**§ 15497.  Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: Geyserville Unified School District**

**Contact (Name, Title, Email, Phone Number): Christina Menicucci, Manager of Business Services, cmenicucci@gusd.com, (707) 857-3592**

**LCAP Year:2014-15**

## *Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may*

*be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## *State Priorities*

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

*A. Conditions of Learning:*

***Basic****: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards****: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:*** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only)****: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only)****: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

*B. Pupil Outcomes:*

***Pupil achievement****: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes****: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

*C. Engagement:*

***Parent involvement****: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.  (Priority 3)*

***Pupil engagement****: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

***School climate****: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1:  Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:**  Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|---|
| • January 8, 2014 – Board Meeting-LCAP discussed with Board Members, Administrators and Parents<br><br>• January 29, 2014-Group Leader Meeting<br><br>• Week of February 10, 2014-Surveys sent out to Middle and High School Parents and Students<br><br><br>• February 26, 2014-Group Leader Meeting<br><br>• March 4, 2014-GES Site Council Meeting<br><br>• March 25, 2014- DELAC Meeting<br><br>• April 9, 2014-LCAP Draft presented at Board Meeting<br><br>• April 15, 2014-LCAP Draft posted to web page, www.gusd.com, for questions & comments<br><br>• May 27, 2014-LCAP Final draft presented to DELAC for questions and comments<br><br>• June 11, 2014- LCAP & Budget Public Hearing<br><br>• June 25, 2014-LCAP & Budget Approved | • LCAP template and State Priorities presented to Board Members<br><br>• LCAP template and State Priorities presented and discussed with Stakeholder Group Leaders which include representatives from Teachers Union, Classified Union, Administrators,  DELAC and Parents<br><br>• Parent and Student surveys went out for Middle and High School. Results of parent and student surveys show that the school is safe, positive environment with highly qualified staff.  Areas identified as needing improvement were more electives, increase technology and more variety of sports.<br>• Group Leaders discussed needs identified by Stakeholders.  Needs indentified: Improve/Maintain Facilities, Increase access to Technology, Improve Student Achievement and Engagement and Increase Parent Involvement<br><br>• Parents, Staff and Principal met to identify Goals and Actions for Geyserville Elementary School.  Identify the need to improve facilities and increase student achievement & engagement.<br><br>• DELAC Committee (which includes Parents & Staff) discussed EL student goals and needs.  They would like support classes for Middle and High School students in Math and English.  Other goals indentified were a Spanish class offered for Elementary students and a covered walkway between the classrooms and Cafeteria. |

| Involvement Process | Impact on LCAP |
|---|---|
| | <ul><li>DELAC had no questions at the May 27th meeting</li><li>No Comments or Questions on LCAP at June 11th Public Hearing</li></ul> |

## Section 2:  Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:**  Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted?  What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric | Goals | Annual Update: | What will be different/improved for students? (based on identified metric) | Related State and Local |
|---|---|---|---|---|

| (What needs have been identified and what metrics are used to measure progress?) | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Analysis of Progress | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| **Need:** Students need a school environment and facilities that are safe, secure and in good repair<br><br>**Metrics:** Parent surveys and Facilities Inspection Tool determined:<br>5 out of 15 rooms have structural damage: Dry rot or leaking roofs. Playground ground cover does not meet safety standards.<br><br><br><br><br>District Suspension Rate: 2.5<br>Expulsion Rate: 0 | Provide safe and secure school environments<br><br>Maintain and Improve facilities<br><br>Repair Dry Rot<br><br>Improve playground safety. Replace ground cover. Repair leaking roof.<br><br><br><br>Provide counseling services for students.<br><br>Provide | All<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>Special | All<br><br><br><br>Geyserville Elementary | | Facilities in Good Repair in all areas. All structural damage repaired. (FIT Survey)<br><br><br><br><br><br><br><br><br><br>No increase to suspension Rate<br><br>Maintain 0 expulsions | Facilities in Good Repair in all areas<br><br><br><br><br><br><br><br><br><br><br>No increase to suspension Rate<br><br>Maintain 0 expulsions | Facilities in Good Repair in all areas<br><br><br><br><br><br><br><br><br><br><br>No increase to suspension Rate<br><br>Maintain 0 expulsions | 1 |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | school Psychologist | education | | | | | | |
| **Need:** Students and staff need to utilize technology in order to be proficient in 21st century learning skills<br><br>**Metrics:** Tech Plan and Technology Surveys<br><br>Wifi availability: Geyserville Elementary-60% of campus Geyserville Middle & High School-60% of campus | Increase student and staff technology access and trainings to increase student proficiency. Increase student access to Wifi. | All | All | | Increase access to technology by 15%<br><br>Provide Wifi access to 75-80% of campus | Increase access to technology by 10%<br><br>Provide Wifi access to 85-90% of campus | Increase access to technology by 5%<br><br>Provide Wifi access to 90-95% of campus | 1,2,5,6 |
| **Need:** Student need to be proficient in Common Core Standards in order to be successful in school | Increase student scoring proficient and above on CCSS/SBAC | All<br><br>ELL, Socio-Economic Disadvantage, | All | | Increase student scoring proficient and above on CCSS/SBAC benchmark ELA | Benchmark + 2% | Benchmark + 4% | 4,5,2,7 |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| **Metrics:** CCSS and SBAC<br><br>2012-13 CST Scores English Language Arts:<br><br>2<sup>nd</sup> Grade:<br>Advanced: 4%<br>Proficient: 19%<br>Basic: 54%<br>Below Basic:19%<br>Far Below Basic: 4%<br><br>3rd Grade:<br>Advanced: 7%<br>Proficient: 14%<br>Basic: 50%<br>Below Basic:29%<br>Far Below Basic: 0%<br><br>4th Grade:<br>Advanced: 30%<br>Proficient: 45%<br>Basic: 10%<br>Below Basic:10%<br>Far Below Basic: 5% | benchmark ELA and Math | Special Education | | | and Math<br><br>Benchmark | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| 5th Grade: Advanced: 20% Proficient: 20% Basic: 47% Below Basic: 13% Far Below Basic: 0%  6th Grade: Advanced: 20% Proficient: 40% Basic: 33% Below Basic:7% Far Below Basic: 0%  7th Grade: Advanced: 23% Proficient: 55% Basic: 14% Below Basic: 9% Far Below Basic: 0%  8th Grade: Advanced: 33% Proficient: 53% Basic: 13% | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| Below Basic: 0% Far Below Basic: 0% 9th Grade: Advanced: 33% Proficient: 33% Basic: 33% Below Basic: 0% Far Below Basic: 0% 10th Grade: Advanced:37% Proficient: 26% Basic: 26% Below Basic:5% Far Below Basic: 5% 11th Grade: Less than 10 students tested % not available to protect student privacy 2012-13 CST Scores Mathematics: 2nd Grade: | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| Advanced:15% Proficient: 35% Basic: 23% Below Basic:27% Far Below Basic: 0% 3rd Grade: Advanced:23% Proficient: 23% Basic: 38% Below Basic:15% Far Below Basic: 0% 4th Grade: Advanced:50% Proficient: 25% Basic: 10% Below Basic:15% Far Below Basic: 0% 5th Grade: Advanced:7% Proficient: 27% Basic: 40% Below Basic:20% Far Below Basic: 7% | | | | | | | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| 6$^{th}$ Grade: Advanced:21% Proficient: 29% Basic: 50% Below Basic:0% Far Below Basic: 0% 7$^{th}$ Grade: Advanced:32% Proficient: 32% Basic: 14% Below Basic:18% Far Below Basic: 5% 8$^{th}$ Grade: Less than 10 students tested in General Math and Algebra % not available to protect student privacy 9$^{th}$ Grade Algebra: Advanced: 0% Proficient: 0% Basic: 50% Below Basic:50% | | | | | CELDT: Increase proficiency by 10% Increase reclassification by 2% | CELDT: Increase proficiency by | CELDT: Increase proficiency by 8% | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| Far Below Basic: 0%  CELDT Kindergarten: Beginning 57% Early Intermediate 14% Intermediate 29%  EL Reclassification Rate: 12.7%  Dropout Rate: 0   Teacher Misassignments: 0  2012-13- 4 out of 15 students met the A-G Requirements  Students that earned a 3 or higher on AP: 2 of 5 | | | | | Maintain Dropout rate at 0  Maintain teacher misassignments at 0.   30% of students will meet the A-G requirements   Increase the number of students who pass the AP exam by 5%  Purchase CCSS Instructional materials for Grades K-5 Math & ELA | 10%   Increase reclassification by 2%   Maintain Dropout rate at 0 Maintain teacher misassignments at 0.   35% of students will meet the A-G requirements  Increase the number of students who pass the AP | Increase reclassification by 2%  Maintain Dropout rate at 0 Maintain teacher misassignments at 0.   40% of students will meet the A-G requirements   Increase the number of students who pass the AP exam by 5% | |

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| Number of CCSS Instructional Materials –Currently the teachers at GES are using IXL online for math. Looking to purchase new materials in the future.<br><br>High school graduation rate 94%<br><br>Early Assessment Program (EAP): NA | | | | | Maintain a High School Graduation of 90% of higher<br><br>EAP: NA | exam by 5%<br><br>Purchase CCSS Instructional materials for Grades 6-12 Math & ELA<br><br>Maintain a High School Graduation of 90% of higher<br><br>EAP:NA | Purchase CCSS Instructional Materials for Science K-12<br><br>Maintain a High School Graduation of 90% of higher<br><br>EAP:NA | |
| **Need:** Student need to feel Engaged in their learning<br><br>**Metric:** 2012-13 Chronic Absenteeism also know as Truancy Rate<br>GES Truancy Rate-32.58<br>GMS Truancy Rate-9.09 | Increase student engagement | All | All | | Decrease Truancy Rate by 5 | Decrease Truancy Rate by 3<br><br><br><br>Maintain Attendance | Decrease Truancy Rate by 2<br><br><br><br>Maintain Attendance | 5,6,7,8 |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| GHS Truancy Rate-11.11 BVHS Truancy Rate-62.5 District Total-22.26 Annual Attendance Rate 2012-13: 95.72% Course Access to Visual and Performing Arts, Applied Arts, Career Technical Education, Health and PE is available to all students (No CTE available for Elementary) CTE: 3 Courses Physical Fitness Test 2012 Results: % of student in the | | | | | Maintain Attendance Rate at or above 95% Continue Art, Music and Computer Skills Classes at GES Add a Restaurant Management Course at Geyserville High School which incorporates CTE and Culinary Arts (2 year program) PFT: 5th Grade-maintain HFZ in all 6 areas of | Rate at or above 95% Continue Art, Music and Computer Skills Classes at GES Add a Restaurant Management Course at Geyserville High School which incorporates CTE and Culinary Arts (2 year program) PFT: 5th Grade-maintain HFZ in all 6 areas of | Rate at or above 95% Continue Art, Music and Computer Skills Classes at GES Add a Restaurant Management Course at Geyserville High School which incorporates CTE and Culinary Arts (2 year program) PFT: 5th Grade-maintain HFZ in all 6 areas of | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| Health Fitness Zone (HFZ) 5th Grade Aerobic Capacity-92.9 Body Composition-92.9 Abdominal Strength-100 Trunk Extension-85.7 Upper Body Strength-92.9 Flexibility-78.6  7th Grade - Aerobic Capacity-42.1 Body Composition-94.7 Abdominal Strength-94.7 Trunk Extension-94.7 Upper Body Strength-68.4 Flexibility-63.2  9th Grade Aerobic Capacity-14.3 Body Composition-78.6 Abdominal Strength-92.9 Trunk Extension-71.4 Upper Body Strength-92.9 Flexibility-50 | | | | | 75% or greater  7th Grade-increase HFZ in Aerobic Capacity to 50%  9th Grade-increase HFZ in Aerobic Capacity to 50% | 75% or greater  7th Grade-4 out of 6 areas HFZ above 70%  9th Grade-4 out of 6 areas HFZ above 70% | 75% or greater  7th Grade-5 out of 6 areas HFZ above 70%  9th Grade-5 out of 6 areas HFZ above 70% | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| Interscholastic Sports Students and Parents like that the district has a "No Cut" Policy -2013-14 Sports were funded solely by the Boosters | | | | | District will pay stipends for athletic coaches | | | |
| **Need:** Parent needs to feel Involved in their student's education. Only 38% of families returned their surveys. **Metric:** Parent Surveys | Increase Parent Involvement | All | All | | Increase Parent Involvement by 10% | Increase Parent Involvement by 8% | Increase Parent Involvement by 5% | 3,4,5 |
| **Need:** Streamline identification of Special Education student's needs and progress  **Metric:** The district is in the process of switching from a old computer system and many paper documents to the new electronic system called SEIS | Use SEIS to help streamline Special Education identification and progress | Special Education | District Wide | | Benchmark | Improve assessment tools to streamline identification process by 2% | Improve assessment tools to streamline identification process by 2% | 1,2,4,7,8 |

**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions**:  Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner.  In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified?  Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals? What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Improve School Facilities Provide safe and secure school environments

Maintain and Improve facilities

Repair Dry Rot

Improve playground safety. Replace ground cover. Repair leaking roof. | 1,6 | General Maintenance & Operation repairs, supplies and services

Grade playfield at GES. Install new ground cover to meet safety requirements.

Repair leaking roof for rooms 11-16.

Remove Dry Rot.

Install covered walk-way to Cafeteria.

Repair black top.

Install Solar Panels.

Yard Duty & Campus Supervision costs | District Wide

School-Geyserville Elementary

Geyserville New Tech Academy | | $180,000 GF

Hire consultant to evaluate need. Bond Fund 21, LCFF $200,000

Hire architect. Resurface black top. Prop 39 $50,000 Bond $100,000

$16,000 Fund 01 | Maintain Facilities

LCFF $10,000

Install Solar Panels

Prop 39 $150,000

$17,000 Fund 01 | Maintain Facilities

LCFF $6,000

Maintain Facilities

LCFF $10,000

$18,000 Fund 01 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Provide counseling services for students.<br><br>Provide school Psychologist | | Provide counseling services for students.<br><br>Provide school Psychologist | | | $18,000 Fund 01<br><br>$8,000 Fund 01 Resource 6500 | $18,000 Fund 01<br><br>$8,000 Fund 01 Resource 6500 | $18,000 Fund 01<br><br>$8,000 Fund 01 Resource 6500 |
| Improve/ Increase Technology Increase student and staff technology access and trainings to increase student proficiency. Increase student access to Wifi. | 1,2,5,6 | Increase internet band-width<br><br>Increase Wire-less access<br><br>Purchase 1 to 1 computers | District wide<br><br><br><br>Geyserville New Tech Academy | | LCFF $10,000<br><br>Fund 40 $25,000<br><br>Fund 40 $60,000 | Replace damaged or lost computers LCFF $5,000 | Replace damaged or lost computers LCFF $5,000 |
| Increase student | 4,5,2,7 | Purchase Curriculum aligned to Common Core Standards | District Wide | | Common Core, LCFF | LCFF | LCFF |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?  What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| achievement  Increase student scoring proficient and above on CCSS/SBAC benchmark ELA and Math | | Provide Staff Development for Common Core  Highly Qualified Staff  Elementary Reading Specialist FTE  Add Math support class for Middle and High School students  Provide Intervention services to students with disabilities and students not performing at standards | Geyserville Elementary  Geyserville Middle & High School | | $10,000  $2,483,921 GF Property Taxes  $22,000 Title I  $30,000 Supplemental & Concentration Grant  $10,000  Fund 01 | $50,000  $2,508,760 GF Property Taxes  $22,000 Title I  $30,000 Supplemental & Concentration Grant  $10,000  Fund 01 | $25,000  $2,533,848 GF Property Taxes  $22,000 Title I  $30,000 Supplemental & Concentration Grant  $10,000  Fund 01 |
| Increase Student Engagement | 5,6,7,8 | Purchase new curriculum  Improve facilities  Increase student access to technology  CTE Courses  Sports | District wide | | LCFF $10,000  Bond $200,000  Fund 40 & LCFF $150,000  $15,000  Fund 01 | LCFF $50,000  $17,000  Fund 01 | LCFF $25,000  $18,000  Fund 01 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | $22,000 Fund 01 | $25,000 Fund 01 | $25,000 Fund 01 |
| Increase Parent Involvement | 3,4,5 | Parent Information Night before school starts -Information on New Tech Academy -Information on TK program Parent Site Visits at least one per year | District wide | | LCFF $5,000 | | |
| Use SEIS to help streamline Special Education identification and progress | 1,2,4,7,8 | Special Education Students | District Wide | | Purchase new assessment tools $500-$1,000 GF | Update assessment tools $500-$1,000 GF | Update assessment tools $500-$1,000 GF |

Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Increase student access to Technology | 2,4,5,6,7,8 | For low income pupils: Provide additional time after school for student WiFi access | Geyserville New Tech Academy | | Supplemental & Concentration Grant $10,000 | Supplemental & Concentration Grant $10,000 | Supplemental & Concentration Grant $10,000 |
| | | Increase Elementary Reading Specialist FTE | Geyserville Elementary | | $10,727 Supplemental & Concentration Grant | $11,000 Supplemental & Concentration Grant | $13,000 Supplemental & Concentration Grant |
| | | Instructional Aides at GES (3) | | | $23,504 Supplemental & Concentration Grant | $25,000 Supplemental & Concentration Grant | $27,000 Supplemental & Concentration Grant |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Add Math support class for Middle and High School students | Geyserville Middle & High School | | $30,000 Supplemental & Concentration Grant | $32,000 Supplemental & Concentration Grant | $34,000 Supplemental & Concentration Grant |
| Increase Student Achievement | 2,4 | For English learners: Provide an English Support class for Middle and High School students  Provide support for CAHSEE testing | Geyserville New Tech Academy | | LCFF-Supplemental & Concentration Grant $31,510 for teacher  $10,000 for curriculum & instructional materials | LCFF-Supplemental & Concentration Grant $32,000 for teacher  $10,000 for curriculum & instructional materials | LCFF-Supplemental & Concentration Grant $34,000 for teacher  $10,000 for curriculum & instructional materials |
| N/A | | For foster youth: | | | | | |

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of

unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas.  (See 5 CCR 15496(b) for guidance.)

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Geyserville Unified School District has a population of 40% of English Language Learners, 65% Low-Income students and 70% Unduplicated Count.  Supplemental and Concentration grant funding of $145,741 for 2014-15.  These funds will be used for the following on a districtwide basis:

1 English Language Support Class (Literacy) for Middle School Students and 1 English Language Support Class (Literacy) for High School Students-$31,510

Math Support Class for Middle and High School Students-$30,000

Increase time for Elementary Reading Specialist-$10,727

Instructional Materials for CAHSEE prep, Common Core implementation and After school Internet access -$50,000

Increase Instructional Aides at Geyserville Elementary $23,504

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A.  Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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Our minimum proportionality percentage is 10.22%.  These funds will be used for the following:

1 English Language Support Class (Literacy) for Middle School Students and 1 English Language Support Class (Literacy) for High School Students-$31,510

Math Support Class for Middle and High School Students-$30,000

Increase time for Elementary Reading Specialist-$10,727

Instructional Materials for CAHSEE prep, Common Core implementation and After school Internet access-$50,000

Increase Instructional Aides at Geyserville Elementary $23,504

2012-13 EIA expenditures spent on unduplicated students $84,630.  Total LCFF Base Grant entitlement $1,426,079.  Total 2014-15 budgeted unduplicated students services $145,741.  An increase for services to unduplicated students of 10.22%.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.