total:</b>		<b>\$ 104,801.00</b>

**Action 2**

Planned

Actual

**Establish safe and secure facilities that are conducive to supporting student learning and a positive school climate.**

- **Establish and maintain AN ANNUAL CYCLE for the on-going replacement of school site desks, classroom tables, window coverings, furniture that will support 21<sup>st</sup> century learning and our vision of collaborative student learning in all classrooms.**
- Maintain 3.0 FTEs for site-based custodians at the other two sites during the school day. Total \$129,000 benes 25.9632%
- **Maintain and remodel both student and staff BATHROOMS. Estimated @ \$43,000**
- **Maintain AND IMPROVE the HEATING AND COOLING systems** in all sites district-wide.
- Maintain the acoustic systems at all site multi-purpose rooms.
- Re-key classrooms district-wide for safety and security as needed.
- Establish and maintain a cycle for the replacement of old portable classrooms.
- Establish and maintain a communication plan on all new and existing facility projects and communicate to the school board quarterly.
- Maintain an MOT Coordinator to ensure that the safety, security of school facilities and to promote a positive district-school culture. \$70,000 benes 25.9632%

- Gonzales Unified is replacing school desks on a cyclical basis. For 2017-18, we purchased classroom desks for approximately 30 classrooms.
- Gonzales Unified has maintained 3.0 custodians that serve the sites.
- Gonzales Unified upgraded restrooms at LaGloria, Gonzales High School and the football stadium.
- Gonzales Unified is in the process of installing new HVAC systems in all school buildings in need of it.
- Gonzales Unified has upgraded the acoustics in all multi purpose rooms in the district.
- Gonzales Unified is in the process of re-keying all sites in the district for security reasons.
- We have not established a cycle for replacement of old portable classrooms.
- Gonzales Unified has established and maintained a communication plan on all new and existing facility projects. The updates of projects are shared with the school board as projects occur.
- Gonzales Unified has an MOT Coordinator on staff to assist with safety and security of school facilities.

**Budgeted Expenditures**

Source	Reference	Amount
LCFF	2000-2999	196,000.00

**Estimated Actual Expenditures**

Source	Reference	Amount
LCFF	2000-2999	152,387.00

Source	Reference	Amount
LCFF	3000-3999	50,887.00
LCFF	4000-4999	43,000.00
<b>Total:</b>		<b>\$ 289,887.00</b>

Source	Reference	Amount
LCFF	3000-3999	78,815.00
LCFF	4000-4999	0.00
<b>Total:</b>		<b>\$ 231,202.00</b>

## Action 3

### Planned

**Train all school office staff in customer service so that all offices are welcoming and follow a set of standards.**

- **Establish a sound, effective provider to deliver professional development on customer service to all office staff** (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public.
- Calendar on-going support throughout the school year to support the **implementation of our adopted, customer service model.**
  - **13 Classified staff additional hours 6 @ 15.00 per hour, benes 25.9632**
  - **Materials supplies \$5000**

### Actual

- Gonzales Unified has not hired a sound, effective provider to train staff in customer service. This is an area of improvement. As a result, we have not established a calendar for on-going support for our staff.

### Budgeted Expenditures

Source	Reference	Amount
LCFF	2000-2999	2,340.00
LCFF	3000-3999	607.00
LCFF	4000-4999	5,000.00
<b>Total:</b>		<b>\$ 7,947.00</b>

### Estimated Actual Expenditures

Source	Reference	Amount
LCFF	2000-2999	0.00
LCFF	3000-3999	0.00
LCFF	4000-4999	0.00
<b>Total:</b>		<b>\$ 0.00</b>

## Action 4

Planned

**Establish an increase and maintain school safety personnel that support student learning and a positive school climate.**

- **Allocate for and provide a school resource officer (SRO) position through a .50/.50 FTE \$60,000 (contract services) partnership with the city of Gonzales to support all students, but especially the secondary grades. The SRO will assess the school safety plans for improvement and investigate the safe routes to school plans with the City of Gonzales.**
- Continue to fund 3.0 FTE school-based campus supervisors. \$147,049 benes 25.9632
- Provide **professional development to all MOT staff** in first response to safety during the school day, after hours, and while on a school bus.

Actual

- Gonzales Unified has an MOU with the city of Gonzales and has a school resource officer in place who works at all sites in the district.
- Gonzales Unified has campus supervisors at all three comprehensive school sites in the district to help with safety and student connectedness with school.
- All MOT leadership has gone through the ALICE safety training and the next phase is for the leadership to then train their staff on this safety training. So Gonzales Unified has started the process of making this happen.

Budgeted Expenditures

Source	Reference	Amount
LCFF	2000-2999	147,049.00
LCFF	3000-3999	38,179.00
LCFF	5000-5999	60,000.00
<b>Total:</b>		<b>\$ 245,228.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	2000-2999	73,488.00
LCFF	3000-3999	19,080.00
LCFF	5000-5999	60,400.00
<b>Total:</b>		<b>\$ 152,968.00</b>

**Action 5**

Planned

**Increase the number of Visual/Performing Arts and Physical Education staff to enhance student learning and support a healthy, positive school climate.**

- Hire and maintain a **K-12 Music teacher to support students at ALL**

Actual

- Gonzales Unified has provided a music teacher at all levels for the 17-18 school year.
- Gonzales Unified has provided Physical Education teachers at the elementary, middle and high school levels for the 17-18 school year.

**schools.**

- Hire and maintain a **K-12 Physical Education (P.E.) teacher to support students at ALL schools.**
- **Hire and maintain our Music teachers in Gonzales Unified, including the sections allocated to teaching music, guitar, and vocals.**
- **Maintain our P.E. teachers in Gonzales Unified that provide specialized education to secondary students in grades 6-12.**
  - **1 PE \$42,237 benes 17.7622%**
  - **1 Music \$50,030 benes 17.7622%**

- Gonzales Unified provided a music and vocal teacher. We did not provide a teacher to teach guitar for the 17-18 school year.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	92,267.00
LCFF	3000-3999	16,389.00
<b>Total:</b>		<b>\$ 108,656.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	102,525.00
LCFF	3000-3999	39,890.00
<b>Total:</b>		<b>\$ 142,415.00</b>

## Action 6

Planned

**Establish an increase and maintain health personnel that support student learning and a positive school climate.**

- **Maintain school NURSE staffing at \$20,000 (20%)** of salary to support all students, but especially the primary grades.
- Hire and maintain office clerk staff and health technician staff to support student health needs.
- Increase the **SOCIAL-EMOTIONAL SERVICES** offered to students district-wide to address bullying, group counseling, etc.
- **Maintain one position .50/.50 FTE \$101,360 (contract services) with the Monterey County Behavioral** to

Actual

- Gonzales Unified has stayed committed to the health of our students by maintaining a full time district nurse to help serve student health needs at all sites in the district.
- Gonzales Unified increased support services for students social emotional needs by hiring an additional school counselor for the elementary/middle school level who supports social emotional needs of students. We also continued to provide a social emotional counselor from Monterey County Behavioral Health whose primary focus is the social emotional well-being of our students.

support the social-emotional, health, and academic needs of our youngest students.

Budgeted Expenditures

Source	Reference	Amount
LCFF	1000-1999	20,000.00
LCFF	3000-3999	3,552.44
LCFF	5000-5999	101,360.00
<b>Total:</b>		<b>\$ 124,912.44</b>

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	1000-1999	0.00
LCFF	3000-3999	0.00
LCFF	5000-5999	79,189.00
<b>Total:</b>		<b>\$ 79,189.00</b>

## Action 7

Planned

**Partner with our parent/family community through educational workshops to develop an understanding of Social-Emotional Learning and our Positive Behavioral Interventions and Support program.**

Actual

- *GUSD* did not increase the number of parent workshops to a quarterly basis in the areas around social-emotional learning, Positive Behavioral Interventions and Support (PBIS), Developmental Assets (including the importance of positive interactions with youth), Mindfulness, etc. Curriculum is being developed and updated in these areas to meet the minimum quarterly goal for the 18-19 school year. Our goal in 18-19 is also to survey parents on their training needs and interests to maximize learning opportunities.
- *GUSD* did support learning opportunities for students through frequent parent and family workshop events, school climate and culture-building opportunities through the *GUSD* Migrant program and at La Gloria School. While this was not "all" parents or all schools, we will take the successes of these program and use as a model for all parents in the 18-19 school year.

- **INCREASE the number of PARENT WORKSHOPS offered at each site (minimum of quarterly) to establish a school-family partnership to collaborative around social-emotional learning, Positive Behavioral Interventions and Support (PBIS), Developmental Assets, Mindfulness, and similar as requested by parents and students.**
- **Support learning opportunities for all students through frequent parent and family workshop events, school climate and culture-building opportunities, and other events that support students and their families.**
- **Provide parent trainings and workshops to develop a common understanding and vision about positive interactions with young people and each other, and positive school climate events.**

Budgeted Expenditures

Source	Reference	Amount
LCFF	4000-4999	15,000.00
<b>Total:</b>		<b>\$ 15,000.00</b>

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	<b>Total:</b>	<b>\$ 0.00</b>

## Goal 4 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Gonzales Unified School District has continued to implement PBIS at all school sites. The district has also allocated monies for school spirit committees which has allowed for lunch time activities. There was an intentional focus at Fairview Middle School this year in order keep students engaged. Gonzales Unified has maintained and purchased a PBIS monitoring system (SWIS) that each site utilizes. *We have not implemented a system/program for all students to be able to report any unsafe*

*school activities or conditions.* Each sites team has trained the appropriate site staff on PBIS. Gonzales Unified does have a Youth Development/PBIS specialist in place to help support with PBIS, student connection to school, work with parents and training of staff. We have continued the process of replacing classroom furniture. This year we are replacing student desks in approximately 30 classrooms. The district Director of MOT and the Assistant Superintendent of Business Services has developed a maintenance and projects plan which is reported to the school board. *This was not done quarterly.* In addition, we have an MOT Coordinator who assists the Director of MOT in anything related to maintenance and operations. *The District has not hired a provider to deliver professional development on customer service to ALL office staff.* The district has a partnership with the City of Gonzales to provide a School Resource Officer to work at all schools in the Gonzales Unified School District. For additional school safety support, the district has funded 3.0 FTE school-based campus supervisors. We also are in the process of providing all MOT staff with professional development in the area of safety training through the ALICE program. Gonzales Unified has provided music teachers at all sites for the 2017-18 school year and maintained PE teachers at all sites as well. *We did not provide a guitar teachers for 2017-18.* Gonzales Unified provided a district nurse for 2017-18 that served all sites as well as an office clerk/health technician at LaGloria Elementary. Gonzales Unified increased counseling by adding a 1.0 FTE shared between LaGloria Elementary and Fairview Middle School. We also maintained our Mental Health counselor through Monterey County Behavioral Health. *Areas of improvement was in increasing parent workshops on a quarterly basis. While we did provide some workshops, we did not increase the amount provided to parents.*

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

See Appendix A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures was due to the lack of parent nights on all sites. Gonzales Unified also lost a campus supervisor at Fairview Middle School the first semester and she was not replaced this year. Her position will be filled 2018-19 school year.

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

- We will investigate and implement a system/program for all students to be able to report any unsafe conditions to school staff.
- We have developed a specific goal related to parent communication and collaboration. We feel this is an area we want to focus energy and resources so our families can have a solid base of information to facilitate meaningful participation in decision making for the district. It will also help to develop positive relationships between school staff, parents and the community. This will also address our lack of increasing parents trainings for 17-18. In 18-19 there are

plans to have multiple meetings to help parents better understand district business and processes.

- Another focus of the district is to ensure that our staff our customer friendly and make our students, parents, and community feel welcome when they come to our schools. Hiring and bringing in a customer service program to help our staff will be an action we will actually work to fulfill in 2018-19.

# Stakeholder Engagement

## Involvement Process for Annual Update

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

During the months of February, March, April, and May 2018, a series of engagement opportunities for employees, students, parents, and community members provided input on the educational priorities of the Gonzales Unified School District. Engagement meetings were held with district office personnel, Maintenance and Operations staff, Technology team members, Migrant staff, Alternative Education staff, California School Employees Association (CSEA), Gonzales Teachers Association (GTA) through site staff meetings at Gonzales High School, Fairview Middle School, La Gloria Elementary School, Somavia High School, Nutrition Staff, Community Stakeholder meetings in our Gonzales High School library and cafeteria for four meetings, and the Gonzales State Preschool. Union leadership was offered a stakeholder meeting but ended up participating through site stakeholder meetings. These LCAP stakeholder meeting opportunities included over 12 meetings. These meetings started in November with LCAP Financial Advisory meetings and ended in May with the LCAP Prioritization meeting. Each stakeholder meeting was focused on creating a common understanding around our LCAP (through videos and resources), analyzing the 8 priorities, and developing a deeper understanding of the California Dashboard and how the dashboard can be used to help guide our LCAP. The second to last Community Stakeholder meeting comprised of forming small groups to do a gallery walk of our LCAP goals and actions, to discuss what actions had been done, whether the actions were effective or not, decide whether to continue a specific action and then to make specific LCAP recommendations for student success. In addition to in-person meetings, our website and phone number was utilized to allow for an increased level of anonymous participation and a level of transparency to the community through a public community stakeholder survey available in English and Spanish. The anonymous survey data collection opportunity allowed for honest and direct feedback from some that would not be able to do so in a public forum. Anonymous surveys were also created and offered to teachers and students. All surveys and comments were recorded. Additionally, the district posted LCAP information on the GUSD website to encourage a common understanding by all. Lastly, in May, a Community LCAP Prioritization meeting was held to allow stakeholders to come in and vote for their top priorities in terms of suggested additions for the LCAP. The public hearing for the 2018-19 LCAP is set for June 11, 2018 at our GUSD Board Meeting and the board approval date is set for June 29, 2018.

## Impact on Annual Update

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

All data from the internal and community input sessions were compiled and synthesized by district staff. The direct input gathered from our staff, community, and students in grades K-12 was gathered via Google surveys and in-person focused interviews related to our LCAP goals and actions and were invaluable to the development of this plan. When input data was collected, the district engaged our community through open forum meetings during and outside of the school day that had English and Spanish translated sessions. The data gathered was synthesized into emerging themes for each of the eight state priority areas to form our four major, overarching goals after our stakeholders were able to review their recommendations against our 2017-18 existing data actions and decide which to continue

and which to shift to produce college and career ready students. A District LCAP Prioritization meeting was held in late May to get stakeholder input regarding prioritizing suggestions that stakeholders had made through the LCAP process for additional services to promote student achievement. The themes that merged were used to guide the writing of the goals and actions of this plan. The goals of this plan as well as the choice of actions and expenditures are supported by the information gathered during the many hours of direct stakeholder (internal, students, parents, and community) input meetings and have surfaced as the most frequently recommended actions. The impact of our stakeholder engagement is now the product of our comprehensive 2018-19 Local Control and Accountability Plan for Gonzales Unified School District.

# Goals and Actions

## Goal 1

Status: Modified

Priorities

**Baseline Goal 1:**

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

**State:** 1, 2

**Local:** None

Identified Need

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

**Gonzales Unified has created this goal in order:**

- To provide and maintain **100% NCLB compliant teachers** under Williams Lawsuit Regulations
- To provide and maintain **100% compliant instructional materials** under Williams Lawsuit Regulations
- To maintain **Williams FIT (Facilities Inspection Tool) Inspection rating at 100%** under Williams Lawsuit Regulations
- To provide **Professional Development to all instructional staff** around **Differentiated Instruction and Rigor** and other effective first teaching pedagogy.
- To provide and maintain **100% of technology devices** to students on a 1:1 basis
- To provide and maintain **transportation services**

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
See Appendix A				

## Actions/Services

### Action 1

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

Students to be Served

Locations

Scope of Services

English Learners, Foster Youth, Low Income

All Schools

LEA-Wide

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

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

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

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

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

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

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

**Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials and CCSS English Language Arts materials.**

- **Purchase additional Chromebooks and carts for all classrooms districtwide and maintain their operation by upgrading/replacing units as needed.**
- **Maintain appropriate instructional materials in all classrooms to satisfy Williams' requirements and meet the demands of the 21<sup>st</sup> century (integrate eBooks and available and applicable).**
- **Train ALL staff in the use of Common Core Instructional materials.**
- **Maintaining instructional materials and or purchasing/replacing chromebooks estimated at 14% of the total base in 4000s**
- **Access, train, integrate, and monitor the frequent use of technology in all classrooms TK-12 (admin, students, and staff).**

district will provide teacher release-time, paid hourly, and substitute costs to fund planning time on teaching pedagogy, behavior managements systems, curriculum and standards.

Topics may include but are not limited to **Common Core State Standards (CCSS), Step Up to Writing (SUTW), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs), Differentiated Instructional Strategies, Increasing Rigor and Classroom Management structures/strategies** as

measured by PD agendas and sign in sheets (11 days of PD on Differentiated Instruction and Rigor at \$6,200/day plus sub cost for 9 days). This will be funded out of supplemental funds (0940).

- **Establish COACHING SUPPORT and COACHING CYCLES** for all teachers needing support with

district will provide teacher release-time, paid hourly, and substitute costs to fund planning time on teaching pedagogy, behavior managements systems, curriculum and standards.

Topics may include but are not limited to **Common Core State Standards (CCSS), Step Up to Writing (SUTW), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs), Differentiated Instructional Strategies, Increasing Rigor and Classroom Management structures/strategies** as

measured by PD agendas and sign in sheets (11 days of PD on Differentiated Instruction and Rigor at \$6,200/day plus sub cost for 9 days). This will be funded out of supplemental funds (0940).

- **Establish COACHING SUPPORT and COACHING CYCLES** for all teachers needing support with

- **Establish a clear vision for all staff and students to be trained in the use of the 1:1 Chromebooks** and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff.
- Purchase and then maintain service contracts, materials/supplies to provide both black and color printers for school staff to use for classroom instruction and additional copiers at sites with high use (i.e. La Gloria Elementary).
- Purchase and then maintain the materials/supplies for a laminator for each school staff to use for classroom instruction. **(Bullets 2 & 3 estimated at 10% of the total base in 5000s.**
- **Hire and maintain district wide technology support staff (.175 FTE Director of Technology, salary @107,000, benefits @ 25.9632%; 1.0 FTE Software technician, salary 59,134,**

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

- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process.** This action will be measured by training agendas, sign in sheets and/or

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- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process.** This action will be measured by training agendas, sign in sheets and/or

**benefits @ 25.9632% ; 4.0 Library Instructional Technology Specialists, total salary costs \$181,707, benefits @ 25.9632%).**

- **Hire and maintain 1.0 FTE district-wide Educational Technology Coordinator, salary \$95,846, benefits @ 17.7622%; to support staff and students in the area of technology integration.**
- **Ensure students have access to the core instructional program by providing transportation.**
- **Allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional service costs. 100% of 0960 expenditures.**

Instructional Rounds sign in sheets.

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

Instructional Rounds sign in sheets.

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**(\$30,000).** This action will be measured by District Office business office records.

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### Budgeted Expenditures

#### 2017-18

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

#### 2018-19

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

#### 2019-20

Source	Reference	Amount
Included in Base	1000-1999	9,208,822.48
Included in Base	2000-2999	107,076.32
Included in Base	3000-3999	3,388,250.32
Included in Base	4000-4999	150,168.00
Included in Base	5000-5999	140,308.00
Included in Base	6000-6999	0.00
Included in Base	7000-7999	369,342.00
<b>Total:</b>	<b>\$</b>	<b>13,363,967.12</b>

## Action 2

Students to be Served

All

Locations

All Schools

**2017-18**

N/A

**2018-19**

New

**2019-20**

Unchanged

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

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

**DO) to give our students access to a high quality instructional program.**

- **Compliance with Williams - safe clean facilities**
  - Update facility bathrooms at FMS (Admin office) and Music rooms
- **Complete facility projects from 17-18 to include**
  - Final installation of HVAC - \$400,000;
  - Final installation of Solar -cost included in PPA contract,
  - Painting of buildings estimated completion in July 2018 - estimated costs \$380,000.
  - Final installation of new stadium lights
- Provide **transportation** for students TK-gr. 4 . and for students living in outskirts of town as well as Chualar as measured by transportation department records.
- Allocate funding to maintain **transportation personnel, fuel**

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  - Painting of buildings estimated completion in July 2018 - estimated costs \$380,000.
  - Final installation of new stadium lights
- Provide **transportation** for students TK-gr. 4 . and for students living in outskirts of town as well as Chualar as measured by transportation department records.
- Allocate funding to maintain **transportation personnel, fuel**

costs, maintenance of vehicles, and any associated professional service costs (100% of 0960) expenditures as measured by business department records of the above listed costs.

- **Continue to fund 1.0 FTE school-based campus supervisors** as measured by district business and human resource office records. This will be funded out of supplemental (0940).
- Provide **professional development to all MOT staff** in first response to safety during the school day, after hours, and while on a school bus as measured by training agendas and sign in sheets.

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- **Continue to fund 1.0 FTE school-based campus supervisors** as measured by district business and human resource office records. This will be funded out of supplemental (0940).
- Provide **professional development to all MOT staff** in first response to safety during the school day, after hours, and while on a school bus as measured by training agendas and sign in sheets.

### Budgeted Expenditures

#### 2017-18

Source	Reference	Amount
No Expenditures	<b>Total:</b>	\$ 0.00

#### 2018-19

Source	Reference	Amount
Included in Base	1000-1999	145,006.00
Included in Base	2000-2999	2,830,578.00
Included in Base	3000-3999	1,567,184.00
Included in Base	4000-4999	308,547.00
Included in Base	5000-5999	967,536.00

#### 2019-20

Source	Reference	Amount
Included in Base	1000-1999	150,806.24
Included in Base	2000-2999	2,943,801.12
Included in Base	3000-3999	1,629,871.36
Included in Base	4000-4999	308,547.00
Included in Base	5000-5999	967,536.00

Source			Reference	Amount	Source			Reference	Amount
Included in Base	6000-6999			1,896,600.00	Included in Base	6000-6999		1,000,000.00	
Included in Base	7000-7999			-318,909.00	Included in Base	7000-7999		-318,909.00	
<b>Total:</b>				\$ 7,396,542.00	<b>Total:</b>				\$ 6,681,652.72

### Action 3

Students to be Served

Locations

All

All Schools

2017-18

N/A

2018-19

New

2019-20

Unchanged

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

- Discuss and evaluate the purpose of **student chomebooks** and if the district will continue to purchase/replace the existing type of chromebooks or transition to another type of technology tool, which would best serve our

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

- Discuss and evaluate the purpose of **student chomebooks** and if the district will continue to purchase/replace the existing type of chromebooks or transition to another type of technology tool, which would best serve our

students' needs as measured by meeting agendas and notes.

- **Train all staff and students** in the use of the 1:1 **chromebooks** and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff as measured by training agendas and sign in sheets.
- **Completion of Technology projects to include:**
  - Network upgrades to the data center, phases 2 and 3.
  - Adding additional security cameras across all school sites and the Football stadium
  - Implementation of the district website expected completion late July early August
  - Renew all technology data systems contracts

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  - Network upgrades to the data center, phases 2 and 3.
  - Adding additional security cameras across all school sites and the Football stadium
  - Implementation of the district website expected completion late July early August
  - Renew all technology data systems contracts

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

- Research and implement Attendance truancy tracking and notification system - estimated cost being researched
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- Pilot mentor **technology coaches** for any teachers in need as measured by mentor logs of service. This will be funded out of concentration (0950).
- Hire a **.5 FTE Data/Software technician and .5 Software technician (total of 1.0 FTE)** to support technology district-wide. This

will be funded out of supplemental (0940).

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### Budgeted Expenditures

#### 2017-18

Source	Reference	Amount
No Expenditures		
<b>Total:</b>		\$ 0.00

#### 2018-19

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

#### 2019-20

Source	Reference	Amount
Included in Base	1000-1999	106,239.12
Included in Base	1000-1999	255,245.12
Included in Base	3000-3999	153,421.84
Included in Base	5000-5999	339,634.00
Included in Base	5000-5999	5,000.00
<b>Total:</b>		\$ 859,540.08

## Goal 2

Status: Modified

Priorities

### Goal 2:

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

**State:** 2, 3, 4, 7, 8

**Local:** None

Identified Need

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

**Gonzales Unified has created this goal in order:**

- To increase the number of English Learners who achieve **English language progress** by 5% (annual **CELDT/ELPAC** data)
- To increase the number of English Learners achieving **Fluent English Proficient (FEP)** by 5% (annual **RFEP/IFEP** data)
- To decrease the number of **Long Term English Learners (LTEL)** by 5% (annual **CELDT/ELPAC** data)
- To increase our **cohort graduation rate** by 5% annually
- **Maintain and increase CTE course access** to students in grades 6-12 by 5%
- **Maintain CTE course pathways and opportunities** for students in grades 6-12
- Maintain and increase **college course a-g access** rates in grades 9-12 by 5%
- **Increase the a-g completion rates** for students in grades 9-12 by 5%
- Increase the number of **students scoring proficient on the AP exams** in grades 9-12 by 5%
- To increase the number of **dual enrollment** offerings in grades 9-12 by 5%
- Increase the number of classrooms at each school site by 10% that receive **new furniture** that is conducive with 21<sup>st</sup> century learning
- To increase the number of students **who met or exceeded standards** in **English Language Arts** on the SBAC assessment by 5% (**SBAC data in grades 3-8 & grade 11**)
- To increase the number of students **who met or exceeded standards** in **Mathematics** on the SBAC assessment by 5% (**SBAC data in grades 3-8 & grade 11**)
- To provide **100% of our GUSD teachers with professional development opportunities** each year to improve instructional practices in every TK-12 classroom
- To utilize **walkthrough data** to measure use of high quality teaching strategy/pedagogy and learning in the classroom and increase use by 10%
- To **frequently analyze local assessment data on a quarterly basis** to increase student learning by 5% each quarter in all subject areas
- Increase the number of **students scoring proficient on Advanced Placement (AP) exams** by 5%

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
See Appendix A				

## Actions/Services

### Action 1

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

Students to be Served

Locations

Scope of Services

English Learners, Foster Youth, Low Income

All Schools

LEA-Wide

**2017-18**

Unchanged

**2018-19**

Modified

**2019-20**

Unchanged

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

- **Purchase and maintain Language Arts Intervention program** materials and supplies (Scholastic Read 180 in Grades 3-12).
- **Purchase and continue Language Arts early Intervention programs in the primary grades** (iReads program in Grade K, 1, 2 or similar).
- **Purchase and maintain Math Intervention program/s for grades Pre-12.**
- Identify early intervention activities for our age 3-5 year olds in the Gonzales State preschool and instructional coaching support for staff.
- Continue discussion with City partners to create an articulated

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

- Administer **Benchmark Assessments at least 3 times per year** to monitor student progress toward proficiency on Common Core State Standards as measured by the student benchmark assessment results in our data system (Illuminate).
- Prepare our students for the **SBAC assessment** administered in the Spring by using benchmark assessment questions based on the California Common Core State Standards as measured by verification by the District administrative team that the questions are based on CCSS.
- Administer the **SBAC assessment** to all students (unless exempted) **grades 3-8 and grade 11** as measured by

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- Administer the **SBAC assessment** to all students (unless exempted) **grades 3-8 and grade 11** as measured by

- plan to initiate Universal TK for all 4-year-olds for future, sustainable implementation.
- Continue to offer **Extended Day, Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM)**. This includes material start-up cost to establish STEM kits for all grade levels and to fund certificated and classified staff to increase student learning.
  - **Focus on site-based and site-led student interventions that lead to an increase in student proficiency levels.**
  - Fund 1.0 FTE Intervention Teacher \$84,576, benefits @ 17.7622% at La Gloria Elementary.
  - Fund and maintain .40 FTE of the Director of Special Education/Health Services/Response \$140,671, benefits @ 17.7622% to Intervention to ensure coordination of all intervention programs district-wide, including classroom

- assessment number results provided by the State.
- Use adopted **assessments** that go with **daily and unit instruction** as measured by site administration oversight and observation.
  - Analyze the results of the above mentioned **assessments to determine next steps** as measured by grade level, subject matter and district level meeting agendas and notes.
  - **Purchase, implement and maintain Math and Language Arts Intervention program materials and supplies, credit recovery program materials (i.e. APEX or similar) and supplies as well as enrichment materials and supplies** (i.e. Scholastic Read 180 in Grades 3-12, iReads program for Grades K-2, Math 180 and other like programs) as measured by copies of purchase orders in the Gonzales Unified School District Office.
  - **Maintain the recommended best practice of 24:1 teacher to student ratio for all Read 180 classrooms** as

- assessment number results provided by the State.
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  - **Maintain the recommended best practice of 24:1 teacher to student ratio for all Read 180 classrooms** as

differentiated instruction, Extended Day/Summer/Saturday academies and the full RTI plan coordination and dissemination.

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

measured by student rosters.

- Continue to offer **Extended Day, Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM) and provide all necessary supplies and materials.** This action will be measured by documentation on file for purchases, hiring and paying of staff and student enrollment lists for these programs.
- Maintain a **1.0 FTE Intervention Teacher at La Gloria Elementary** as measured by the intervention teacher being on staff at La Gloria. This will be paid for by concentration funds (0950).
- Train all administrators in the **Illuminate Education data system to lead the implementation of assessments and data talks at their sites** as measured by training agendas and sign in sheets.
- Maintain .47 FTE of the Director of Special Projects/IResponse to Intervention to **ensure coordination of all intervention** programs

measured by student rosters.

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- Maintain .47 FTE of the Director of Special Projects/IResponse to Intervention to **ensure coordination of all intervention** programs

district-wide, including classroom

**differentiated instruction, Extended Day/Summer/Saturday academies and the full RTI plan coordination**

and dissemination as measured by presence of the Director position in the district.

- Request that **each site's instructional team** (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) **clearly articulate a written common assessment and data action plan timeline that identifies how common assessments will be used to support student learning in all classes**. This plan will be annually updated and presented to the school board. This action will be measured by annual updates presented to the board.
- **Engage in data analysis at each site on a quarterly basis through the building of data action plans** in every grade level/course and in all subject areas to identify student learning goals and interventions. **These data action plans will be created in each PLC, shared**

district-wide, including classroom

**differentiated instruction, Extended Day/Summer/Saturday academies and the full RTI plan coordination**

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**school-wide, and then district-wide at the administrative PLC meetings.** This action will be measure by existence of updated actions plans.

- Maintain a **data management system** (Illuminate Education) as measured by the existence of the system in our District for 2018-19. (Illuminate annual contract @ \$17,000 - no projected increase)
- Articulate **written grading agreements** by each site's instructional team (grade level reps, department chairs, school counselors, teachers on special assignment, and school administrators) that will identify how students will be graded in all site classes and courses. This plan will be annually reviewed, updated and presented to the school board annually to ensure all and any updates are captured and approved. **The plans will include all evidence used to make this agreement/s (course syllabus, TK-5 standards-based report cards, etc).** This action will be measured by existing grading agreement plans and corresponding evidence.

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

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can assist with behavior management, lesson planning development, model lessons, provide feedback, curriculum mapping, interpreting data, etc.. This will be paid out of Title 1 and concentration (0950).

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**Budgeted Expenditures**

**2017-18**

Source	Reference	Amount
LCFF	1000-1999	140,844.00
LCFF	3000-3999	24,820.00
LCFF	4000-4999	350,000.00
<b>Total:</b>		<b>\$ 515,664.00</b>

**2018-19**

Source	Reference	Amount
Supp. / Conc.	1000-1999	1,180,190.00
Supp. / Conc.	2000-2999	62,490.00
Supp. / Conc.	3000-3999	432,106.00
Supp. / Conc.	4000-4999	292,584.00
Supp. / Conc.	5000-5999	319,961.00
<b>Total:</b>		<b>\$ 2,287,331.00</b>

**2019-20**

Source	Reference	Amount
Supp. / Conc.	1000-1999	1,227,398.00
Supp. / Conc.	2000-2999	64,990.00
Supp. / Conc.	3000-3999	449,390.00
Supp. / Conc.	4000-4999	292,584.00
Supp. / Conc.	5000-5999	319,961.00
<b>Total:</b>		<b>\$ 2,354,323.00</b>

**Action 2**

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

Students to be Served

English Learners, Foster Youth, Low Income

**2017-18** Unchanged

Locations

All Schools

**2018-19** Modified

Scope of Services

LEA-Wide

**2019-20** Unchanged

**Identify and provide support personnel at all sites to meet 21st century goals.**

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

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

- Purchase and maintain **new ELD State-approved ELD instructional materials** to meet the needs of our English Learners in middle and high school classrooms as measured by purchase records in the Gonzales Unified business department funded by unrestricted funds.
- **Train and support staff in the use of new California ELD Instructional materials** as measured by training agendas and sign in sheets.
- **Maintain the ELD sections at the secondary level (Grades 6-12) for appropriate teaching of English Learner students** as measured by records of site master schedules.
- **Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD, and best practices as identified by staff to support English Learner growth** as measured by PD agendas and sign in sheets funded by unrestricted funds.
- **Create and maintain Designated ELD sections for LTELs** with sound, research-

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

- Purchase and maintain **new ELD State-approved ELD instructional materials** to meet the needs of our English Learners in middle and high school classroom as measured by purchase records in the Gonzales Unified business department funded by unrestricted funds.
- **Train and support staff in the use of new California ELD Instructional materials** as measured by training agendas and sign in sheets
- **Maintain the ELD sections at the secondary level (Grades 6-12) for appropriate teaching of English Learner students** measured by records of site master schedules.
- **Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD and best practices as identified by staff to support English Learner growth** as measured by PD agendas and sign in sheets funded by unrestricted funds.
- **Create and maintain Designated ELD sections for LTELs** with sound, research-

**provide on-going feedback to certificated and classified personnel with specific examples that will lead to meeting 21<sup>st</sup> century skills and the implementation of the district initiatives for student learning.**

- **Continue to fund personnel positions that support and lead Common Core and 21<sup>st</sup> century skills:** Library and Technology specialists, Academic coaches, Intervention specialists, Classroom Instructional Assistants, Software and Hardware technology specialists (included under base goal 1); .40 FTE Director of Special Projects, salary 140,671 + benefits @ 17.7622; and .424 FTE Assistant Superintendent of Educational Services @ 155,884 + benefits @ 17.7622.
- **Establish and maintain COACHING SUPPORT and COACHING CYCLES for all teachers** in our school district with direct support from our Academic Coaches and intervention Specialists at each site.

based curriculum as measured by site Master Schedule.

- **Create and maintain Designated ELD sections with a qualified ELD teacher (3 sections at FMS & 3 Sections at GHS) 1.0 FTE** as measured by site Master Schedule.
- **Create and maintain Designated ELD sections** with clearly articulated curriculum guides, focused standards, and monitoring assessments to ensure English success as measured by existing curriculum guides, focused standards and monitoring assessment in google drive and/or Illuminate.

based curriculum as measured by site Master Schedule.

- **Create and maintain Designated ELD sections with a qualified ELD teacher (3 sections at FMS & 3 Sections at GHS) 1.0 FTE** as measured by site Master Schedule.
- **Create and maintain Designated ELD sections** with clearly articulated curriculum guides, focused standards, and monitoring assessments to ensure English success as measured by existing curriculum guides, focused standards and monitoring assessment in google drive and/or Illuminate.

These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc.

- Train all teachers to participate in Instructional Rounds led by our own site-based teachers to share best practices and make growth impact.** The site-based Academic Coaches and intervention Specialists will help facilitate this process.
- All teachers establish personal goals for their instruction at the start of the school year that directly relate to district initiatives and 21<sup>st</sup> century skills for their classroom instruction.**
- Note: Materials, curriculum, supplies @ 21% of the total 4000s**

**Budgeted Expenditures**

**2017-18**

Source	Reference	Amount
LCFF	1000-1999	122,363.00
LCFF	3000-3999	21,734.00

**2018-19**

Source	Reference	Amount
Supp. / Conc.	1000-1999	74,937.00
Supp. / Conc.	3000-3999	28,153.00
<b>Total:</b>		\$

**2019-20**

Source	Reference	Amount
Supp. / Conc.	1000-1999	23,570.00
Supp. / Conc.	3000-3999	29,279.00
<b>Total:</b>		\$

Source	Reference	Amount
LCFF	4000-4999	412,000.00
<b>Total:</b>		\$ 556,097.00

103,090.00

52,849.00

## Action 3

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

### Students to be Served

English Learners, Foster Youth, Low Income

**2017-18**

Unchanged

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

- **Train ALL ADMINISTRATORS** to provide **ON-GOING FEEDBACK and FOLLOW-THROUGH ACTIONS** to certificated and classified personnel

### Locations

All Schools

**2018-19**

Modified

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

- **Maintain the number of ROP/CTE course offerings** that lead to high-wage, high-demand, high-need careers for secondary students at MS/HS (Agriculture, Arts, Media & Entertainment, Computer Science, etc.) as measured by site master schedules.

### Scope of Services

LEA-Wide

**2019-20**

Unchanged

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

- **Maintain the number of ROP/CTE course offerings** that lead to high-wage, high-demand, high-need careers for secondary students at MS/HS (Agriculture, Arts, Media & Entertainment, Computer Science, etc.) as measured by site master schedules.

with concrete examples that will **lead to meeting common core implementation and specific, district initiatives for student learning.**

- Train all administrators and **participate in IRs led by administrators and also led by teachers.**
- Train all administrators in the **Illuminate Education data system to lead the implementation of assessments and data talks at their sites.**
- Train all administrators on **how to facilitate effective team meetings.**
- Train all administrators on **Common Core State Standards and 21<sup>st</sup> Century skills and how to lead staff at their sites.**
- Train all administrators on survey topics determined as high-need.
- Training will be completed in-house - optional travel & conferences

- Convene **industry advisory meetings for each CTE pathway**, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry standards/skill set, course sequencing, job market data analysis, postsecondary articulation and identification of internship opportunities to ensure successful student college/career transition as measured by CTE Advisory meeting agendas.
- Hold the annual **GUSD CTE Advisory Board meeting** to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools as measured by GUSD CTE Advisory Board meeting agendas.

- Convene **industry advisory meetings for each CTE pathway**, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry standards/skill set, course sequencing, job market data analysis, postsecondary articulation and identification of internship opportunities to ensure successful student college/career transition as measured by CTE Advisory meeting agendas.
- Hold the annual **GUSD CTE Advisory Board meeting** to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools as measured by GUSD CTE Advisory Board meeting agendas.

estimated at a quarter of one percent (.025)

- Continue the partnership with **Wings of Knowledge program** that serves students TK-12 in the areas of service learning, engineering and design, and community-based initiatives.
- **Maintain opportunities for ROP students to receive industry-recognized certifications** (ServSafe, CPR/First Aid, iCEV, etc) upon mastering certain course competencies as measured by the number of CTE skills certificates being awarded to students.
- Continue **vertical planning meetings (minimum of semesterly) with colleges and universities to establish criteria and written guidelines for successful student transition to postsecondary** as measured by agendas for the vertical planning meetings.
- **Continue and increase AB 288 course/dual enrollment college**

- Continue the partnership with **Wings of Knowledge program** that serves students TK-12 in the areas of service learning, engineering and design, and community-based initiatives.
- **Maintain opportunities for ROP students to receive industry-recognized certifications** (ServSafe, CPR/First Aid, iCEV, etc) upon mastering certain course competencies as measured by the number of CTE skills certificates being awarded to students.
- Continue **vertical planning meetings (minimum of semesterly) with colleges and universities to establish criteria and written guidelines for successful student transition to postsecondary** as measured by agendas for the vertical planning meetings.
- **Continue and increase AB 288 course/dual enrollment college**

**course offerings** to Gonzales High School students. Shared cost of college textbooks estimated at \$5,000.

- Maintain at least **the same number of student engagement opportunities offered at each school site** to improve student awareness of College/Career Readiness, including school events such as, CHOICES partnerships, College and Career days/weeks, Career Technical Student Organization competitions and/or **similar** as measured by events on the school calendar and/or student sign in sheets for the event.
  - Choices program - partnership costs \$5000
  - Monterey County College Challenge (M3C), 4th grade Hartnell Trip - \$2000
  - Materials and supplies - \$5000
- Maintain administrative staff to articulate the

**course offerings** to Gonzales High School students. Shared cost of college textbooks estimated at \$5,000.

- Maintain at least **the same number of student engagement opportunities offered at each school site** to improve student awareness of College/Career Readiness, including school events such as, CHOICES partnerships, College and Career days/weeks, Career Technical Student Organization competitions and/or **similar** as measured by events on the school calendar and/or student sign in sheets for the event.
  - Choices program - partnership costs \$5000
  - Monterey County College Challenge (M3C), 4th grade Hartnell Trip - \$2000
  - Materials and supplies - \$5000
- Maintain administrative staff to articulate the

college and career readiness goals, which include the **Director of College and Career Readiness and (1.0 FTE) College/Career Readiness Coordinator** to assist with internship/job shadowing opportunities, senior interview workshops, career interest assessments, college articulations, soft skills presentations, etc. College/Career Readiness Coordinator will be paid out of supplemental funds (0940).

- **Maintain music teachers to support students at ALL schools in the areas of music, guitar, band and vocals (as developmentally appropriate)** as measured by district human resource office records. Elementary music teacher will be paid out of concentration funds (0950).
- **Maintain 2.5 FTE school counselors** to frequently plan under the direction of the Director of College and Career Readiness on goals to ensure students

college and career readiness goals, which include the **Director of College and Career Readiness and (1.0 FTE) College/Career Readiness Coordinator** to assist with internship/job shadowing opportunities, senior interview workshops, career interest assessments, college articulations, soft skills presentations, etc. College/Career Readiness Coordinator will be paid out of supplemental funds (0940).

- **Maintain music teachers to support students at ALL schools in the areas of music, guitar, band and vocals (as developmentally appropriate)** as measured by district human resource office records. Elementary music teacher will be paid out of concentration funds (0950).
- **Maintain 2.5 FTE school counselors** to frequently plan under the direction of the Director of College and Career Readiness on goals to ensure students

are prepared for college and career as measured by district office Human Resource records. (SEE GOAL 3, ACTION 2 for additional school counselors) This will be paid out of concentration funds (0950).

- **Maintain (1.0 FTE) Physical Education (P.E.) teacher at La Gloria Elementary School** as measured by district human resource office records. This will be paid out of concentration funds (0950).
- Identify and participate in **college/career field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visits, etc)** as measured by events scheduled on the school events calendar.
  - Number of CCR fieldtrips - 6
  - Fieldtrips estimated at \$20,000
- **Identify and map academic-based**

are prepared for college and career as measured by district office Human Resource records. (SEE GOAL 3, ACTION 2 for additional school counselors) This will be paid out of concentration funds (0950).

- **Maintain (1.0 FTE) Physical Education (P.E.) teacher at La Gloria Elementary School** as measured by district human resource office records. This will be paid out of concentration funds (0950).
- Identify and participate in **college/career field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visits, etc)** as measured by events scheduled on the school events calendar.
  - Number of CCR fieldtrips - 6
  - Fieldtrips estimated at \$20,000
- **Identify and map academic-based**

**field trips and/or experiences for each grade level**

that matches their curriculum connections as measured by records of requests for field trips.

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

**field trips and/or experiences for each grade level**

that matches their curriculum connections as measured by records of requests for field trips.

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

employability skills necessary to be successful in today's workforce.

employability skills necessary to be successful in today's workforce.

### Budgeted Expenditures

#### 2017-18

Source	Reference	Amount
LCFF	5000-5999	42,260.00
<b>Total:</b>		<b>\$ 42,260.00</b>

#### 2018-19

Source	Reference	Amount
Supp. / Conc.	1000-1999	857,916.00
Supp. / Conc.	2000-2999	197,969.00
Supp. / Conc.	3000-3999	448,336.00
Supp. / Conc.	4000-4999	13,112.00
Supp. / Conc.	5000-5999	28,099.00
<b>Total:</b>		<b>\$ 1,545,432.00</b>

#### 2019-20

Source	Reference	Amount
Supp. / Conc.	1000-1999	892,233.00
Supp. / Conc.	2000-2999	205,888.00
Supp. / Conc.	3000-3999	466,269.00
Supp. / Conc.	4000-4999	13,112.00
Supp. / Conc.	5000-5999	28,099.00
<b>Total:</b>		<b>\$ 1,605,601.00</b>

## Action 4

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18

Unchanged

**Support the professional development (PD) and academic coaching cycles of every GUSD**

Locations

All Schools

2018-19

Modified

This action has been consolidated in the above actions.

Scope of Services

LEA-Wide

2019-20

Unchanged

This action has been consolidated in the above actions.

**certificated teacher to fully understand and implement district initiatives in the areas of GRR, GLAD, Student Talk, Collaborative Group Work, EL supports, DOK Tasks, Curriculum Guide implementation, Inquiry and Investigation Guide implementation, Common Assessment Administration and Analysis, effective PLCs, and the integration of Technology in every classroom Pre-12.**

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

Intervention  
Specialists extra 20  
work days @ per  
diem, estimated at  
\$500 per day +  
benes 17.7622%.

- **Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process.**
- **All teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21<sup>st</sup> century skills for their classroom instruction.**
- **Provide qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC). This includes an Induction Coach estimated at \$1800 stipend per coach, benefits @ 17.7622 (estimating costs @ 20 coaches \$36,000 + \$6394), and a fully funded and accredited Induction program**

**(\$2000 per new teacher, estimating 20 teachers \$40,000, no benes).**

- **PD travel and conferences for teachers estimated at 4 conference per year at \$10,000 each (\$40,000), estimated .02% of total 5000s**

**Budgeted Expenditures**

**2017-18**

Source	Reference	Amount
LCFF	1000-1999	136,000.00
LCFF	3000-3999	24,157.00
LCFF	5000-5999	40,000.00
<b>Total:</b>		<b>\$ 200,157.00</b>

**2018-19**

Source	Reference	Amount
No Expenditures		<b>Total: \$ 0.00</b>

**2019-20**

Source	Reference	Amount
No Expenditures		<b>Total: \$ 0.00</b>

**Action 5**

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

Students to be Served

English Learners, Foster Youth, Low Income

**2017-18** Unchanged

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

Locations

All Schools

**2018-19** Modified

This action has been consolidated in the above actions.

Scope of Services

LEA-Wide

**2019-20** Unchanged

This action has been consolidated in the above actions.

- **IMPLEMENTATION OF THE NEW CALIFORNIA ELD STANDARDS with SUPPORT** in Pre-12 through the focus on Making Meaning in English (Communicative, Interpretive, and Productive modes).
- Purchase and **MAINTAIN NEW ELD STATE-APPROVED ELD INSTRUCTIONAL MATERIALS** to meet the needs of our English Learners in Pre-12 classrooms.
- **Train and support staff in the use of NEW CALIFORNIA ELD Instructional materials.**
- **Increase and maintain the ELD sections at the secondary level (Grades 6-12) for appropriate teaching of ENGLISH LEARNER students.**
- **Provide professional development workshops and staff support on GLAD, IRs, Systematic ELD, and best practices as identified by staff to support English Learner growth.**
- **Curriculum/instructional materials estimated at .05% of total 4000s**

**Budgeted Expenditures**

**2017-18**

Source Reference Amount

**2018-19**

Source Reference Amount

**2019-20**

Source Reference Amount

Source	Reference	Amount
LCFF	4000-4999	100,000.00
<b>Total:</b>		\$ 100,000.00

No Expenditure Total: \$ 0.00

No Expenditure Total: \$ 0.00

## Action 6

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

Students to be Served

English Learners

**2017-18** Unchanged

Locations

All Schools

**2018-19** Modified

Scope of Services

LEA-Wide

**2019-20** Unchanged

**Engage Long-term English Learner (LTELs) students in courses that will raise their level of English proficiency in less than five (5) years.**

- **Create and maintain Designated ELD sections for LTELs** with sound, research-based curriculum
- **Create and maintain Designated ELD sections with a qualified ELD teacher. (3 sections at FMS & 3 Sections at GHS) 1.0 FTE equivalent estimated at \$60,000 + benes @ 17.7622.**
- **Create and maintain Designated ELD sections** with clearly

This action has been consolidated in the above actions.

This action has been consolidated in the above actions.

articulated curriculum guides, focused standards, and monitoring assessments to ensure English success.

### Budgeted Expenditures

#### 2017-18

Source	Reference	Amount
LCFF	1000-1999	60,000.00
LCFF	3000-3999	10,657.00
<b>Total:</b>		\$ 70,657.00

#### 2018-19

Source	Reference	Amount
No Expenditures		<b>Total:</b> \$ 0.00

#### 2019-20

Source	Reference	Amount
No Expenditures		<b>Total:</b> \$ 0.00

## Action 7

Students to be Served

None

Locations

None

**2017-18**

N/A

**2018-19**

Modified

**2019-20**

Unchanged

This action has been considered in the above actions.

This action has been considered in the above actions.

### Budgeted Expenditures

#### 2017-18

Source	Reference	Amount
No Expenditures		<b>Total:</b> \$ 0.00

#### 2018-19

Source	Reference	Amount
No Expenditures		<b>Total:</b> \$ 0.00

#### 2019-20

Source	Reference	Amount
No Expenditures		<b>Total:</b> \$ 0.00

## Action 8

Students to be Served

Locations

None

None

**2017-18** N/A **2018-19** Modified **2019-20** Unchanged

This action has been consolidated in the above actions.

This action has been consolidated in the above actions.

**Budgeted Expenditures**

**2017-18**

Source Reference Amount

No Expenditures **Total:** \$ 0.00

**2018-19**

Source Reference Amount

No Expenditures **Total:** \$ 0.00

**2019-20**

Source Reference Amount

No Expenditures **Total:** \$ 0.00

**Action 9**

Students to be Served

Locations

None

None

**2017-18** N/A **2018-19** Modified **2019-20** Unchanged

This action has been consolidated into the above actions.

This action has been consolidated into the above actions.

**Budgeted Expenditures**

**2017-18**

Source Reference Amount

No Expenditures **Total:** \$ 0.00

**2018-19**

Source Reference Amount

No Expenditures **Total:** \$ 0.00

**2019-20**

Source Reference Amount

No Expenditures **Total:** \$ 0.00

**Action 10**

Students to be Served

Locations

None

None

**2017-18** N/A **2018-19** Modified **2019-20** Unchanged

This action has been consolidated into the above actions.

This action has been consolidated into the above actions.

### Budgeted Expenditures

#### 2017-18

Source Reference Amount

No Expenditures Total: \$ 0.00

#### 2018-19

Source Reference Amount

No Expenditures Total: \$ 0.00

#### 2019-20

Source Reference Amount

No Expenditures Total: \$ 0.00

## Action 11

Students to be Served

Locations

#### 2017-18

N/A

#### 2018-19

Modified

This action has been consolidated into the above actions.

#### 2019-20

Unchanged

This action has been consolidated into the above actions.

### Budgeted Expenditures

#### 2017-18

Source Reference Amount

No Expenditures Total: \$ 0.00

#### 2018-19

Source Reference Amount

No Expenditures Total: \$ 0.00

#### 2019-20

Source Reference Amount

No Expenditures Total: \$ 0.00

## Action 12

Students to be Served

Locations

#### 2017-18

N/A

#### 2018-19

Modified

This action has been consolidated into the above actions.

#### 2019-20

Unchanged

This action has been consolidated into the above actions.

### Budgeted Expenditures

#### 2017-18

Source Reference Amount

No Expenditures **Total:** \$ 0.00

#### 2018-19

Source Reference Amount

No Expenditures **Total:** \$ 0.00

#### 2019-20

Source Reference Amount

No Expenditures **Total:** \$ 0.00

## Goal 3

Status: Modified

Priorities

### Goal 3:

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

**State:** 3, 5, 6

**Local:** None

### Identified Need

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

### Gonzales Unified has created this goal in order:

- To increase school climate, safety and health personnel based to decrease incidents by 2% as identified on California Healthy Kids Survey (CHKS) student survey
- To sustain the low number of student suspensions below 5%
- To reduce or maintain low percentage of student expulsions below 3%
- To increase student engagement in our schools by 5% (annual student attendance data).
- To increase positive school culture at all sites by 5% (student climate survey data).
- To increase PBIS implementation at all school sites by 5%, including spirit committees (student/staff climate survey data).
- Train all office staff personnel district-wide in customer service PD at 100% participation

## Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

2017-18

2018-19

2019-20

See Appendix A

## Actions/Services

### Action 1

Students to be Served

Locations

All

All Schools

2017-18

N/A

2018-19

New

2019-20

Unchanged

**Students feel welcomed, connected and engaged.**

- Allocate funding for school **Positive Behavior Intervention and Support committees** (or the like) to plan and implement monthly or quarterly school-wide activities for all staff and students, including a parent component as measured by committee meeting agendas.
- Allocate funding for **staff hourly time as well as materials and supplies to support school spirit committees and school-wide activities that promote school connectedness and a positive school climate.**
- **Maintain the PBIS data monitoring system** (i.e. SWIS) to chart Office Discipline Referrals for data analysis as measured by the SWIS contract. (Approx. \$1,200/year)
- **Investigate and pilot a system for all students to be**

**Students feel welcomed, connected and engaged.**

- Allocate funding for school **Positive Behavior Intervention and Support committees** (or the like) to plan and implement monthly or quarterly school-wide activities for all staff and students, including a parent component as measured by committee meeting agendas.
- Allocate funding for **staff hourly time as well as materials and supplies to support school spirit committees and school-wide activities that promote school connectedness and a positive school climate.**
- **Maintain the PBIS data monitoring system** (i.e. SWIS) to chart Office Discipline Referrals for data analysis as measured by the SWIS contract. (Approx. \$1,200/year)
- **Investigate and pilot a system for all students to be**

**able to report any unsafe school activities or conditions to the appropriate school personnel** as

measured by district business office records.

- **Maintain the OLWEUS contract for anti-bullying** and teacher release-time or hourly for planning as measured by business office documentation.
- **Train ALL staff (office, MOT, cafeteria, technology) in PBIS as measured by** measured by training agendas and sign-in sheets.
- **Maintain (1.0 FTE) Youth Development/PBIS Specialist to COORDINATE DISTRICTWIDE SCHOOL CONNECTEDNESS/ PBIS ACTIVITIES ON A QUARTERLY BASIS** in conjunction with the school-site PBIS teams and spirit committees. This will be paid out of concentration funds (0950). Include \$5,000 budget for district-wide activities.

**able to report any unsafe school activities or conditions to the appropriate school personnel** as

measured by district business office records.

- **Maintain the OLWEUS contract for anti-bullying** and teacher release-time or hourly for planning as measured by business office documentation.
- **Train ALL staff (office, MOT, cafeteria, technology) in PBIS as measured by** measured by training agendas and sign-in sheets.
- **Maintain (1.0 FTE) Youth Development/PBIS Specialist to COORDINATE DISTRICTWIDE SCHOOL CONNECTEDNESS/ PBIS ACTIVITIES ON A QUARTERLY BASIS** in conjunction with the school-site PBIS teams and spirit committees. This will be paid out of concentration funds (0950). Include \$5,000 budget for district-wide activities.

- **Maintain one districtwide position .50/.50 FTE (\$102,000) with the Monterey County Behavioral Health agency and 1.5 FTE school counselors** (See GOAL 2, ACTION 3 for CCR School Counseling) to support the social-emotional, health, and academic needs of our youngest students as measured by district business and human resource office records.
- **Maintain office clerk staff and health technician staff to support student health needs** as measured by district human resource office records. This will be paid with supplemental funds (0940) and concentration funds (0950).
- **Maintain a shared school resource officer (SRO) position through a .50/.50 FTE (contract services) partnership with the city of Gonzales to support all students, but especially the**

- **Maintain one districtwide position .50/.50 FTE (\$102,000) with the Monterey County Behavioral Health agency and 1.5 FTE school counselors** (See GOAL 2, ACTION 3 for CCR School Counseling) to support the social-emotional, health, and academic needs of our youngest students as measured by district business and human resource office records.
- **Maintain office clerk staff and health technician staff to support student health needs** as measured by district human resource office records. This will be paid with supplemental funds (0940) and concentration funds (0950).
- **Maintain a shared school resource officer (SRO) position through a .50/.50 FTE (contract services) partnership with the city of Gonzales to support all students, but especially the**

**secondary grades.**

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

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

**secondary grades.**

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

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

approximately 45% of our high school students participate in athletics at Gonzales High School alone.

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### Budgeted Expenditures

#### 2017-18

Source	Reference	Amount
No Expenditures		
<b>Total:</b>		\$ 0.00

#### 2018-19

Source	Reference	Amount
Supp. / Conc.	1000-1999	195,777.00
Supp. / Conc.	3000-3999	108,147.00
Supp. / Conc.	4000-4999	10,200.00
Supp. / Conc.	5000-5999	7,645.00
<b>Total:</b>		\$ 321,769.00

#### 2019-20

Source	Reference	Amount
Supp. / Conc.	1000-1999	203,608.00
Supp. / Conc.	3000-3999	112,473.00
Supp. / Conc.	4000-4999	10,200.00
Supp. / Conc.	5000-5999	7,645.00
<b>Total:</b>		\$ 333,926.00

## Action 2

Students to be Served

Locations

2017-18

N/A

2018-19

New

2019-20

Unchanged

**Maintain low suspension and expulsion rates; increase student attendance**

- Investigate and pilot alternatives to suspension such as Restorative Justice as measured by

**Maintain low suspension and expulsion rates; increase student attendance**

- Investigate and pilot alternatives to suspension such as Restorative Justice as measured by

professional development training participation.

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

professional development training participation.

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

**Budgeted Expenditures**

**2017-18**

Source	Reference	Amount
No Expenditures	<b>Total:</b>	\$ 0.00

**2018-19**

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

**2019-20**

Source	Reference	Amount
Supp. / Conc.	1000-1999	124,140.00
Supp. / Conc.	3000-3999	48,305.00
<b>Total:</b>		\$ 172,445.00

**Action 3**

Students to be Served

Locations

All

All Schools

2017-18

N/A

2018-19

New

2019-20

Unchanged

**Provide professional development around social emotional learning**

- **Establish a sound, effective provider to deliver professional development on customer service** to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public as measured by training agendas and sign-in sheets.
- **Selected staff will attend at least one conference/training pertaining to social emotional learning** as measured by records of conference registration.
- **Train classified staff (i.e. noon duty) on child and youth development strategies.**
- **Target professional development opportunities for**

**Provide professional development around social emotional learning**

- **Establish a sound, effective provider to deliver professional development on customer service** to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public as measured by training agendas and sign-in sheets.
- **Selected staff will attend at least one conference/training pertaining to social emotional learning** as measured by records of conference registration.
- **Train classified staff (i.e. noon duty) on child and youth development strategies.**
- **Target professional development opportunities for**

**teachers and classified staff** on topics like student behavior and classroom management.

- **Provide trainings to teachers, administrators, students and parents on digital citizenship** (SEE GOAL 1, ACTION 3-Ed Tech, ISTE Standards).
- **Explore Social Emotional Learning curriculum and trainings** to serve students TK-12.
- **Pilot the PlayWorks curriculum** for 5th grade students at Fairview Middle School.

**teachers and classified staff** on topics like student behavior and classroom management.

- **Provide trainings to teachers, administrators, students and parents on digital citizenship** (SEE GOAL 1, ACTION 3-Ed Tech, ISTE Standards).
- **Explore Social Emotional Learning curriculum and trainings** to serve students TK-12.
- **Pilot the PlayWorks curriculum** for 5th grade students at Fairview Middle School.

**Budgeted Expenditures**

**2017-18**

Source	Reference	Amount
No Expenditures		
<b>Total:</b>		\$ 0.00

**2018-19**

Source	Reference	Amount
Supp. / Conc.	5000-5999	121,508.00
<b>Total:</b>		\$ 121,508.00

**2019-20**

Source	Reference	Amount
Supp. / Conc.	5000-5999	121,508.00
<b>Total:</b>		\$ 121,508.00

**Goal 4**

Status: New

Priorities

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

**State:** 1, 2, 3, 4, 5, 6, 7  
**Local:** None

Identified Need

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

**Gonzales Unified has created this goal in order:**

- To provide and maintain **parent engagement workshops** to support the **social and emotional learning of our students.**
- To increase parent knowledge regarding the California Dashboard and the Five-by-Five card by providing parent meetings to review this information.
- To provide parents with **adult education opportunities to learn about various topics and skills** that will assist them in helping students gain a high quality education.
- To provide parents with **LCAP information which will increase parent understanding of the LCAP, the process and parents will gain a solid foundation of information in order to make informed decisions related to the LCAP suggested services and programs.**
- To provide parents with **interpretation/translation services 100% of the time it is needed** so that our Spanish speaking community can have meaningful participation and input which will enhance collaborative partnerships between parents and the district.
- To increase the number of **parents involved and educated around Common Core and State Academic Standards** by 5% (parent attendance data)

**Expected Annual Measurable Outcomes**

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
See Appendix A				

**Actions/Services**

**Action 1**

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

Students to be Served	Locations	Scope of Services
English Learners, Foster Youth, Low Income	All Schools	LEA-Wide
<b>2017-18</b> Unchanged	<b>2018-19</b> Modified	<b>2019-20</b> Unchanged
<b>Partner with our parent/family community through educational workshops to develop an understanding of Social-Emotional Learning and</b>	<b>Engage parent and community members in educational workshops and trainings.</b>  • <b>Conduct an annual survey to determine</b>	<b>Engage parent and community members in educational workshops and trainings.</b>  • <b>Conduct an annual survey to determine</b>

**our Positive Behavioral Interventions and Support program.**

- **INCREASE the number of PARENT WORKSHOPS offered at each site (minimum of quarterly) to establish a school-family partnership to collaborative around social-emotional learning, Positive Behavioral Interventions and Support (PBIS), Developmental Assets, Mindfulness, and similar as requested by parents and students.**
- **Support learning opportunities for all students through frequent parent and family workshop events, school climate and culture-building opportunities, and other events that support students and their families.**
- **Provide parent trainings and workshops to develop a**

**parent and community members' level of interest**

**for potential training topics**

and preferential meeting times as measured by the results displayed on the GUSD website.

- **Provide trainings to parents based on identified survey priorities** (topics may include but are not limited to social-emotional learning, college/career workshops, family literacy nights, Postitive Behavioral Interventions and Support, etc.) for a minimum of four times per year at each school site as measured by workshop agendas, advertisement flyers and/or sign-in sheets. **(2 hrs X \$44/hr. X 4X/yr = \$2000)**
- **Maintain the level of adult education programming to serve our parent community** in the areas of English as a Second

**parent and community members' level of interest**

**for potential training topics**

and preferential meeting times as measured by the results displayed on the GUSD website.

- **Provide trainings to parents based on identified survey priorities** (topics may include but are not limited to social-emotional learning, college/career workshops, family literacy nights, Postitive Behavioral Interventions and Support, etc.) for a minimum of four times per year at each school site as measured by workshop agendas, advertisement flyers and/or sign-in sheets. **(2 hrs X \$44/hr. X 4X/yr = \$2000)**
- **Maintain the level of adult education programming to serve our parent community** in the areas of English as a Second

**common understanding and vision about positive interactions with young people and each other, and positive school climate events.**

Language, Workforce Readiness, Career Technical Education, High School Diploma, High School Equivalency Test Preparation, Family Literacy, Parenting, and/or similar as measured by the Gonzales Adult School course listing of offerings.

- **Provide incentives and necessary services (i.e., childcare, food, incentives) to encourage parent participation** in parent trainings as measured by adult education enrollment data. **(\$5000)**

Language, Workforce Readiness, Career Technical Education, High School Diploma, High School Equivalency Test Preparation, Family Literacy, Parenting, and/or similar as measured by the Gonzales Adult School course listing of offerings.

- **Provide incentives and necessary services (i.e., childcare, food, incentives) to encourage parent participation** in parent trainings as measured by adult education enrollment data. **(\$5000)**

**Budgeted Expenditures**

**2017-18**

Source	Reference	Amount
LCFF	4000-4999	15,000.00
<b>Total:</b>		<b>\$ 15,000.00</b>

**2018-19**

Source	Reference	Amount
Supp. / Conc.	1000-1999	29,181.00
Supp. / Conc.	3000-3999	11,568.00
<b>Total:</b>		<b>\$ 40,749.00</b>

**2019-20**

Source	Reference	Amount
Supp. / Conc.	1000-1999	30,348.00
Supp. / Conc.	3000-3999	12,031.00
<b>Total:</b>		<b>\$ 42,379.00</b>

**Action 2**

Students to be Served

Locations

All	All Schools	
2017-18	2018-19	2019-20
N/A	New	Unchanged
	<p><b>The Gonzales Unified School District will provide stakeholder learning opportunities on how to use data to make educational and funding decisions.</b></p> <ul style="list-style-type: none"> <li>• Provide <b>LCAP data</b> (i.e. fiscal, service effectiveness) to stakeholders every quarter in varied settings (i.e., Cafecito, SSC, MPAC, school board meetings, etc) and <b>review the data with stakeholder</b> to determine progress on effectiveness as measured by stakeholder meeting agendas and sign in sheets.</li> <li>• <b>Train parents</b> on the California Dashboard and Five-by-Five card at least two times per year in varied settings (i.e., Cafecito, SSC, MPAC, LCAP meetings, board meetings, etc) as measured by training agendas and sign-in sheets.</li> <li>• Investigate and pilot program/services that makes <b>data user-friendly</b> for stakeholders in</li> </ul>	<p><b>The Gonzales Unified School District will provide stakeholder learning opportunities on how to use data to make educational and funding decisions.</b></p> <ul style="list-style-type: none"> <li>• Provide <b>LCAP data</b> (i.e. fiscal, service effectiveness) to stakeholders every quarter in varied settings (i.e., Cafecito, SSC, MPAC, school board meetings, etc) and <b>review the data with stakeholder</b> to determine progress on effectiveness as measured by stakeholder meeting agendas and sign in sheets.</li> <li>• <b>Train parents</b> on the California Dashboard and Five-by-Five card at least two times per year in varied settings (i.e., Cafecito, SSC, MPAC, LCAP meetings, board meetings, etc) as measured by training agendas and sign-in sheets.</li> <li>• Investigate and pilot program/services that makes <b>data user-friendly</b> for stakeholders in</li> </ul>

varied settings (i.e. SSC, cafecitos, etc).

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### Budgeted Expenditures

#### 2017-18

Source	Reference	Amount
No Expenditures		
<b>Total:</b>		\$ 0.00

#### 2018-19

Source	Reference	Amount
Supp. / Conc.	2000-2999	285.00
Supp. / Conc.	3000-3999	88.00
<b>Total:</b>		\$ 373.00

#### 2019-20

Source	Reference	Amount
Supp. / Conc.	2000-2999	296.00
Supp. / Conc.	3000-3999	92.00
<b>Total:</b>		\$ 388.00

## Action 3

Students to be Served

Locations

All

All Schools

2017-18

N/A

2018-19

Modified

2019-20

Unchanged

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

- Host eight (8) monthly **Community Collaborative** meetings with community organizations to network and bring resource information to the parents and students of Gonzales as measured by Collaborative agendas and sign in sheets.
- Maintain a **communication**

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

- Host eight (8) monthly **Community Collaborative** meetings with community organizations to network and bring resource information to the parents and students of Gonzales as measured by Collaborative agendas and sign in sheets.
- Maintain a **communication**

**system** (Blackboard Connect or similiar) that is able to push out messages to our parent community as measured by the existence of the system in the district

- Provide **interpretation** (both verbal and written) services for parents meetings (i.e., cafecitos, IEPs, SSC, ELAC, WASC, board meetings, LCAP meetings, etc) as measured by district records of a contract with interpretation services.
- Update and maintain the **GUSD website** to make it **user-friendly** for students, parents, community members and staff.

**system** (Blackboard Connect or similiar) that is able to push out messages to our parent community as measured by the existence of the system in the district

- Provide **interpretation** (both verbal and written) services for parents meetings (i.e., cafecitos, IEPs, SSC, ELAC, WASC, board meetings, LCAP meetings, etc) as measured by district records of a contract with interpretation services.
- Update and maintain the **GUSD website** to make it **user-friendly** for students, parents, community members and staff.

**Budgeted Expenditures**

**2017-18**

Source	Reference	Amount
No Expenditures		
<b>Total:</b>		\$ 0.00

**2018-19**

Source	Reference	Amount
Supp. / Conc.	4000-4999	6,705.00
Supp. / Conc.	5000-5999	7,510.00
<b>Total:</b>		\$ 14,215.00

**2019-20**

Source	Reference	Amount
Supp. / Conc.	4000-4999	6,705.00
Supp. / Conc.	5000-5999	7,510.00
<b>Total:</b>		\$ 14,215.00

# Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds:

\$ 6,515,425.00

Percentage to Increase or Improve Services:

34.5%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either quantitatively or qualitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the descriptions supporting each schoolwide or LEA-wide use of funds:

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

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

- Focus on parent workshops on both topics of parent interest, the California Dashboard and the Five-by-Five card for ALL students families but focusing on EL, Foster Youth, Homeless and SED student families

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



For internal use only.

## Budget Breakdown

### Expenditures by Object and Source

Object Type	Funding Source	Budgeted 2017-18	Actual 2017-18	2017-18	2018-19	2019-20	Total 2017-20
1000-1999	Included in Base	\$9,618,021.00	\$0.00	\$9,618,021.00	\$9,101,796.00	\$9,721,112.96	\$28,440,929.96
1000-1999	LCFF	\$1,732,131.00	\$11,045,587.00	\$459,207.00	\$0.00	\$0.00	\$459,207.00
1000-1999	Supp. / Conc.	\$0.00	\$0.00	\$0.00	\$2,457,366.00	\$2,501,297.00	\$4,958,663.00
2000-2999	Included in Base	\$3,298,629.00	\$0.00	\$3,298,629.00	\$3,178,964.00	\$3,050,877.44	\$9,528,470.44
2000-2999	LCFF	\$351,839.00	\$3,431,201.00	\$0.00	\$0.00	\$0.00	\$0.00
2000-2999	Supp. / Conc.	\$0.00	\$0.00	\$0.00	\$260,744.00	\$271,174.00	\$531,918.00
3000-3999	Included in Base	\$5,173,163.56	\$0.00	\$5,173,163.56	\$4,972,638.00	\$5,171,543.52	\$15,317,345.08
3000-3999	LCFF	\$392,500.44	\$5,957,366.00	\$81,368.00	\$0.00	\$0.00	\$81,368.00
3000-3999	Supp. / Conc.	\$0.00	\$0.00	\$0.00	\$1,074,845.00	\$1,117,839.00	\$2,192,684.00
4000-4999	Included in Base	\$1,024,035.00	\$0.00	\$1,024,035.00	\$463,715.00	\$458,715.00	\$1,946,465.00
4000-4999	LCFF	\$940,000.00	\$2,502,471.36	\$877,000.00	\$0.00	\$0.00	\$877,000.00
4000-4999	Supp. / Conc.	\$0.00	\$0.00	\$0.00	\$322,601.00	\$322,601.00	\$645,202.00
5000-5999	Included in Base	\$1,404,717.00	\$0.00	\$1,404,717.00	\$1,447,478.00	\$1,452,478.00	\$4,304,673.00
5000-5999	LCFF	\$285,620.00	\$1,635,176.00	\$82,260.00	\$0.00	\$0.00	\$82,260.00
5000-5999	Supp. / Conc.	\$0.00	\$0.00	\$0.00	\$484,723.00	\$484,723.00	\$969,446.00
6000-6999	Included in Base	\$872,000.00	\$0.00	\$872,000.00	\$1,896,600.00	\$1,000,000.00	\$3,768,600.00
6000-6999	LCFF	\$0.00	\$1,160,666.00	\$0.00	\$0.00	\$0.00	\$0.00
7000-7999	Included in Base	\$58,361.00	\$0.00	\$58,361.00	\$50,433.00	\$50,433.00	\$159,227.00
7000-7999	LCFF	\$0.00	\$272,091.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>		<b>\$25,151,017.00</b>	<b>\$26,004,558.36</b>	<b>\$22,948,761.56</b>	<b>\$25,711,903.00</b>	<b>\$25,602,793.92</b>	<b>\$74,263,458.48</b>

## Expenditures by Source

Funding Source	Budgeted	Actual				Total
	2017-18	2017-18	2017-18	2018-19	2019-20	2017-20
Included in Base	\$21,448,926.56	\$0.00	\$21,448,926.56	\$21,111,624.00	\$20,905,159.92	\$63,465,710.48
LCFF	\$3,702,090.44	\$26,004,558.36	\$1,499,835.00	\$0.00	\$0.00	\$1,499,835.00
Supp. / Conc.	\$0.00	\$0.00	\$0.00	\$4,600,279.00	\$4,697,634.00	\$9,297,913.00

## Expenditures by Goal

Goal	Budgeted	Actual				Total
	2017-18	2017-18	2017-18	2018-19	2019-20	2017-20
Goal 1	\$21,448,926.56	\$22,781,889.00	\$21,448,926.56	\$21,111,624.00	\$20,905,159.92	\$63,465,710.48
Goal 2	\$1,552,485.00	\$1,080,280.00	\$1,484,835.00	\$3,935,853.00	\$4,012,773.00	\$9,433,461.00
Goal 3	\$1,270,381.00	\$1,431,814.36	\$0.00	\$609,089.00	\$627,879.00	\$1,236,968.00
Goal 4	\$879,224.44	\$710,575.00	\$15,000.00	\$55,337.00	\$56,982.00	\$127,319.00