



# **GEYSERVILLE NEW TECH ACADEMY SELF-STUDY REPORT**

**1300 Moody Lane  
Geyserville, CA 95441**

**Geyserville Unified School District**

**April 12-14, 2021**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2018 Edition (2019-2020 SY Visits)**

## [TABLE OF CONTENTS](#)

[WASC Background and Information](#)

[Executive Summary \(PPT\) \(Español\)](#)

[Preface](#)

[Chapter I: Progress Report](#)

[Chapter II: Student/Community Profile and Supporting Data and Findings \(4 Page Summary\)](#)

[Chapter III: Self-Study Findings](#)

A: [Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources](#)

B: [Standards-based Student Learning: Curriculum](#)

C: [Standards-based Student Learning: Instruction](#)

D: [Standards-based Student Learning: Assessment and Accountability](#)

E: [School Culture and Support for Student Personal and Academic Growth](#)

[Prioritized Areas of Growth Needs from Categories A through E](#)

[Chapter IV: Summary from Analysis of Identified Major Student Learner Needs](#)

[Chapter V: Schoolwide Action Plan](#)

[Appendices](#)

[Glossary](#)

# WASC Background and Information

## WASC Mission

ACS WASC advances and validates quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning. This mission is built upon these beliefs:

1. a school's goal is successful student learning;
2. each school has a clear purpose and schoolwide learner outcomes; and
3. for ongoing school improvement, each school engages in collaborative self-reflection and analysis to assess progress in achieving its mission, vision, and schoolwide learner outcomes.

Accreditation is integral to a school's perpetual cycle of assessment, designing and planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established research-based criteria. In addition to its official title, WASC also means We Are Student-Centered.

## Why Accreditation

- Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning
- Validates the integrity of the school's program and transcripts
- Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide
- Provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue
- Builds a professional culture to support the schoolwide action plan
- Fosters the continuous improvement of the school's programs and operations to support student learning
- Provides valuable insight from fellow educators visiting the school
- Benefits schools that choose joint accreditation or other collaborative processes, e.g., ACS WASC/HIDOE and ACS WASC and IBO

## Self-Study Process/Full Visit

- Involvement of all stakeholders in the self-study process.
- Clarification of the school's purpose and the schoolwide learner outcomes.
- Assessment of the student program and its impact on student learning with respect to the ACS WASC criteria.
- Development of a schoolwide action plan that addresses identified areas for improvement.
- Visiting committee validation and enhancement based on accreditation criteria and standards, self-study, and findings from the visit.
- The purpose of the visit by a two-member team is to understand the school's purpose, its program, and operations based upon the ACS WASC criteria and detailed school description.
- Builds a professional cultures to support the schoolwide action plan

All items above are from: <https://www.acswasc.org/about/acs-wasc-overview/>

# Executive Summary for Geyserville WASC Report

## [PPT](#)

### [Chapter I: Progress Report](#)

This section describes the significant developments since our last visit (most notably the natural disasters and pandemic that our community has experienced), the process for implementing and monitoring our action plan (LCAP), the progress we have made on the action plan and the recommendations from the visiting committee since last visit. Overall, we must continue our work on many of the existing goals and actions established by our 2018-2019 action plan (LCAP).

### [Chapter II: Student/Community Profile Data](#)

The data provided in this section is a comprehensive list of all data available from various reports submitted each year (SARC, CBEDS, LCAP, Local Indicators, ELAC, etc) and some additional data. Being a small school with a small number of students, percentages and quantitative data continues to be a statistical challenge. However, the data is useful and interesting and provided us with many thoughts and questions. Overall, the highlights of this section include:

- Our project based learning model utilizes current educational research on how to prepare students for college and career.
- 100% of our students have an electronic device to use on campus.
- Due to the small size of our school district, percentages can swing either direction heavily so looking at the number of students is often more helpful.
- We have significantly improved the suspension rates at our school
- We have a high number of chronic absences (except for Hispanic students), however, with COVID-19 and distance learning this indicator takes on a new meaning and new challenges.
- ELA scores improved
- Students in the cohort have a great graduation rate

### [Chapter III: Self-Study Findings](#)

All staff members participated in one focus group. Focus group members determined the growth and strength areas for each of the following categories: [Organization](#), [Curriculum](#), [Instruction](#), [Assessment and Accountability](#), and [School Culture and Support for Student personal and Academic Growth](#).

Staff members worked together to compile information, evidence and narrative summaries about each aspect of our school through the lens of the specific category and determined [prioritized strength and growth areas](#).

Our top four areas of strength include:

- Congruence and Integration Among Disciplines
- Vision – Mission – Schoolwide Learner Outcomes
- Accessibility to Curriculum for all students
- Staff Communication
- School Safety and Safety Plan

Our top four areas of growth include:

- Career Preparedness and Real World Experiences + Post High School Transitions
- Creative and Critical Thinking + Application of Learning
- Schoolwide Modifications Based on Assessment Results
- Small School Culture

## **Chapter IV: Summary from Analysis of Identified Major Student Learner Needs**

The following items are a compilation of all the different areas from the WASC report that were considered prior to developing our action plan (LCAP) and helped us identify major student learning needs.

### **Previous WASC Recommendations**

- Continue to work on instructional strategies and techniques so that students are able to demonstrate proficient knowledge in all disciplines, with an emphasis on English/Language Arts and Mathematics as measured by the CAASPP
- Continue to work on developing local formative and summative assessments to gauge student mastery of concepts
- Collecting and analyzing data needs to be an ongoing schoolwide process in order to demonstrate and update student progress
- Continue to explore ways to ensure that more students complete the A-G requirements upon graduation through more access to necessary classes, as well as appropriate instructional support for all students.
- Continue to provide staff with a focused professional development program in order to provide more powerful teaching and learning across the curriculum.
- Provide all students with career and college planning throughout their four years of high school.

### **Two to three major preliminary student learner needs based on the data [\(from Data Profile\)](#).**

- Continue to work on social-emotional support and safe school culture for students (especially as related to the impact of COVID-19 and fire trauma)
- Continue to work on engaging activities and Project Based Learning activities to assist with decreasing truancy, increasing attendance, and decreasing suspension rates (especially strategies related to engaging learners, ensuring relevant and authentic learning experiences, developing skills essential for both college and career, and mastering academics)
- Continue to support students who are struggling and increase academic achievement

### **Focus Group Findings (Prioritized Top 4)**

- Career Preparedness and Real World Experiences + Post High School Transitions
- Creative and Critical Thinking + Application of Learning
- Schoolwide Modifications Based on Assessment Results
- Small School Culture

### **California School Dashboard Results**

- Continue strategies used to decrease suspension rate (it's working!)
- Monitor and address chronic absenteeism.
- Continue to increase student achievement

### **California State Priorities**

- LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)
- LCFF Priority 2 – Implementation of Academic Standards
- LCFF Priority 3 – Parent Engagement
- LCFF Priority 4 – Performance on Standardized Tests
- LCFF Priority 5 – Pupil Engagement
- LCFF Priority 6 – School Climate
- LCFF Priority 7 – Access to a Broad Course of Study
- LCFF Priority 8 – Other Pupil Outcomes

### **COVID-19 Impact areas**

- Student learning loss
- Social-emotional needs

## Chapter V: Schoolwide Action Plan

Being an incredibly small school district and school, our LCAP is our WASC action plan. The summary of our plan is listed below. The WASC report provides a detailed version of each action and the LCAP in June will provide the details related to funding, measurable outcomes and progress on the Learning Continuity and Attendance Plan.

<i>Goal 1</i>	<i>Goal 2</i>	<i>Goal 3</i>
<i>Provide safe, secure, and welcoming school environments</i>	<i>Increase student achievement and engagement</i>	<i>Instructional Support for EL, low-income and at-risk</i>
<ul style="list-style-type: none"> <li>● General Maintenance &amp; Facility Upgrades</li> <li>● Supervision</li> <li>● School Climate</li> <li>● Family Engagement</li> <li>● Community Outreach</li> </ul>	<ul style="list-style-type: none"> <li>● Technology</li> <li>● Highly Qualified Staff</li> <li>● Instructional Materials</li> <li>● Staff Development</li> <li>● Data Analysis</li> <li>● Engaging experiences</li> <li>● College and Career Prep</li> <li>● Buena Vista High School</li> </ul>	<ul style="list-style-type: none"> <li>● English Language Development (ELD)</li> <li>● Instructional Support</li> <li>● Counseling</li> <li>● Intervention</li> </ul>

The goals and actions have been rearranged from 2019-2020 to align with county recommendations. Based on the WASC process we added or will provide additional funding for the following items:

- **General Maintenance & Facility Upgrades:** We are very fortunate that our community passed the bond and so we are able to upgrade and enhance our facilities.
- **School Climate:** Changed title from “safe school culture” to encompass more actions. Added Stop-It app, Keystone Therapy, House Events, and activities to enhance school connectedness.
- **Community Outreach:** Added “Leverage community resources to provide additional internships, shadowing and industry tours “ (to reflect WASC work)
- **Data Analysis:** modified language in this section to reflect WASC work
- **College and Career Preparedness:** Separated “Engaging and Rigorous Experiences” to “Engaging Experiences” and “College and Career Preparedness”. Provided more detail for each sub-action. Added AVID Skills Schoolwide (to reflect WASC work)
- Goal 3 was focused on areas to provide instructional support to Increase or improve services for English Learners and Low-income students and students who are failing, or most at risk of failing, to meet challenging State academic standards
- **COVID-19 Learning Loss:** included students experiencing learning loss related to COVID-19 to goal 3

## Preface

Our original WASC visit was scheduled for Spring of 2020. Due to a high number of WASC visits during this time, we volunteered to postpone the visit to Fall of 2020. Luckily we did because we had to shut down school for three weeks due to the Kincade Fire, a fire that significantly impacted our community. In March of 2020, schools closed down due to COVID-19 and all schools transitioned to distance learning. Our Fall 2020 WASC visit was then rescheduled to Spring 2021.

Our students, as of December 2020, have participated in distance learning since March 2020. In August of 2020 and September of 2020 our county and community were impacted by the Walbridge Fire and the Glass Fire. We have had many very unique and unprecedented events happen during the length of our Self Study Process.

As a small school district, our staff members wear so many different hats and do so much. During “crisis mode” the responsibilities are greater. It has been a tough five years (see “Significant Developments’ under [Chapter 1 Progress Report](#)) for our staff and our students, but we care so deeply for our students and are passionate about their success.

### WASC Timeline

December 2018/ January 2019	<p><b>Review of the Past</b></p> <ul style="list-style-type: none"> <li>● Teachers provided input on what progress we have made on our current WASC Previous Action Plan</li> <li>● Teachers provided input on what progress we have made on the recommendations made by the WASC committee.</li> </ul> <p><b>Snapshot of now</b></p> <ul style="list-style-type: none"> <li>● Teachers discussed the most important data points to evaluate the overall program</li> <li>● Created draft of the Student/Community Profile</li> </ul> <p><b>Surveys:</b></p> <ul style="list-style-type: none"> <li>● Each teacher took a survey of the different categories and how it relates to their teaching/curriculum (1 on December 12th, the rest on January 7th):C:<a href="#">Instruction</a>, B:<a href="#">Curriculum</a>, D: <a href="#">Assessment</a>, E: <a href="#">School Culture</a>, A: <a href="#">Organization</a></li> <li>● This data was compiled all together and placed into the google documents for each focus group.</li> </ul>
January 2019	<ul style="list-style-type: none"> <li>● Teachers reviewed Student/Community Profile <ul style="list-style-type: none"> <li>○ Determine 3 learner needs based on this data so far</li> <li>● Provide a brief summary that includes: <ul style="list-style-type: none"> <li>○ Important questions to be discussed in the Focus Groups</li> </ul> </li> </ul> </li> </ul>
February -May 2019	<ul style="list-style-type: none"> <li>● Teachers formed focus groups (3 teachers per group: Curriculum, Instruction, Assessment and School Culture)</li> </ul>

<p><i>**the visit was delayed and so some work was completed during this time**</i></p> <p>August/September 2019</p>	<ul style="list-style-type: none"> <li>● Teacher began working on developing their report/analysis for each area</li> <li>● Teacher focus groups began discussing additional data or evidence to write their report</li> </ul>
<p>October 2019-January 2020</p>	<ul style="list-style-type: none"> <li>● Kincade Fire Delayed all work</li> </ul>
<p>February 2020</p>	<ul style="list-style-type: none"> <li>● Focus Group Work Continued</li> </ul>
<p>March 2020-September 2020</p>	<ul style="list-style-type: none"> <li>● COVID-19 pandemic switch the focus to distance learning and reopening plans (for an eventual return)</li> </ul>
<p>October 2020</p>	<ul style="list-style-type: none"> <li>● Focus Group Work</li> </ul>
<p>November 2020</p>	<ul style="list-style-type: none"> <li>● Focus groups created a list of strengths and a list of prioritized growth areas.</li> <li>● Added COVID-19 Impact statement (note that most of the report was written prior to COVID-19)</li> <li>● Updated Student/Community Profile with most current data</li> </ul>
<p>December 2020</p>	<ul style="list-style-type: none"> <li>● Staff discussed learner needs based on preliminary data, focus group work and current COVID-19 impact.</li> <li>● Staff developed <a href="#">Prioritized Area of Growths</a> and established top 4 areas of growth.</li> </ul>
<p>January 2021</p>	<ul style="list-style-type: none"> <li>● Staff updated and revised action plan that is aligned to the LCAP <ul style="list-style-type: none"> <li>○ As a small school district this action plan will be used as our LCAP and will go through additional stakeholder engagement process with elementary stakeholders</li> </ul> </li> <li>● Stakeholder engagement <ul style="list-style-type: none"> <li>○ Teachers reviewed the document</li> <li>○ Classified staff reviewed</li> <li>○ Parents reviewed the document</li> <li>○ Governing Board reviewed the document</li> </ul> </li> </ul>
<p>February 10, 2021</p>	<ul style="list-style-type: none"> <li>● Governing Board Review and Approval</li> </ul>
<p>March 1, 2021</p>	<ul style="list-style-type: none"> <li>● Submission</li> </ul>
<p>April 12-14, 2021</p>	<ul style="list-style-type: none"> <li>● WASC Visiting Committee Virtual Visit</li> </ul>



**Acknowledgements**

We appreciate and thank all the people involved in this comprehensive report. We are proud of the work we have done and all the effort we have placed into self-reflecting on our school community and developing action items to support ongoing school improvement.

**Governing Board Members**

Linda Colliver, Sara Lopez, Cherie Marckx, Michael Johnson, Chelsea Rickard

**Superintendent**

Deborah Bertolucci

**Leadership Team**

Michael Johnstone, Deborah Bertolucci, David Bradford

**WASC Coordinators**

Michael Johnstone (2018-2020), David Bradford (2019-Present)

**Focus Groups**

A Organization:	Michael Johnstone, Deborah Bertolucci, David Bradford
B: Curriculum	Jesus Fernandez, Brian Long
C: Instruction	Amy Wilson, Kai Klaassen/Yoshi Makino
D: Assessment	Jesus Diaz, Chris Burns
E School Culture	Greg Bekker, Scott Boone, Stephanie Doucette

*\*\*Note these represent all 6-12 teachers*

## Chapter I: Progress Report

---

### [Significant Developments](#)

#### [Process for implementing and monitoring the schoolwide action plan](#)

#### [Progress on Schoolwide Action Plan](#)

#### [Progress on Recommendations](#)

### Significant Developments

The past 5 years have been a challenging time for our community. Every year for five years we have had to close schools.

<b>October 2017</b>	The <b>Tubbs Fire</b> tore through Sonoma County (northern Santa Rosa)
<b>November 2018</b>	<b>Camp Fire</b> brought back traumatic feelings of our experience as a community only a year prior. Schools were forced to close due to air quality levels, something that had not been experienced before
<b>PG&amp;E Power Shut Off days</b>	Required us to close schools due to power shut off. These were usually days that were hot and windy, which was the same conditions that started the Tubbs Fire.
<b>February 2018:</b>	<b>Russian River Floods.</b> Massive flooding in the area
<b>October 2019</b>	<b>Kincade Fire</b> devastated our community. Families lost their homes and the fire came within feet of the school. Students were out of school for 3 weeks
<b>March 2020</b>	<b>COVID-19 pandemic</b> caused schools to close, “shelter in place” for much of the state. Never before have we experienced this.
<b>Summer 2020</b>	Constantly changing guidelines, expectations, and reopening of schools criteria.
<b>August 2020</b>	<b>Walbridge Fire</b> again comes frightfully close to our community.
<b>September 2020</b>	<b>Glass Fire</b> greatly impacted Sonoma County.

Our students have endured so much and it is important that this trauma and stress is at the forefront of our decisions for the future.

### [Process for implementing and monitoring the schoolwide action plan](#)

As a small school community our LCAP serves as our guiding document for SPSA and Action Plan. Implementation and monitoring is done through the LCAP process, including the Annual Update section of the LCAP.

**Progress on Schoolwide Action Plan**

Progress on our action plan can be found in the Annual Update sections for each of our LCAP's. Below is the Action Plan presented in the mid-year review with progress notes.

<b>Goal 1: Provide safe and secure school environments</b>			
<b>LCAP Action</b>	<b>GNTA Only WASC Addition Action</b>	<b>Timeframe Person Responsible Notes</b>	<b>Progress Notes</b>
General Maintenance & Operation repairs, supplies and services		Ongoing Superintendent	All of these items are basic services important in ensuring our students are safe.  These are all ongoing items that continue to be in the LCAP and our Action Plan.  Onsite counselor times may be subject to change.
Yard Duty & Campus Supervision costs		Ongoing Superintendent/ Site Principal  Provide supervision during break and lunch.  Teachers supervise during class	
Provide counseling services for students		Ongoing Superintendent/ Site Principal/Counselor  On site counselor for students referred to school counselor (1 day per week, 4 hours per day)	
Provide school Psychologist & Behavior Intervention	Provide for students referred to the special education coordinator.	Ongoing Superintendent/ Site Principal/Counselor	
<b>Critical Areas to continue to work on...</b>			
**All items above Add the safe school ambassadors, and chair/desk repair A bond was recently passed and upgrades to the school facilities are in the works			

<b>Goal 2: Increase student achievement and engagement. Increase student scoring proficient and above on CCSS/SBAC benchmark ELA and Math</b>			
<b>LCAP Action</b>	<b>GNTA Only WASC Addition Action</b>	<b>Timeframe Person Responsible Notes</b>	<b>Progress Notes</b>

<p><b>Technology:</b></p> <p>Increase use of technology to implement state standards-100% of students will have access to technology at least once a week. All GNTA students have access daily to technology using one-to-one Chromebooks.</p>	<p>All GNTA students will have access daily to technology using one-to-one Chromebooks or their own personal laptop.</p> <p>Continue training in use of ECHO and implemented a school wide ECHO 101 Module for students and staff at the start of the 2016/2017 school year.</p>	<p>Ongoing Site Principal/ Teachers</p> <p>Students need 21<sup>st</sup> century computer skills.</p> <p>Administer surveys to students and staff yearly from NTN to determine skill and interest in New Tech techniques for possible implementation within curriculum</p>	<p>All students have access to chromebooks</p>
<p><b>Professional Development</b> focusing on Common Core Standards to increase the implementation of CCSS and ELD standards</p>	<p>Each Wednesday will either be 1) School Business, 2) Critical Friends or 3) Adult Learning Time where we address any PD needs established by our leadership team (including our NTN coach).</p> <p>Teachers are given opportunities to attend statewide Common Core workshops to better implement new standards within classrooms.</p> <p>Teachers also given release time to visit other school sites to expose themselves to other techniques/methods</p>	<p>Ongoing Site Principal/ Teachers/NTN Coach</p> <p>NTN Coach works with our site in discussing ideas for professional development.</p>	<p>Wednesday are still used for collaboration time</p>
<p><b>Curriculum</b> Purchase CCSS Instructional</p>	<p>Develop and Implement PBL</p>	<p>Ongoing Teachers</p>	<p>PBL curriculum development is</p>

<p>materials. 100% of students will have access to CCSS instructional materials</p>	<p>curriculum with higher interest major projects, real world projects and student presentations.</p> <p>Textbooks aligned with CCSS requirements in all classes. Projects in classes require student input at all stages.</p> <p>Offer online A-G certified curriculum for students who are interested in classes outside the scope of the classes available within the school</p>	<p>Constantly revising and improving PBL.</p> <p>A-G Curriculum</p> <p>Feb 2017-June 2017 Teachers -Develop the course descriptions for approval from UC/CSU.</p>	<p>ongoing.</p> <p>AVID 8th Grade</p> <p>AVID Implementation is also happening for the high school. We are in the second year of implementation, due to class reduction for schedule purposes, the AVID Elective class is only offered for 9th graders. The goal is to have an AVID Elective class for middle school and high school.</p>
<p><b>ELD Instruction</b> to increase proficiency and reclassification for ELL students.</p>	<p>Classes utilize visual activities, Total Physical Response method (TPR), and peer scaffolding to better support ELD students' understanding. Teachers are using more strategies in the mainstream classroom for EL comprehension.</p> <p>Continue to implement READ 180 Program.</p> <p>ELD teacher will take an ELL Collaborative with the county (SCOE) and return with information and shared strategies</p>	<p>Ongoing Teachers</p>	<p>Purchased materials EL Coordinator</p>

	<p>for staff. In addition, after review of CELDT the ELD teacher will offer an elective course next semester in developing writing in English and/or Spanish (lowest overall in CELDT scores) to the ELLs to improve grade level writing skills and in 2017-18 provide a dual language learning opportunity.</p> <p>The RSP teacher and the ELD teacher will implement a mandatory attendance at the Learning Center (middle school homework club/after school students) so that ELLs will receive additional help available in both English and Spanish.</p>		
<p><b>Support Classes</b></p> <p>Continue Math support class for Middle and High School students. Increase student achievement. Study skills class for Special Education students. Learning Centers for all students performing below grade level.</p>	<p>Add two support classes in year 2016/2017: Math support and Learning Center. Also, add a credit recovery class for students falling behind in credits in addition to the already existing Study skills class where students work on .</p>	<p>Ongoing Site Principal/ Teachers</p> <p>Begin exploring ways to evaluate effectiveness of these program and any ideas for improvement..</p>	<p><b>We still have our support classes</b></p>

<p><b>Highly Qualified staff</b></p> <p>Increase student achievement. Provide 1 CTE courses/pathways-100% of High School students will have access to CTE courses.</p>	<p>Develop and schedule team taught classes Recruit and hire teachers with credentials matching classes taught. CTE offerings in subjects such as graphic design, industrial art, culinary science. Other classes available based on students' need and interest.</p>	<p>Ongoing Superintendent/ Site Principal/</p>	<p>Ongoing</p>
<p>.</p>	<p><b>A-G</b> Increase % of students that meet the A-G requirements.</p>	<p>February-May of 2017. Superintendent  Submit course descriptions for A-G courses to UC Doorways</p>	<p>UC Doorways courses submitted.</p>
	<p><b>AP</b> Increase the number of students who pass the AP exam.  Provide AP classes yearly for upperclassmen and qualifying students. Subjects include but not limited to English, Literature, Statistics, Biology and Spanish. Classes with interest but without a large enough population can be given online opportunities for AP classes.</p>	<p>Ongoing Site Principal/ Teachers</p>	<p>This continue to be a challenge as a small number of students want to take AP classes, resulting them in having to take AP online courses (which they do not like as much)</p>
	<p><b>Agency</b></p>	<p>Ongoing</p>	<p>We have Agency</p>

	Create opportunities for lifelong learners. Increase student confidence and ownership of academic efforts	Teachers Utilize Agency Rubrics for assignments.	Rubrics
	<p><b>CAASPP</b> Identify additional ways to increase achievement on CAASPP exams.</p> <p>1) Including exploring how to support students who are not taking mathematics their junior year</p> <p>2)</p>	<p>Ongoing All Staff</p> <p>Use Wednesday time to explore these ideas.</p>	Our Community Profile provides detailed data to analyze. With COVID-19, state testing was delayed last year and any future testing in the near future will be with an * because of COVID-19

**Critical Areas to continue to work on...**

Clarify CTE courses, Reassess the Data AVID, added.

**Goal 3: Increase student engagement**

LCAP Action	GNTA Only WASC Addition Action	Timeframe Person Responsible Notes	Progress Notes
<p><b>Sports</b> Provide interscholastic sports-100% of Middle and High school students will have access to Interscholastic sports</p>	<p>Offer sports to both middle and high school students based on interest. Middle school options include co-ed soccer, basketball, and girls volleyball</p>	<p>Ongoing Site Principal</p>	<p>Sports are offered to students (although sports has been put on hold due to COVID-19)</p>



	<p>High school options include co-ed soccer, basketball, girls volleyball, tennis, golf and ballet folklorico</p>		
<p><b>CTE Courses-</b> 100% of Middle and High school students have access to CTE courses.</p>	<p>CTE offered in subjects such as graphic design, industrial art, culinary science. Other classes available based on students' need and interest.</p>	<p>Ongoing Site Principal/ Superintendent</p>	<p>Culinary and Industrial Arts is provided</p> <p>Construction Ag. Robotics is transitioning into a CTE course, along with other Innovative Agriculture.</p>
<p><b>Intervention</b> Provide Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant. Goal to increase engagement and decrease absences and truancy.</p>	<p>Special education evaluation and SST available by parent or teacher request. Study Skills class available for students underperforming regardless of student's special education classification. Multiple periods of Math Support classes taught by the resource teacher as well math instructor.</p> <p>Additional special education aides available for resource students within the mainstream classroom. School secretary handles initial truancy and identifies students at risk of chronic truancy. School</p>	<p>Ongoing Site Principal/</p>	<p>Improve intervention, improve documentation of the systems we are using.</p> <p>In-class interventions, document in-class scaffolding. Specific examples for various disciplines.</p> <p>List of SDAI techniques, get a printout and check off for documentation.</p> <p>Targeted</p>

	<p>Attendance Review Board available for students with identified issues.</p>		
	<p><b>Exploratory Workshops</b> are held monthly to increase student buy-in to their education, show that learning is a lifelong process and to change school culture to a more respectful attitude</p> <p><b>Project Based Learning:</b> Continue to implement Project Based Learning</p> <p><b>Online Courses:</b> Provide online courses (including AP courses) to expand students access to courses of study</p> <p><b>AP Courses</b> Students have access to AP courses of interest.</p> <p><b>**Added by recommendation**</b> <b>College and Career</b> Provide all students with career and college planning throughout their four years of high school.</p>	<p>Ongoing Site Principal/ Teachers</p>	<p>Mention the various programs we run on each of these actions.</p> <p>Shorter class periods may be improving student engagement,</p> <p>Advisory for college and career readiness, advisory activities.</p>

**Critical Areas to continue to work on...**

Improve intervention and support for struggling students (or students who experienced learning loss during pandemic)

Continue to implement PBL and develop engaging lessons.

**Goal 4: Increase Parent Involvement**

LCAP Action	GNTA Only WASC Addition Action	Timeframe Person Responsible Notes	Progress Notes
<p><b>Parent Information Nights</b> Parent Information Night before school starts • Information on New Tech Academy Parent Site Visits at least one per year</p>	<p>Provide High school orientation before start of school for all high school families. Cover information such as schedules, lockers, and extracurricular opportunities.</p> <p>Back to school night held mid-September for middle and high school families to interact with teachers. Childcare and dinner offerings help encourage more parent/family attendance.</p> <p>Echo site parent accounts encourage student monitoring and training on ECHO provided for parents.</p> <p>Final spring Exhibit Night allows for parents to see students' accomplishments and understand student progress through the course of the year.</p> <p>All teachers provided with echo email address to facilitate communication between student parent and teacher</p>	<p>Ongoing Site Principal/ Teachers/Community Engagement Liaison</p>	<p>Parent engagement has been found to be difficult, researching best practices is ongoing.</p> <p>Mail, Passive website</p> <p>Look at schools with good parent engagement</p> <p>Direct contact with parents and faculty.</p> <p>Parent education for changing parenting culture?</p>
<p><b>Parent Participation</b> Increase parent</p>	<p>Utilize the community engagement liaison to better educate the</p>	<p>Ongoing Site Principal/Community Engagement Liaison</p>	<p>Community Engagement Liaison is no longer a position.</p>

<p>participation-use all call system to remind them of upcoming events.</p> <p>PR/Volunteer coordinator to create volunteer database.</p> <p>More outreach materials and use of Facebook and district website.</p>	<p>community with information and events occurring at the school. Website updated daily with day's events and announcements for parents access.</p>	<p>All Call systems used and provides parents with phone call, voicemail, text message and connected email to maximize parent contact.</p>	<p>All Call system in place</p> <p>ClassTag has been implemented to provide information to parents.</p>
--	---	--	---

<p><b>Critical Areas to continue to work on...</b></p>
<p>Explore research-based effective strategies that work to increase parent engagement.</p>

<p><b>Goal 5 (GNTA only for 16-17): Student data and achievement should be reviewed in a continuing manner. This includes consistent formative and summative assessments to evaluate progress towards academic standards and the mastery our school's ESLRs (SLOs) WHOSE GOAL IS THIS NOW!?</b></p>			
<p><b>LCAP Action</b></p>	<p><b>GNTA Only WASC Addition Action</b></p>	<p><b>Timeframe Person Responsible Notes</b></p>	<p><b>Progress Notes</b></p>
	<p><b>CELDT</b> Annually evaluates language skills and results need to be analyzed</p>	<p>Ongoing Superintendent/Site Principal/Teachers Each of these are analyzed during Adult Learning Time.</p>	<p>CELDT is now ELPAC . The small number of students proves to be challenging when analyzing this data.</p>
	<p><b>SBAC</b> Smarter Balance testing data will be analyzed as it becomes available</p>	<p>Protocols from the New Tech Network are used to analyze data.</p>	<p>SBAC data is provided to all teachers and presented to Board in October (N/A for 2020)</p>
	<p><b>Student Progress</b> Student's individual progress in each class is discussed by all teachers.</p> <p>Informal student reviews are used to properly place students and before acceptance into extracurricular activities Student work is analyzed to understand the challenges and strengths and next steps as educators.</p>	<p>Qualitative data (ie, student work samples) are a priority in our data analysis as we are still developing, revising and evaluating projects/curriculum.</p>	<p>Mini-workshops, debrief. Check-ins</p>

<p><b>Formative assessments</b> are easily done with the ECHO format. ECHO allows for instantaneous feedback to teacher of student comprehension</p> <p>Students are given formative assessments beyond simply written tests in the form of visual presentations, product production, and oral presentation</p>		
<p><b>Summative Assessments</b> Teacher and publisher developed summative assessments are administered Math (MDTP, UC San Diego) placement tests are provided at the beginning of the year to ensure students are accurately placed within the correct class.</p>		
<p>Students are assessed on understanding within class using check in (thumbs and cards) methods for instant feedback to teachers. Teachers are able to modify the lesson accordingly within the class period.</p>		

**Critical Areas to continue to work on...**

**Document how we're doing formative assessments**

**Goal 6 (GNTA Only)** *Student writing is clearly and consistently organized, fully developed, fluent, and generally free of errors as appropriate to their grade level and the discipline. Students competently use appropriate technology to further their education.*

LCAP Action	GNTA Only WASC Addition Action	Timeframe Person Responsible <b>Notes</b>	<b>Progress Notes</b>
	<p>This year our SWLO Focus is on Written Communication For the past two years our staff has chosen a focus element from our SWLOs</p>	<p>2016-2017 Superintendent/ Teachers</p>	<p>No Red Ink -Use measurable data from the website 2016-2017 Middle School Writing Class - Wilson</p>

	<p>to get a larger picture of what our entire school is doing in any particular outcome. This year (it's two years later, this needs to be entirely rewritten.) we have chosen the Written Communication outcome as a way to understand and better suit the students needs in this particular learning outcome, as well as come to an agreement on how this learning outcome will be assessed throughout the school</p>		<p>Duolingo.com ELL and Spanish Elective grammar and language</p> <p>AVID 8th WICOR Program = Writing, Inquiry, Collaboration, Organization, and Reading</p> <p>The writing process ELA/ELD method used in ELD, AVID, and Language Support Benchmarks increased, peer editing implemented</p>
	<p>Teachers incorporate more scaffolded writing starters.</p>		<p>Classrooms will have sentence starters. Students in the regular English classes are given multiple check-ins for formative assessment.</p>
	<p>New Tech Network standard includes written communication as a portion of the grades assigned to projects. Major projects will have some element of written communication in the assignment and rubric</p>	<p>Ongoing Teachers</p>	<p>We continue to use ECHO to assess written communication. Written Reflection via ECHO Journal app, Written Discussion via thread on ECHO app</p>
	<p>Teachers in non-traditional writing subjects will find ways to incorporate written work into assignments. Examples include, but are not limited to, writing about topics in foreign language classes, reading primary source scientific documents in science classes and writing reviews of the paper.</p>	<p>Ongoing, but a focus in 2016-2017 Teachers</p>	<p>With access to chromebooks and ECHO students reflect and write about their agency for the day, if no access students should write them by hand.</p>
	<p>Students use Google office tools (Google drive) to collaborate with peers on written assignments practicing writing and editing simultaneously while working to produce a complete product.</p>	<p>Ongoing Teachers</p>	<p>Students use 21st century skills using technology to collaborate by sharing a document via the web whereas they access email and receive student shared docs and data. Students make comments and suggestions using the options</p>

**Critical Areas to continue to work on...**

**Intervention for Remedial English struggling students, ELL, LTEL students.  
CCR standards implemented in advisory**

## Progress on Recommendations

- 1. Continue to work on instructional strategies and techniques so that students are able to demonstrate proficient knowledge in all disciplines, with an emphasis on English/Language Arts and Mathematics as measured by the CAASPP**

**Goal 2:** *Increase student achievement and engagement.*

- We have continued to implement Project Based Learning.
- ELA: Using the New Tech focus on student awareness of achievement to increase academic performance. Various other teaching techniques including one on one coaching and direct guidance.
- Math: We have continued to provide math support classes
- Intervention Services: We continue to provide intervention services to students
- This continues to be in our new LCAP Action Plan under goal 2

- 2. Continue to work on developing local formative and summative assessments to gauge student mastery of concepts**

**Goal 5:** Student data and achievement should be reviewed in a continuing manner.

- **Formative assessments**
  - ECHO allows for instantaneous feedback to teacher of student comprehension
  - Students are given formative assessments beyond simply written tests in the form of visual presentations, product production, and oral presentation
  - Students are assessed on understanding within class using check in (thumbs and cards) methods for instant feedback to teachers. Teachers are able to modify the lesson accordingly within the class period.
  - Benchmarks allow for an opportunity to check student understanding prior to the culminating products' completion.
- **Summative Assessments**
  - Teacher and publisher developed summative assessments are administered
  - Project end debrief responses to gauge what students have learned
  - CAASPP
  - Final Exams
- This continues to be in our new LCAP Action Plan under goal 2 action 5.

- 3. Collecting and analyzing data needs to be an ongoing schoolwide process in order to demonstrate and update student progress**

**Goal 5:** *Student data and achievement should be reviewed in a continuing manner.*

- Annual Update in LCAP provides a means to analyze data yearly to demonstrate progress towards goals.
- [Summary Sheet](#) provide snapshot of all LCAP Data
- New Tech Support Tools (survey analysis)
- Classroom-based practice
- This continues to be in our new LCAP Action Plan under goal 2 action 5.

- 4. Continue to explore ways to ensure that more students complete the A-G requirements**

**upon graduation through more access to necessary classes, as well as appropriate instructional support for all students.**

**Goal 2: Increase student achievement and engagement.**

- We have utilized UC Scout to provide additional A-G courses to students
- Dual enrollment through SRJC also provides ways for students to experience college level courses. In Fall 2020, these courses were virtual allowing more of our students the ability to access the courses.
- Our [uc course list](#) has a list of courses we are able to provide, if students are interested.

Class of 2014: 0 students out of 13 students 0%  
Class of 2015: 5 students out of 19 students 26%  
Class of 2016: 6 students out of 18 students 33%  
Class of 2017: 0 students out of 15 students 0%  
Class of 2018: 4 students out of 19 students 21%  
Class of 2019: 3 students out of 7 students 43%

**5. Continue to provide staff with a focused professional development program in order to provide more powerful teaching and learning across the curriculum.**

**Goal 2: Increase student achievement and engagement.**

- Each Wednesday will either be 1) School Business, 2) Critical Friends or 3) Adult Learning Time where we address any PD needs established by our leadership team (including our NTN coach).
- Teachers are given opportunities to attend statewide Common Core workshops to better implement new standards within the classroom.
- Teachers also given release time to visit other school sites to expose themselves to other techniques/methods
- This continues to be in our new LCAP Action Plan under goal 2 action 4.

**6. Provide all students with career and college planning throughout their four years of high school.**

**Goal 3: Increase student engagement**

- Teachers also given release time to visit other school sites to expose themselves to other techniques/methods
- Through our Advisory course, students are given opportunities to prepare college applications, visit several colleges, and explore various universities and vocational schools.
- Students are also given guidance in college applications through Advisory, as well as faux interviews, resume help, and the opportunity to visit and partner with many different career paths.
- This continues to be in our new LCAP Action Plan under goal 2



# **Data Summary**

The next pages are included as a summary of the data in Chapter II: School and Community Profile

## Geyserville New Tech Academy

### Data Summary Page

Updated 1/14/2021

#### Vision/Mission

Geyserville New Tech Academy's goal is to guide its students through a meaningful and challenging standards-based curriculum. As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.

#### Schoolwide Learner Outcomes

We foster this vision by ensuring each learning experience embodies at least one of the following:

##### Knowledge and Thinking

Students reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

##### Agency

*Students understand that they can grow their intelligence and skills through effort, practice, and challenge.  
Students learn how to learn and monitor progress to be successful on tasks, school, and life.*

##### Written communication

Students effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

##### Oral communication

Students communicate knowledge and thinking through effective oral presentations (Clarity, Evidence, Organization, Language Use, Use of Digital Media/Visual displays, presentation skills).

##### Collaboration

Students are productive member of diverse teams through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

#### 2021-2022 Goals

Goal 1: Provide safe, secure, and welcoming school environments

Goal 2: Increase student achievement and engagement

Goal 3: Provide Instructional Support

# Geyserville New Tech Academy

## Goal 1: School Environment

### Suspension Rate

Dashboard	17-18	18-19	State(18-19)
Color	Red	Yellow	Yellow
Status	11% 15 Stu	4.6% 6 Stu	3.4%
Change	↑ 9.5%	↓ 6.3%	↓ 0.1%

### Facilities

	18-19	19-20
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	1	1
Overall Rating	Good	Good

### Parent Engagement

(District Level Report)

GUSD 2019

Trusting and Respectful Relationships	Initial
Welcoming Environments	Initial
Supporting Staff	Full and Sus
Two Way Communication	Full
Professional Learning	Initial
Information and Resources	Full
Discuss Student Progress	Full
Legal Rights and Advocating	Initial
Advisory Groups (principals and staff)	Initial
Advisory Groups (family members)	Initial
Provide Input	Initial
Working together	Initial

### Instructional Materials

	17-18	18-19
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials	0	0

### Staffing

	16-17	17-18	County
Per Pupil Ratio: Teachers	13.3 : 1	10: 1	19:1
Average teaching experience	7	7	10
First Year Teacher	3	4	-
Second Year Teacher	2	2	-
Classified staff	3	3	-
Administrators	1	1	-
Pupil Services	0	0	-

<http://www.ed-data.org/school>

### Teacher Credentials

	19-20	20-21
With Full Credential	12	12
Without Full Credential	0	0
Teaching Outside Subject Area	0	0
Misassignment of Teachers of EL	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0
Masters or PhD	8	6

### Local Indicator-Implementation of Standards

	17-18	18-19
Identifying the professional learning needs of groups of teachers or staff as a whole	Initial	Initial
Providing support for teachers on the standards they have not yet mastered	Initial	Initial
Identifying the professional learning needs of individual teachers	Initial	Initial

### Enrollment

	19-20	20-21
Grade 6	16	15
Grade 7	22	16
Grade 8	18	19
Grade 9	22	17
Grade 10	20	19
Grade 11	15	17
Grade 12	9	17
Total	122	120

### NTN Survey Data

	16-17	17-18	19-20
# of respondents	93	113	89
School Connectedness	80%	77%	95%
Learning Experiences	49%	61%	90%
Rules and Discipline Processes	58%	45%	83%
Peer Relationships	83%	81%	93%
Adult Relationships	81%	68%	90%
College and Career Ready	64%	53%	78%

### Other Demographics

	19-20	20-21
Male	52%	54%
Female	48%	46%
Hispanic/Latino	66%	66%
White	26%	31%

### Survey Data-Safe on Campus

	16-17	17-18	19-20
Students: I feel physically safe	90%	82%	82%
Parents: School is safe, clean and in good condition	83%	97%	89%
Teachers: I feel physically safe	100%	NA	NA

# Geyserville New Tech Academy

## Goal 2: Academic Achievement and Student Engagement

### Academic Achievement

#### English Language Arts

	17-18	18-19	State(18-19)
<b>Implementation of the standards (district level)</b>			
Professional Develop	Full	Initial	-
Instructional Materials	Full	Initial	-
Delivering Instruction	Full	Initial	-
<b>CAASPP (Grades 6-8, 11)</b>			
# tested	74	64	-
% met or Exceed	40% 30 Stu	49% 31 Stu	51%
<b>Dashboard (Grades 6-8, 11)</b>			
Color	Orange	Yellow	Green
Status	37 Below	19 Below	3 Below
Change	↓14	↑18	↑4
<b>D and F Analysis</b>			
# of D's and F's (Sem 1+Sem 2)	26	39	-

#### Mathematics

	17-18	18-19	State(18-19)
<b>Implementation of the standards (district level)</b>			
Professional Develop	Full	Initial	-
Instructional Materials	Full	Initial	-
Delivering Instruction	Full	Initial	-
<b>CAASPP (Grades 6-8, 11)</b>			
# tested	74	64	-
% met or Exceed	22% 16 Stu	28% 18 Stu	40%
<b>Dashboard (Grades 6-8, 11)</b>			
Color	Yellow	Yellow	Orange
Status	92 Below	9 below	34 below
Change	↑11	↑5	↑3
<b>D and F Analysis</b>			
# of D's and F's (Sem 1+Sem 2)	43	35	-

#### Science

	17-18	18-19	State(18-19)
<b>Implementation of the standards (school level)</b>			
Professional Develop	Beginning	Initial	-
Instructional Materials	Exp & Res	Initial	-
Delivering Instruction	Exp & Res	Initial	-
<b>CAST (Grades 8 and 10)</b>			
# tested		38	-
% met or Exceed	NA	5% 2 Stu	30%
<b>D and F Analysis</b>			
# of D's and F's (Sem 1+Sem 2)	5	11	-

#### History

	17-18	18-19	State(18-19)
<b>Implementation of the standards (district level)</b>			
Professional Develop	Exp & Res	Beg.	-
Instructional Materials	Exp & Res	Beg.	-
Delivering Instruction	Exp & Res	Beg.	-
<b>D and F Analysis</b>			
# of D's and F's (Sem 1+Sem 2)	22	20	-

#### Other Standards

	17-18	18-19	State(18-19)
<b>Implementation of the standards (district level)</b>			
Career Technical Education	Full	Initial	-
Health Education	Initial	Initial	-
Physical Education	Initial	Initial	-
World Language	Initial	Initial	-
Visual and Performing Arts	Full	Initial	-

#### College and Career

	16-17	17-18	18-19
<b>College and Career "Prepared Students"</b>			
Status	1 Stu	5 Stu	N/A
<b>A-G Requirements</b>			
# Met	0 Stu	4 Stu	3 Stu
<b>Dual Enrollment</b>			
# enrolled (Sem 1+ Sem 2+Sum)	NA	NA	5 Stu
<b>Advanced Placement</b>			
# tested	10 Stu	9 Stu	0 Stu
<b>Survey</b>			
Discusses options after high school	84%	68%	75%
Teaches job hunting skills	54%	54%	64%
Helps with college apps.	79%	72%	64%
Provides info on college acceptance	75%	76%	79%

#### College Going Rates

	16-17	17-18	State(17-18)*
<b>Dataquest</b>			
College-Going Rate	53%	60%	64%
# of students	9 Stu	12 Stu	-
In-State College	53%	60%	58%
Out-of-state college	0%	0%	7%

\*\*Note AP Courses and additional a-g courses are provided by UC Scout  
 \*\* UC Scout enrollment for 2019-2020 was 31 students (sem 1+ sem 2)  
 \*\*Dual enrollment for 2019-2020 was 8 students

# Geyserville New Tech Academy

## Goal 2: Academic Achievement and Student Engagement

### Academic Engagement

#### Chronic Absenteeism

Dashboard	17-18	18-19	State(18-19)
Color	Red	Orange	Orange
Status	10% 6 Stu	12% 7 Stu	10%
Change	↓ 1%	↑ 2%	↑ 1%

#### Graduation Rate

Dashboard	17-18	18-19	State(18-19)
Color	NA	NA	Green
Status	100%	100%	86%
Change	-		↑ 3%

#### Absenteeism

	17-18	18-19	State(18-19)
Eligible Cumulative Enrollment	129	124	-
Count of Students with 1+ Abs	114	115	-
Average Day Absent	9.3	10.4	9.8
Excused	82%	77%	54%
Unexcused	14%	15%	40%
Incomplete Indep. Study	1%	1%	1%
Out of School Suspension	3%	6%	5%

#### Physical Fitness (Healthy Fitness Zone)

	17-18	18-19	State(18-19)
<b>7th Grade</b>			
Aerobic	45% 9 Stu	37% 7 Stu	61%
Body Composition	80% 16 Stu	68% 13 Stu	60%
Abdominal Strength	95% 19 Stu	79% 15 Stu	77%
Trunk Extension Strength	100% 20 Stu	100% 19 Stu	86%
Upper Body Strength	60% 12 Stu	37% 7 Stu	63%
Flexibility	40% 8 Stu	53% 10 Stu	79%
<b>9th Grade</b>			
Aerobic	68% 13 Stu	81% 17 Stu	60%
Body Composition	95% 18 Stu	71% 15 Stu	62%
Abdominal Strength	90% 17 Stu	100% 21 Stu	81%
Trunk Extension Strength	90% 17 Stu	100% 21 Stu	89%
Upper Body Strength	63% 12 Stu	38% 8 Stu	69%
Flexibility	47% 9 Stu	81% 17 Stu	83%

#### Course of Study

	6-8	9-12
English Language Arts	X	X
Mathematics	X	X
Social Studies	X	X
Science	X	X
Physical Education	X	X
Visual and Performing Arts		X
Foreign Language		X
Applied Arts		X
Career Technical Education		X

#### Unique Programming

- \*Project Based Learning
- \*AVID in grades 6-10

#### Career Technical

	16-17	17-18	18-19
# of students participating	48	52	39

#### CTE Courses Provided

- \*Construction / Agriculture,
- \*Industrial Arts
- \*Intro to Engineering, Culinary Arts

#### Technology

Our school is 1:1! Students regularly complete assignments online.

# Geyserville New Tech Academy

## Goal 3: Support

### Subgroup Academic Performance

#### English Learner Progress

##### 14% English Learners (17 Students)

	17-18	18-19	19-20
<b>EL # Breakdown</b>			
EL 0-3	2	1	2
EL 4-5	1	0	1
EL 6+	16	16	10
<b>Implementation of the standards (ELD)</b>			
Professional Develop	Initial	Initial	-
Instructional Materials	Full	Initial	-
Delivering Instruction	Beg	Initial	-

#### ELPAC

	17-18	18-19	State(18-19)
Well Developed	17% 3 Stu	9% 1 Stu	16%
Moderately Developed	39% 7 Stu	27% 3 Stu	38%
Somewhat Developed	33% 6 Stu	27% 3 Stu	30%
Minimally Developed	11% 2 Stu	36% 4 Stu	16%

#### Dashboard (EL)

Suspension Rate	1 Stu	3 Stu	3%
English Language Arts	69 Below	45 Below	46 Below
Mathematics	135 Below	124 Below	69 Below

#### RFEP

##### 49 RFEP Students

	17-18	18-19	19-20
RFEP	46	44	49
Total Ever EL	65	61	62
<b>English Language Arts Dashboard Comparison</b>			
RFEP	36 Above	39 Below	3 Above
English Only (EO)	6 below	2 above	8 Above
<b>Mathematics Dashboard Comparison</b>			
RFEP	97 Below	108 below	27 Below
English Only (EO)	50 Below	61 below	23 Below
<b>Ever EL- CAASP</b>			
ELA % met or Exceed	24% 9 Stu	40% 14 Stu	40%
Math % met or Exceed	10% 4 Stu	19% 7 Stu	30%

#### Socioeconomically Disadvantaged

##### 72% Socioeconomically Disadvantaged (88 students)

	17-18	18-19	State(18-19)
Chronic Absenteeism	9% 4 Stu	13% 6 Stu	13%
Suspension Rate	12% 11 Stu	4% 4 Stu	4.3%
Graduation Rate	100% 11 Stu	NA	83%
College and Career	9% 1 Stu	NA	36%
English Language Arts	58 Below	33 Below	31 Below
Mathematics	118 Below	87 Below	64 Below

#### Hispanic

##### 65% Hispanic (79 students)

	17-18	18-19	State(18-19)
Chronic Absenteeism	3% 1 Stu	3% 1 Stu	11%
Suspension Rate	11% 9 Stu	5% 4 Stu	4%
English Language Arts	61 Below	32 Below	27 Below
Mathematics	127 Below	103 Below	62 Below

#### White

##### 28% White (34 students)

	17-18	18-19	State(18-19)
Chronic Absenteeism	4 Stu	5 stu	8%
Suspension Rate	12% 6 Stu	5.1% 2 Stu	2.9%
English Language Arts	1 Above	5 Above	30 Above
Mathematics	31 Below	40 Below	1 Above

#### Other Important Demographics

	17-18	18-19	19-20
Foster Youth	0	0	0
Migrant Ed	26	23	32
Homeless Youth	1	1	3
Student with Disabilities	19	17	13

## Chapter 2: Student/Community Profile Data

---

\*Note: A four page summary of GNTA data can be found [here](#).

### [A. General Background and History](#)

- [1. Community](#)
- [2. Staff Description](#)
- [3. School purpose and ACS WASC accreditation history for school](#)
- [4. LCAP identified needs and description of goals, actions, and services that apply to the school](#)

### [B. School Program Data — Description of Programs](#)

- [1. General education program](#)
- [2. Programs](#)
- [3. Online Instruction](#)
- [4. Support Programs](#)

### [C. Demographics Data](#)

- [1. Socioeconomic status](#)
- [2. Student Enrollment](#)
- [3. Language Proficiency Numbers](#)

### [D. Data on Addressing the Eight State Priorities](#)

- [1. LCFF Priority 1 – Basics \(Teachers, Instructional Materials, Facilities\)](#)
- [2. LCFF Priority 2 – Implementation of Academic Standards](#)
- [3. LCFF Priority 3 – Parent Engagement](#)
- [4. LCFF Priority 4 – Performance on Standardized Tests](#)
- [5. LCFF Priority 5 – Pupil Engagement](#)
- [6. LCFF Priority 6 – School Climate](#)
- [7. LCFF Priority 7 – Access to a Broad Course of Study](#)
- [8. LCFF Priority 8 – Other Pupil Outcomes](#)

### [E. Schoolwide Learner Outcomes](#)

### [F. Perception Data](#)

### [G. Summary of Profile](#)

## A. General Background and History

### 1. Community

#### a. Community Served by the School

Geyserville is approximately twenty miles north of Santa Rosa, CA in northern Sonoma County. It is an old farming community set in the valley and surrounded by vineyards. Its diverse population includes founding families, vineyard owners, land managers, laborers, seasonal workers, and people employed in a wide variety of occupations in Sonoma and the surrounding counties. Geyserville School District is a very small school district. Currently there are **120 students in grades 6-12.**

Geyserville New Tech Academy (previously known as Geyserville Educational Park) is one of two sites in the Geyserville Unified School District. This site houses the Middle School, High School, and Buena Vista High Schools. The main school building was built in 1969-70 and was originally designed as an “open” classroom but was later subdivided by panel walls. In November 1995 through the Measure B bond, reconstruction allowed for the construction of permanent walls and windows in the main building. Measure A bond issue February 2008 enabled the district to update facilities in 2009 and 2010 with new carpets, wall coverings, update electrical systems, install more internet cables, replace the roof and make additional repairs. We also recently received a bond that will allow for additional repairs and upgrades.

Geyserville High School students utilize various technologies to access and manage information, and create final projects for presentations. Students experience an interdisciplinary curriculum driven by a common core reflecting various disciplines and concentrating on effective communication, complex thinking and high standards of performance. Our goal is to enable students to develop a positive vision of themselves, and to become responsible, independent, self-directed learners.

Safety and security are recognizable qualities of our campus, as it is a nurturing and caring family environment. Surveys have repeatedly shown that students and their parents feel that they are physically safe on campus and that this situation is highly valued by both parents and students.

The New Tech Network describes itself as “a design partner for school change”. They believe “Schools can inspire and engage all students. Teachers can offer relevant and authentic learning experiences in all subjects. Students can develop skills essential for both college and career, in addition to mastering academics. As a leading design partner for comprehensive school change, New Tech Network has proven public schools can accomplish all of these aspirations. We do not operate schools; instead, we work with districts and communities throughout the country to transform schools into innovative learning environments.”

In October 2019, the [Kincade Fire](#) swept through our community and burned 77,758 acres and was not contained for two weeks. The fire came very close to the school, but thankfully our firefighters saved our school. Many families lost their homes and this along with so many other fires have effectuated great fear and anxiety in our community.



### **b. Family and community trends**

Bilingual parents are invited to D/ELAC (District English Learner Advisory Committee) meetings in which guest speakers are scheduled to help them understand the education system, family dynamics and parenting skills. In addition, our Emergency Preparedness Coordinator presents our District Emergency Preparedness Plan as it applied to the parents. There are consistently twenty to thirty parents at these meetings. D/ELAC sponsors a two-night workshop for bilingual parents to increase awareness regarding graduation requirements and the importance of pursuing higher education. On-going communication is a key component to parent-teacher relations and programs that affect their students' lives. Middle school parents are invited twice a year for student- parent-teacher conferences. Pertinent information is translated into Spanish and sent home as the need arises, as well as quarterly, in order to offer opportunities for parents to stay informed and meet with the staff concerning issues of interest and importance. The school has a web page that offers information about the school.

### **c. State/federal program mandates**

We follow all mandates under: LCAP, Learning Continuity and Attendance Plan, Title 1, Title II, and Title III

### **d. Parent/community organizations**

The Geyserville Education Foundation (GEF) is the main parent/community organization for our school. In addition, D/ELAC and Site council provide for extra opportunities for parents to participate.

### **e. Community foundation programs**

The Geyserville Educational Foundation (GEF) is a nonprofit community organization established in 1989 whose purpose is to secure and distribute contributions from individuals, corporations, and foundations to support and enhance the quality of community life through educational assistance. Comprised of volunteers, parents and school staff, our organization works diligently each year to raise funds that supplement and sustain special programs, technology updates and field trips that otherwise are not available to students of Geyserville Unified School District (GUSD).

### **f. School/business relationships**

Outside consultants are brought in on an as-needed basis; for example, local service organizations such as The Center for Social and Environmental Stewardship are contracted with our school to provide a part-time counselor for one-to-one counseling. These outside organizations are represented at staff meetings on a regular basis to keep the lines of communication open.

## **2. Staff Description**

Our staff brings with it many experiences outside of teaching, which benefit our small school environment. In addition to having training within their teaching field, various staff members have obtained further training and certification in CLAD, BCLAD, SDAIE, AVID, BTSA, EMT as well as completed various literacy, mathematics, technological and science training and workshops.

### Certificated Staff

There are 12 teachers who served our students in grades 6th-12th.

Teachers	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic	1	1	1	1	2	2	2
White	12	12	12	12	11	10	10
Total	13	13	13	13	13	12	12
Female	7	6	6	7	5	4	4
Male	6	7	6	5	8	8	8

There is one admin who serves as both the principal of GNTA and superintendent of GUSD.

Admin	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
White	1	1	1	1	1	1	1
Total	1	1	1	1	1	1	1
Female	1	1	1	1	1	1	1
Male	0	0	0	0	0	0	0

Pupil Services	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total	0	0	0	0	0	0	0

Please note, counseling services are contracted to an outside agency, The Center for Social and Environmental Stewardship, for approximately 8 hrs per week.

### Classified Staff

Our classified staff FTE has stayed consistent over the past 2 years.

Para professional	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic	1.5	1.5	1.5	.6	.6	0.0	0.0
White	2.53	2.38	1.85	1.53	1.53	1.26	1.26
Total	4.03	3.88	2.06	2.13	2.13	1.26	1.26
Female	4.03	3.88	2.85	2.13	2.13	1.26	1.26
Male	0	0	.5	0	0	0.0	0.0

Office/ Clerical	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic	0	0	0	1.0	1.0	0	1.0
White	1.0	1.0	1.0	0	0	1.0	0
Total	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Female	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Male	0	0	0	0	0	0	0

Other	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic	1.16	1.16	1.16	.5	.5	1.0	2.0
White	.5	.5	.9	1.28	1.28	.42	0.0
Total	1.66	1.66	2.06	1.78	1.78	1.42	2.0
Female	1.16	1.16	1.56	1.28	1.28	1.42	2.0
Male	.5	.5	.5	.5	.5	0	0.0

### Pupil Teacher Ratio

Being a very small school we have a lower pupil teacher ratio, nearly half of what it is for the county.

Teacher Ratio	2013-2014 (HS only)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Pupil teacher ratio*	10	11.5	9.9	11.1	10.9	10.7	11.9	11.7
County Comparison	20.9	19.6	20.1	19.7	19.7	NA	NA	NA

The enrollment in a school or district divided by the full-time equivalent (FTE) number.

\*\*2018-2021 county data is unavailable on dataquest.

### 3. School purpose and ACS WASC accreditation history for school

#### a. School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes

##### **Vision/Mission**

Geyserville New Tech Academy's goal is to guide its students through a meaningful and challenging standards-based curriculum. As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.

##### **Schoolwide Learner Outcomes**

We foster this vision by ensuring each learning experience embodies at least one of the following:

##### **Knowledge and Thinking**

- Students reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

##### **Agency**

- Students understand that they *can grow their intelligence and skills through effort, practice, and challenge.*
- *Students learn how to learn and monitor progress to be successful on tasks, school, and life.*

##### **Written communication**

- Students effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

##### **Oral communication**

- Students communicate knowledge and thinking through effective oral presentations (Clarity, Evidence, Organization, Language Use, Use of Digital Media/Visual displays, presentation skills).

##### **Collaboration**

- Students are productive members of diverse teams through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

## b. Accreditation History

Our first self-study was in 1967! The WASC school portal provides all the visits since the first one (listed below).

☐	Mid-Cycle Report with 2-Day Visit	April 10-11, 2017	Confirm to Full
☐	Self-Study	March 10-12, 2014	6w/Two-day Review
☐	Mid-Cycle Report with 1-Day Visit	February 8, 2011	Confirm to Full
☐	Self-Study	March 3-5, 2008	6 w/Review
☐	Mid-Cycle Report with 1-Day Visit	April 28, 2005	No Terms Given
☐	Self-Study	March 11-13, 2002	6 w/Review
☐	Self-Study	March 25, 1996	6 years
☐	Self-Study	April 23, 1990	6 years
☐	Self-Study	March 1, 1984	6 years
☐	Self-Study	March 1, 1978	5 years
☐	Revisit (Historical)	March 1, 1976	2 years
☐	Self-Study	March 1, 1973	3 years
☐	Revisit (Historical)	March 1, 1970	2 years
☐	Self-Study	March 1, 1967	3 years

“Geyserville New Tech Academy” began the WASC accreditation process in 1990 when it was called Pursuing Excellence. It was at this time that Joe Geysler, the perfect graduate, was created, which marked the beginning of the Expected Schoolwide Learner Results.

Then, in 1996, Education Park participated in the Focus on Learning process. The Leadership Team completed a thorough self-study process resulting in eight new ESLRs that reflected the perfect high-school graduate for the twentieth century. The Visiting Committee recommended a six-year accreditation that the State awarded.

In 2002 and 2008 Education Park participated in the Focus on Learning process. The ESLRs were again reviewed and progress was made to embed them into the curriculum. The Leadership Team completed another thorough self-study and implemented Action Plans. The Visiting Committee recommended, and the State awarded the six years with a one-day review in March of the third year. Following this self-review, common planning times on Wednesdays were to be dedicated once a month to focus group meetings to continuously implement and/or revise the Action Plans. The teaching staff reviewed the ESLRS / SLOs and revised them to reflect our intended updating to 21<sup>st</sup> Century learning and an increase in technology and collaborative project based learning.

In 2014 we participated in the Focus on Learning Process as Geyserville New Tech Academy. During this visit we had recently adopted the New Tech methodology. We were awarded a 6 year with a midterm review. In 2017 we had our progress report.

Geyserville New Tech Academy continues to provide a safe and caring environment and strives to educate and produce compassionate citizens who; achieve and perform at all levels of learning, are prepared to live and work collaboratively in the 21st century, and contribute to their community and the world while achieving a life of fulfillment. Our highly qualified and caring faculty and staff challenge

each student to his or her highest potential in this life-long pursuit of learning, excellence, and service to the greater good.

**c. New schools should also describe the process used to develop the schoolwide learner outcomes; other schools should comment on any revisions or refinements**

For consistency and fidelity of our program our Schoolwide Learner Outcomes are the same ones the New Tech Network uses for all campuses.

**4. LCAP identified needs and description of goals, actions, and services that apply to the school**

Please note the following relates to the 2019-2020 LCAP, which currently serves (along with the Learning Continuity Plan) as our goals and actions. The WASC process has been imperative in the development of the 2021-2022 LCAP and the items below will be updated in our 2021-2022 LCAP.

**a. Describe how the parents and community gave input to the process**

**Stakeholder Engagement from 2019-2020 LCAP (Active Goals/Actions)**

- Community Events: Corned Beef and Cabbage, Town Hall Meeting, Chamber of Commerce Dinners, Kiwanis meeting, Geyserville Municipal Advisory Committee
- By meeting with community members throughout the year during various events we know that the community is behind our current goals and actions and there are no alterations or changes requested at this time. Community members also completed a survey this year.
- Staff Meetings. This year we continued the goals and actions as determined by the 18-19 LCAP. At this time there are no alterations or changes requested and we will continue to implement our plan.
- Student Surveys: Demonstrates the actions and goals that we are doing are working and should be continued, especially in the areas of academic support, student engagement.
- DELAC Meetings . We discussed the three year plan, completed surveys. Parents are supportive of continuing the goals and actions. Parents had questions about services at GNTA for English Learners who are struggling with their classes. It was suggested that this part of the EL Master Plan "Based on analysis of school-wide and district-wide data, we will reexamine how instructional programs are meeting the needs of English Learners," is made available or shared with DELAC. We reported on the LCAP/Dashboard. There was some confusion about the powerpoint presentation, that parents questioned, which was addressed.
- English/Spanish Parent Survey. We need to increase the number of surveys and engagement, which will fall under Goal 4 Action 3 (Community Outreach). We will work with Public Relations/Volunteer Coordinator to assist with increasing engagement. We plan to roll out parent surveys at the beginning of the year instead of towards the end to see if we can get more surveys. Demonstrates the actions and goals that we are doing are working and should be continued, especially in the areas of academic support, increasing communication,
- District Leadership meetings (principals and superintendent). Reviewed data and determined to continue goals and actions.
- Annual Update discussion at Board/ Stakeholder Meeting. A review of the annual update to board provided great insight into how we are doing on our 3 year plan. No changes were requested.

### **Learning Continuity Plan Stakeholder Engagement**

- Students: Surveys were provided to students, communication with students regarding re-engagement strategies are planned throughout the fall.
- Families: Surveys: Phone Calls, Town Hall Virtual Meetings, Emails, Text ,ELAC/DELAC (8/24), Parent Advisory Committee (8/25)
- Staff: Surveys, Town Hall Virtual Meetings, Emails (ongoing communication), Staff Meeting (8/26)
- Educators ( teachers, principals, administrators, other school personnel): Bargaining Unit Member Meetings, MOU (Aug 6,7,11), Reopening Committee (ongoing throughout summer)
- Other stakeholders (who do not have internet or speak languages other than English): Phone conversations

#### Overall stakeholder process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan (9/4)
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the -most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).
- We presented the learning continuity and attendance plan to the parent advisory committee (8/25) and the English learner parent advisory committee (8/24) separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection. (9/9)
- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing (9/16)

#### Considered before finalizing

- Current and adjusted guidance
- Various adjustments based on feedback and continual revisions/improvements.
- We acknowledge the uncertainty created by COVID-19, and so it is highly probable that plans will change in response to changing needs.

Geyserville Unified School District-Stakeholder Engagement Summary Sheet			
Plan Range	2017-2020	Year in Plan	Year 3: Evaluating Plan
Types of Stakeholder Engagement Opportunities			
Parents	Staff	Students	Community
DELAC Parent Club Surveys (50 submitted)	Surveys (15 submitted) New Tech Process Renewal Process Staff Meetings	Surveys (205 submitted)	District Board Meetings Community Surveys (41) Community Events: Corned Beef and Cabbage, Town Hall, Chamber of Commerce, Kiwanis
Goal 1: School Environment		Goal 2: Student Achievement	
Parents		Teachers	
<p><b>96%</b> of parents feel school is safe, clean and in good condition</p> <p><i>Parent survey results mentioned the following:</i> Counseling Support (2)</p>		<p><b>Implementation of the Standards -Teacher Survey Results</b> (Professional Development, Curriculum, Instruction)</p> <p>Math 3- Initial Implementation ELA 3- Initial Implementation ELD 3- Initial Implementation NGSS 2- Beginning Development History 2-Beginning Development</p> <p><i>Teacher survey results mentioned the following:</i> Instructional support: Intervention(2), NGSS (1), ELD (1), Writing Program (1), Social Studies (1)</p>	
Students		Parents	
<p><b>96%</b> of students feel safe at school some (17%), most (43%) or all (37%) of the time</p> <p><i>Student survey results mentioned the following:</i> New equipment (16): <b>Playground (7)</b> , Gym (3), lockers (2), soccer balls (1), basketball court (1), ping pong table (1), gates around playground (1)</p> <p>Drinking Water (4) Emotional Support: bullying (2), being nicer (4), counselor (1)</p>		<p><b>Parent survey results mentioned the following:</b> <b>Academic Support (8)</b></p>	
Teachers		Students	
<p><i>Teacher survey results mentioned the following:</i> Academic motivation (2), Positive Student Engagement (1)</p>		<p><b>Student survey results mentioned the following:</b> <b>Teachers (6)</b> Support (2), <b>Math (8)</b>, ELA (3), <b>Science (6)</b>, PE (more PE?) (5)</p>	
Parents		Community	
<p><i>Parent survey results mentioned the following:</i> Outdoor Activities (1), Soccer (1) , Getting help (1)</p>		<p>Community members believe the following are the most effective educational services:</p> <p>In-School Support (70%) After School Tutoring (61%) Tutoring (61%)</p>	
Students		Goal 4: Parent Involvement	
<p><b>96%</b> of students are happy to be in GUSD some (28%), most (36%) or all (32%) of the time</p> <p><i>Student survey results mentioned the following:</i> <b>Sports (6)</b> <b>Increased assemblies, rally's, activities (9)</b> <b>More Recess (5)</b> <b>Lunch first, then recess (6)</b></p>		<p><b>86%</b> of parents feel school encourages parental involvement and participation</p> <p><b>81%</b> of parents like the All Call System (53% like email, 49% like teacher communication)</p> <p><b>Parent survey results mentioned the following:</b> <b>Increasing communication (8)</b></p>	

**b.State the identified needs and goals taken from the district LCAP that apply to the school** (Reference 2019-2020 LCAP, the new 2021-2022 LCAP Action plan is at the end of the WASC document)

### Goal 1: Provide safe and secure school environments

- Maintenance & operations:** Provide General Maintenance & Operation repairs, supplies and services
- Supervision:** Provide Yard duty and Campus Supervision
- Emotional Support:** Provide Counseling Services, school Psychologist & Behavior Intervention specialist for students in need.



4. **Safe School Culture:** Develop safe school culture by providing 1) Restorative Practices program and 2) Safe Schools Ambassadors program and 3) hiring a Safety Plan Coordinator.
5. **21<sup>st</sup> Century Furniture:** Pilot 21st Century Furniture in selected classrooms.

## **Goal 2: Increase student achievement**

1. **Technology:** Increase use of technology to implement state standards by purchasing technology, replacing technology as needed and providing technology support and repairs.
2. **Highly Qualified Staff:** Ensure a Highly Qualified staff to provide exceptional learning experiences that increase student achievement.
3. **Instructional Materials:** Purchase CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards.
4. **Staff Development:** Provide Staff Development for NGSS, CCSS and ELD Standard. Additional training in ELA at GNTA.
5. **English Language Development (ELD):** Provide ELD Coordinator, ELD Curriculum, Supplemental Curriculum and Literacy classes. Ensure there is more access for EL students within the master schedule at GNTA.
6. **Instructional Support:** Provide Instructional Support to students by providing 1) instructional aides at GES, 2) Math Support Classes for Middle School and High School, 3) Learning Centers, 4) Study skills course for RSP 5) Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant, 6) High School Alternative Education-Independent Study/College and Career position, 7) AVID for grades 8 and 9 and 8) add ELA support class for grades 6, 7, 8.
7. **Data Analysis:** Use data to inform decisions by 1) developing data collection and analysis tools, 2) develop evaluation and corrective action tools, 3) begin exploring formative and summative assessments for CCSS in Mathematics and ELA and 4) exploring formative and summative assessments for NGSS.
8. **Student Writing:** Improve student writing by discussing 1) writing continuum for K-12, 2) key benchmarks, 3) evaluation and intervention process.

## **Goal 3: Increase student engagement**

1. **Visual and Performing Arts:** Provide access to visual and performing arts as available.
2. **Sports:** Provide interscholastic sports to middle and high school students.
3. **CTE Course:** Provide at least 1 CTE Courses for High school students.
4. **Engaging and Rigorous Experiences:**
  - o At the high school level provide: 1) Exploratory workshops, 2) Project based learning, 3) Online courses as needed, 4) AP Courses as needed, 5) Advisory class
  - o At elementary level provide: 1) socio-emotional curriculum and 2) develop maker program.
5. **Buena Vista High School :** Ensure an engaging school environment that supports student in this path, such as: work experience, online courses, blended learning, and flexible opportunities.

## **Goal 4: Increase parent Involvement**

1. **Family Events:** Provide welcoming family events such as 1) Parent Information Night before school starts, 2) Information on New Tech Academy, 3) Information on TK program, 4) Back to School Night, 5) Open House, 6) Parent Site Visits.
2. **Communication to Families:** Ensure effective communication to families by utilizing 1) all call system to remind them of upcoming events, 2) Facebook and district website to communicate with families and 3) Work with families with chronic absenteeism to help decrease absences.
3. **Community Outreach:** Build strong relationships with the community and volunteers by 1) continuing to host town hall meetings, and 2) continuing the Geyserville Education Foundation

### **c.State the metric that will measure progress toward obtaining the identified need**



**2018-2019 LCAP Annual Update & 2019-2020 LCAP Summary Sheet**

**LCAP GOAL 1: Provide a Safe and Secure School Environment**


ACTIONS AND SERVICES
Maintenance & operations
Supervision
Emotional Support
Safe School Culture
21st Century Furniture

MEASURABLE OUTCOMES	16-17 Data	17-18 Data	18-19 LCAP Goal	Met?	19-20 LCAP Goal
<b>Suspension Rate Indicator</b>					
Status	1.2%	7%	<2.5%	X	<3%
Change	↓ 1.6%	↑ 6%	-	-	↓
Performance Color	Green	Red	-	-	Orange
<b>Suspension Rate (April)</b>	2%	2%	<2.5%	√	<3%
<b>Expulsion Rate (April)</b>	0%	0%	0%	√	<1%
<b>Facilities in "good repair" in all areas</b>	Good	Good	Good	√	Good
<b>Parent Survey: School is Safe</b>	83%	97%	>85%	√	85% +
<b>Student Survey: School is Safe (most or all)</b>	82%	80%	>90%	X	85% +


**LCAP GOAL 2: Increase Student Achievement**

ACTIONS AND SERVICES
Technology
Highly Qualified Staff
Instructional Materials
Staff Development
English Language Development (ELD)
Instructional Support
Continue Math support class for Middle and High School
Data Analysis
Student Writing

MEASURABLE OUTCOMES	16-17 Data	17-18 Data	18-19 LCAP Goal	Met?	19-20 LCAP Goal
<b>Math Academic Indicator (CAASPP)**</b>					
Status	54 below Grades 3-8	56 below Grades 3-8,11	49 below	X	↓
Change	↑ 4	↑ 4	-	-	↓
Performance Color	Yellow	Yellow	-	-	Yellow
# of subgroups in orange or red	3	1	-	-	0
<b>ELA Academic Indicator (CAASPP)**</b>					
Status	12 Below Grades 3-8	14 below Grades 3-8,11	7 below	X	↓
Change	↑ 11	↓ 5	-	-	↓
Performance Color	Yellow	Orange	-	-	Yellow
# of subgroups in orange or red	0	3	-	-	2
<b>English Language Learner Indicator</b>					
EL Reclassification (previous year)	73%	NA	-	-	
ELPAC Improvement	12%	12%	>10%	√	10% +
	NA	NA	TBD	-	TBD
<b>Met A-G Requirements</b>	26%	50%	>30%	√	3+ Stu
<b>EAP-ELA (College Ready or Conditionally Ready)</b>	61%	31%	30%	√	30% +
<b>EAP-Mathematics (College Ready or Conditionally Ready)</b>	21%	8%	11%	X	10% +
<b>AP Exam (Pass with 3 or higher)</b>	10%	0%	4%	X	NA
	17-18 Data	18-19 Data	18-19 LCAP Goal	Met?	19-20 LCAP Goal
<b>Plan to attend 2 and 4 year college (April of senior year)</b>	65%	54%	-	-	50%+
<b>Teacher Survey Respondents</b>	-	15	-	-	15+
<b>Implementation of the Standards*</b>					
Curriculum, Professional Development, Instruction					
<b>ELA</b>	3	3	4	X	4
<b>ELD</b>	3	3	4	X	3
<b>Math</b>	3	3	4	X	3
<b>NGSS</b>	2	2	2	√	2
<b>History</b>		2			2
<b>Teacher Misassignments</b>	0	0	0	√	0

LCAP GOAL 3: Increase Student Engagement						
ACTIONS AND SERVICES	MEASURABLE OUTCOMES	16-17	17-18	18-19	19-20	
		Data	Data	LCAP Goal	LCAP Goal	
 <b>ACTIONS AND SERVICES</b> Visual and performing arts Sports CTE Course Engaging and Rigorous experiences Buena Vista High School	<b>Graduation Rate Indicator</b>	100%	100%	>90%	✓	90% +
	<b>Chronic Absenteeism rate</b>	8.10%	9.9%	9%	X	8%
	<i>Status</i>	-	↑ 1.8%	-	-	↓
	<i>Change</i>	-	Orange	-	-	Yellow
	<i>Performance Color</i>	-	-	-	-	-
	<b>HS Drop Out Rate</b>	0%	0%	0	✓	0%
	<b>MS Drop Out Rate</b>	0%	0%	0	✓	0%
	<b>Chronic Absenteeism Rate (as of April)</b>	-	14%	-	-	<10%
	<b>Attendance Rate (as of April)</b>	95%	95%	>93%	✓	93% +
	<b>Student Survey: Happy to be at school (most or all)</b>	-	68%	-	-	73% +
<b>School Connectedness (GNTA)</b>	75%	83%				
<b>Course Access</b>	100%	100%	100%	✓	100%	

LCAP GOAL 4: Increase Parent Involvement						
ACTIONS AND SERVICES	MEASURABLE OUTCOMES	Prev Data	Current Data	18-19	Met?	19-20
		17-18 Data	18-19 Data	LCAP Goal	LCAP Goal	LCAP Goal
 <b>ACTIONS AND SERVICES</b> Family Events Communication to Families Community Outreach	<b>Parent Surveys Returned</b>	52	50	82	X	55
	<b>Event Attendee's</b>	-	-	-	-	500 +
	<b>Parent Attendance (all events)</b>	40%	41%	45%	X	-
	<b>Involvement and participation (survey)</b>	64%	85%	70%	✓	80% +
	<b>Unduplicated students (parent participation)</b>	40%	41%	45%	X	-

\*1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability  
 ↓ item completed, + item exceeded, x item not completed/goal not met  
 \*\*Based on distance away from standard met, 2016-2017 Data did not include 11th grade, 2017-2018 data did include 11th grade.  
 \*Changes to 2019-2020 LCAP actions are indicated in red

## B. School Program Data — Description of Programs

### 1. General education program

Briefly describe the general education program of study that all students experience.

In 2013 Geyserville New Tech Academy (grades 6th-12th) became a New Tech Network school and has been continuously implementing and refining this model of school at our site. The transition to project based learning has been important, but developing and evaluating quality project based learning activities takes time. All of our students have a technology device they use for their classroom. The New Tech Network provides the expertise and coaching to develop quality professional development.

During our last WASC visit we were transitioning to the philosophies and practice embodied by the New Tech Network. There have been many changes as we transition to this new way of teaching, most notably project based learning. Project based learning takes additional time, resources and evaluation to get right, but we know that it benefits student learning.

### 2. Programs

Preparing students for college and careers is a major goal of education in California. Provide a succinct summary of the programs you offer students, some of which may be generic to the overall school program, and address the areas listed below for each program as applicable. Examples may include IB Diploma Program, college- and career-readiness programs and/or courses, school/college partnerships, AVID, partnership academies, CTE Pathways, and independent study and concurrent enrollment programs.

#### a. Types of instruction and learning opportunities

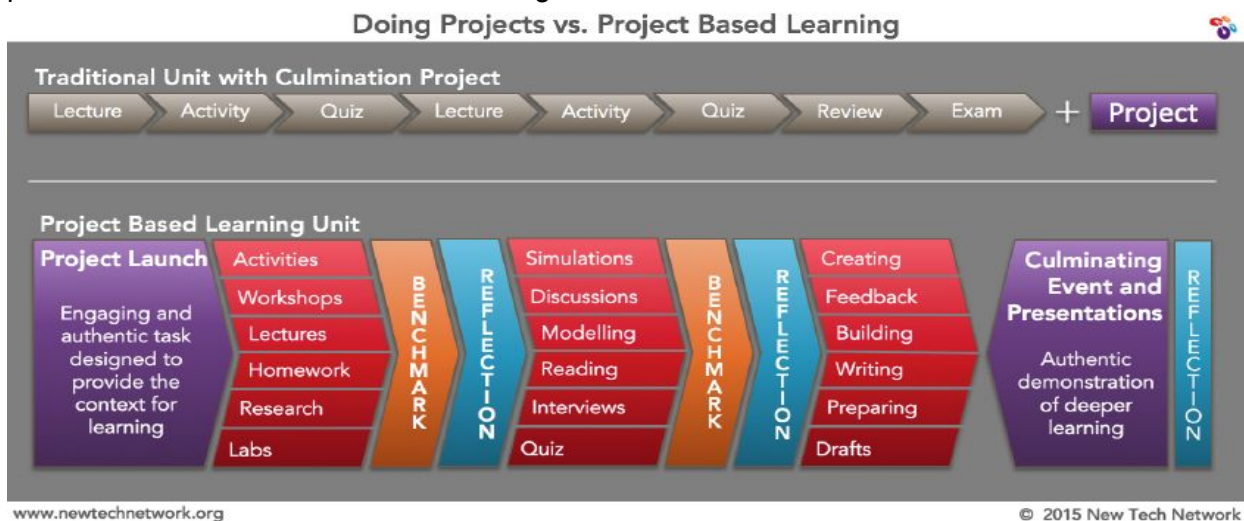
##### Project Based Learning (PBL)

The following is from NTN: <https://newtechnetwork.org/resources/project-based-learning/> and details out commitment to project based learning in the classroom

In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts.

Students aren't just assessed on their understanding of academic content, but on their ability to successfully apply that content when solving authentic problems. Through this process, project based learning gives students the opportunity to develop the real life skills required for success in today's world.

New Tech Network schools also use Problem-based learning. PrBL is a form of inquiry-based instruction used primarily in Mathematics that places the students in several smaller Problem scenarios rather than a single, large Project scenario. Supported by NCTM and the NSF, much of what makes PBL so successful is present in a PrBL environment, including Entry Events, the Need-to-Know (NTK) process, and student-centered scaffolding.



### House

All students are placed in a “House”. This House system has been effective in the past as it allows students to interact in a diverse, cross-age manner in academic and athletic activities. We have had House activities such as Jeopardy, spelling bee, Trivia Pursuit (focused on school and academic course facts), as well as sporting activities such as flag football, basketball, volleyball, soccer and ultimate Frisbee competitions. In addition, Houses are utilized to better manage students in a diverse manner for such events as campus beautification and SLOs review. Students develop a strong sense of community and leadership within these houses.

### Technology

100% of our students had access to a computer/chromebook for classwork. A majority of assignments are all done online. During distance learning all assignments were done online. Students and parents have access to student grades online and students often complete group projects online using various google features (google docs, google slides, google spreadsheet)

**b. Curriculum offered both onsite and outsourced.**

Geyserville New Tech Academy has implemented the California Common Core State Standards. We test all students and take the necessary steps to ensure that resource students are evaluated using the appropriate accommodations and/or modifications that have been deemed appropriate by the Individualized Education Program team. We have an English Language Learner Resource Teacher who teams with staff to support all levels of English Language Learners in core curricular classes. A student liaison counselor is available daily for course work selection, college information and one-on-one personal assistance.

**Course Access**

In addition to the core curriculum of A – G classes, Geyserville students are offered elective courses in art, drama, science fiction, marine biology, astronomy, physics, chemistry, Spanish I, II and III, anthropology, culinary arts, psychology, ethnic studies, KGEP (video broadcasting), graphic design, computer applications, ceramics, yearbook, vocational classes such as wood, and construction/welding and advanced math classes such as Algebra II, trigonometry, pre-calculus, statistics, and calculus as needed. Because of our small school size not all of these electives are scheduled each year. Chemistry and physics are offered in alternate years so all students can enroll if they desire. Some of the electives such as science fiction, marine biology and astronomy are offered to the students when they choose their electives and the courses with the highest student interest are offered that year.

**Career Technical Education**

Our Career Technical Education (CTE) program consists of middle school Woodshop, high school Industrial Art and Design, Robotics and two classes that make up a CTE Agriculture Pathway; Aeroponics, taught in the science lab and Innovative Ag., a hands-on class that is driven by the challenges of running a school farm. Both these offerings focus on the future of agriculture and include welding, ag. tech and construction components. There are currently 4 students enrolled in the Innovative Ag. course.

Since 2015 Instructors of the Construction-Ag. Program have leveraged our community of funders including the Geyserville Education Foundation, the Sonoma County CTE Foundation (SCCTEF), and Healdsburg Forever Grant program, as well as smaller private businesses and individuals donors, to support the popular high school and middle school shop programs.

More recently the SCCTEF has taken notice of robust Robotics and Aeroponics courses offered by our science department. These offerings at GNTA create a CTE pathway for students interested in pursuing agricultural innovation. Both instructors in this pathway have participated in a fellowship called Innovative Agriculture- sponsored by the SCCTEF and have or are in the process of procuring the necessary credentials to become highly qualified to teach these subjects. Combined classroom grants awarded for next year total \$70,000

This year CTE instructors played an important role in applying for a Cal state cte facilities grant which was recently awarded to our school. These instructors will continue to consult with architects and

administration to ensure that our facility is a model of what CTE can bring to students and the community in which they live.

**Robotics and Engineering-** Grant will be used to expand the program. A secondary six-axis robot and 3d printer will allow students to design and program a real world assembly line where two robots work together to perform a task. The students will be able to brainstorm and select the task that the robots will perform and program them to complete it. The extra 3d printer will eliminate bottle-necking of production as well as offer a back-up in case one needs to be tuned up. Students will also be able to design and engineer parts for robots they create using arduino microprocessors received through another grant from Intel and Google.

**Innovative Agriculture-** Grant will provide more equipment and supplies for the Innovative Ag with AWE (Air, Water and Elements) science course. Students will be able to explore the advantages of soilless growing and the possibilities for it to provide high quality, pesticide free fresh produce for local communities year round. They will monitor all aspects of the process through planning and design, labwork, marketing, scheduling, business development and more.

**UC Scout**

GNTA offers A-G and AP courses to students via UC Scout. “Scout from University of California is a SAPEP program that develops and delivers A-G approved, online classes and curriculum to students around the globe. Our course materials are designed to inspire lifelong curiosity and prepare pupils of all backgrounds and education levels for an increasingly technological world where training and job skills are mobile, asynchronous, and self-directed.” (<https://www.ucscout.org/about/>)

GNTA UC Scout Courses				
Fall 2019	Spring 2020	Summer 2020	Fall 2020*	Spring 2021 (Tentative)
15 Students	16 Students	1 Student	1 Students	28 Students
Geometry 1st Semester, 1 student Latin American Studies, 3 students Integrated Math 1 1st Semester, 3 students English 9 1st semester, 1 student English 9 2nd Semester, 2 students English 11 1st Semester, 1 student English 11 2nd Semester, 1 student	Integrated Math 1 2nd Semester, 3 students English 9 1st semester, 1 student English 9 2nd semester, 3 students World History 2nd semester, 2 students Health and Medicine (EMT), 2 students Introduction to JAVA, 2 students AP Literature 2nd Semester, 1 student	Integrated Math 2 2nd Semester, 1 student	Integrated Math 3 1st Semester, 1 student	Integrated Math 3 2nd Semester, 1 student Health and Science (EMT), 1 student <i>Statistics 1st/2nd Semester, 9 students</i> <i>Pre-Algebra 1st/2nd Semester, 19 students</i> **The two classes listed above will be using the curriculum from UC Scout, but will be taught/supervised by Chris Burns the

Psychology, 1 student AP Literature 1st Semester, 1 student AP Calculus AB 1st Semester, 1 student	AP Calculus AB 2nd Semester, 1 student Integrated Math 2 1st Semester, 1 student			GNTA Math teacher.
--	---	--	--	--------------------

\*Note Fall 2020 was distance learning due to COVID-19 with 3 courses each quarter for students

**c. How courses support college and career preparedness and other goals.**

**A-G courses**

These courses are approved by the UC/CSU and intended to prepare students for college and career.

**Real World Experiences**

Project Based Learning is based on real world problems. Students consistently see the link between academics and the world around them. For example, students learn math through contextual problems in disciplines such as physics, biology, and engineering. Writing, reading, and listening is also thoroughly in and inextricably woven into the daily routines. Students maintain a thorough mathematics notebook/journal in which all learning is documented and referred to throughout the year.

**Dual Enrollment**

Our students are able to take Santa Rosa Junior College (SRJC) or Mendocino College courses through the dual enrollment process. With COVID-19 and the transition to distance learning at SRJC and Mendocino College this option is now more accessible to our students who live a great distance away from these colleges.

Dual Enrollment	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
# of students (SRJC)	1	4	3	3	2		5
# of students (Mendo College)					1	1	1

**d. Support for equal access, academic and personal counseling, college and career preparation support, and health services, if applicable.**

Because our school is small and everyone knows everyone, it has an advantage as far as fostering an atmosphere of caring and concern. The processes GNTA has to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational option are the following:

- Advisory Program
- Field Trips (College tours, industry tours)

- Individual College and Career instructor
- Science Course: Provide opportunity for career searches. The educational requirements, experience, responsibility and income of each, and give advice on how to achieve that goal

**Restorative Practices**

We have also begun to implement a Restorative practices culture among the staff and also a new detention system called Reflection in which students who have exhibited difficult behaviors are documented in administration and are asked to serve a lunchtime, or several if necessary, in order to assess their behavior/s and reflect on them utilizing a form we obligate them to fill out in regards to changing and avoiding those behaviors. The goal is to help students to learn from their negative behaviors and how those behaviors affect others and to repair the harm this has caused on others.

**Advisory**

The advisory program (high school) is designed to help create a supportive atmosphere for students to explore their own goals and plans for school/ future. On Fridays during the Advisory class students have a culture day to go over any issues facing the class and to bond as a group. Activities for Culture Fridays include: collaborative games, art, exercise, sports, team building exercises, restorative circles

**Student Survey**

Based on these student survey results we would like to address how to ensure all students have a plan after they graduate and clarify what each term means so that there are not so many students who put “other” when their other term is actually in the list.

Plan after graduation	2012-2013	2018-2019	2019-2020
I don't have a plan	11% (7 students)	18% (5 students)	12% (5 students)
Enter the workforce	5% (3 students)	4% (1 student)	10% (4 Students)
Enlist in the military	5% (3 students)	4% (1 student)	2% (1 student)
Enroll in community college	19% (12 students)	29% (8 students)	32% (31 students)
Enroll in a technical or trade school	6% (4 students)	11% (3 students)	2% (1 student)
Enroll in a 4-year college	Enroll in a 4 year college (20 students)	25% (7 students)	34% (14 students)
Other	21% (13 students) (beauty school, move to florida for college, travel, party and play video games, gap year then enroll in a 4 year college, be at home and take care of my dog, staying at home and eating, university, military or college first I am not sure yet, enroll in an art school, army)	11% (3 students)	7% (3 students)



**e. Partnerships including business, industry, community and higher education.**

- New Tech Network
- Geyserville Educational Foundation
- Guest Speakers
- Townhall meetings
- Pancake Breakfast

**3. Online Instruction**

**Address the types of online instruction and programs provided for the students. These will be evaluated as an integral part of the school’s program using the ACS WASC/CDE criteria and indicators.**

There is no online instruction as defined as “online school” that is facilitated by GNTA. During COVID-19 pandemic we provided online learning to students based on the expectations from the state. Students do participate in UC Scout online courses.

**4. Support Programs**

**Provide a succinct summary of the support programs, actions and services funded with supplemental and concentration funds, federal Title 1, Title II, and Title III and other federal funds. Describe how the district LCAP and the schoolwide action plan are aligned for high need students: English Learner, low income, and foster youth students.**

- a. English Learners – describe the school’s programs, actions and services for integrated ELD instructional strategies in general education classrooms and how the school provides designated ELD instruction. Describe how the school considers student ELPAC levels and reclassification priorities for program placement and support and how the English Learner Indicator data from the California School Dashboard helps inform program decisions. Comment on how Title III funds provide supplemental support.**

Detailed answers to this prompt can be found in our [EL Master Plan](#)

The major goal for the district’s English language learners is to develop fluency in English as rapidly and effectively as possible and achieve academic success by meeting state content and performance standards. In order to meet this goal, the district provides support programs for the English language learners. English language learners who are reclassified as Fluent English Proficient (RFEP) have met district criteria established to ensure that they have overcome second language barriers (L2), have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the district’s average native English-language speakers.

The Structured English Immersion Program at Geyserville Unified School District is a simultaneous program providing instruction in English, ELD, and the core curriculum using Specially Designed Academic Instruction in English (SDAIE). The instruction is appropriate for students learning English as a new language. Students who do not have reasonable English fluency are placed in a Structured English Immersion Program. Reasonable fluency is defined as a proficiency level of Moderately Developed (3) or Well Developed (4) as determined by the ELPAC. Students are taught all aspects of English language skills (listening, speaking, reading, and writing) and are also taught academic subjects using SDAIE. Instruction and instructional materials will be primarily in English (90-100%). Some materials and instruction in the student’s primary language may be used for support and clarification of concepts. Students also receive additional support for the development of their English

language skills through regular designated ELD. Teachers provide standards-based, 30-45 minutes of English language development a day, using adopted and supplemental materials.

The English-Language Mainstream Class Program provides instruction in English in classrooms identified as mainstream or general education classrooms. These are general education classrooms that enroll students who are either native English speakers or have acquired “reasonable fluency” in English. Reasonable fluency is defined as a proficiency level of Moderately Developed (3) or Well Developed (4) as determined by the ELPAC. Similar to our SEI program, this Mainstream program provides daily instruction in English language development including reading and writing. Students receive a regular designated ELD block using adopted and supplemental materials. Textbooks and materials used in the classroom are designed for students who speak, understand, read and write English with “reasonable fluency.” Students may receive additional support/tutoring as needed to achieve grade level standards in the core curriculum.

The district has adopted language reclassification criteria and procedures. These criteria and procedures shall be used to determine when the student has the necessary English skills to succeed in English. A student may be reclassified from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) when it can be established that the student has the English language skills to comprehend English at a level substantially equivalent to that of students of the same age and grade whose primary language is English. The criteria for student reclassification will include objective assessment of reading, writing, speaking and listening comprehension, the student’s academic proficiency, teacher evaluation and parental opinion.

At the beginning of each school year, staff at each school administer the English Proficiency Assessment of California (ELPAC) to all Newcomers. In the spring of each year, staff at each school administer the ELPAC to all returning English learners who have not been Reclassified Fluent English Proficient (RFEP). Transitional Kindergarten through Twelfth Grade—Listening, Speaking, Reading, and Writing. A student with an overall proficiency level of Well Developed (4) and skill area proficiency level of Moderately Developed (3) or Well Developed (4) in all four skill areas (listening, speaking, reading and writing) will be considered for reclassification. All parents are notified of Annual ELPAC assessment results with a letter and ELPAC information FAQ sheet. All information is sent home in English and Spanish.

- b. Low income/socio-economically disadvantaged students – describe the school’s actions and services principally directed to meet the needs of low income students and how the data from the California School Dashboard helps inform program and support decisions. Comment on how Title I and/or Title II funds provide supplemental support and are cross-referenced in the schoolwide action plan.**

The following describes how the services for foster youth, English learners, and low-income students are being improved or increased by the percentage required. Parent engagement and support activities will be improved significantly this year to better support parents in helping their children with distance learning. Online programs and universal screener will be incredibly important in improving services for foster youth, English learners, and low-income students as the differentiation, adaptability and data reporting/analysis will provide important information to improve students systems of support that are provided. This data will be an important piece in addressing student learning loss. Devices/Hotspots for each student are essential in order to implement distance learning. The access to these materials for foster youth, English learners, and low-income students will benefit these students groups for years to come. Instructional Aides will improve the virtual learning experience for students and provide 1:1

support for foster youth, English learners, and low-income students. Intervention Services and Literacy Class will improve learning outcomes for foster youth, English learners, and low-income students. Technology Support will be provided to families who need additional support in getting students online and completing assignments, a majority of whom are families of foster youth, English learners, and low-income students.

As a very small school district, Title I and II funds are limited and focused at the elementary school.

**c. Foster Youth – describe the coordinated actions and services provided to foster youth.**

There are 0 foster youth, however, if we do have foster youth we utilize community resources to provide support.

Foster Youth	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Foster Youth	1	1	0	0	0	0	0

**d. Describe other local support programs, e.g., Migrant Education, Homeless education, and Indian education.**

As a small school district we have a very small number of students who are homeless. However, we have a great community (and extended community) that provides resources to families. We have seen an increase in migrant education students over the past 7 years.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Migrant Education	3	9	10	26	23	32	19
Homeless Youth	0	2	3	1	1	3	1

**C. Demographics Data**

**1. Socioeconomic status**

of the school according to the district data collections

**a. Parent education level**

Nearly a third of our parents are considered “not a high school graduate.”

Parent Ed Level	2020-2021
Not HS Graduate	29% (35/120)
HS Graduate	23% (27/120)

<b>Some College</b>	26% (31/120)
<b>College Grad</b>	12% (14/120)
<b>Grad School</b>	3% (3/120)
<b>Decline to state</b>	8% (10/120)

**b. Percent of eligible Free and Reduced Lunch students**

We have seen a steady increase in the percent of students who are “socioeconomically disadvantaged”. Please note that Kincade Fire (the fire that greatly impacted our community) happened October 2019. As you can see we had a fairly significant jump in 2019-2020 due to this natural disaster.

<b>Free and Reduced</b>	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Free and Reduced Lunch</b>	67% (88/132)	64% (74/116)	64% (82/129)	63% (49/126)	70% (85/121)	81% (99/122)	42%** (51/120)

\*Report from [dataquest](#)

\*\*All students are eligible to pick up free meals during COVID-19 pandemic distance learning days, resulting in many parents not understanding why they need to fill out the free and reduced lunch packets.

**2. Student Enrollment**

**a. Grade level**

Geyserville School District is a very small school district. In 2019-2020 there were a total of 226 students in the entire district. In 2020-2021, GNTA had an enrollment of 120.

In 2020-2021, Geyserville New Tech Academy had a high school (grades 9th-12th) enrollment of 50 students and a middle school (6th-8th grade) enrollment of 70 students, for a total of 120 students. In the past 5 years the smallest number of students in a grade level has been 9 students and the highest number of students in a grade level has been 22 students. The chart below demonstrates the small school nature of our school.

<b>Enrollment</b>	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Grade 6</b>	15	17	19	15	19	17	17	16	15
<b>Grade 7</b>	27	16	16	21	19	21	19	22	16
<b>Grade 8</b>	19	25	15	11	22	21	22	18	19

<b>Grade 9</b>	22	21	20	15	17	20	22	22	17
<b>Grade 10</b>	25	21	19	19	16	16	19	20	19
<b>Grade 11</b>	13	21	23	17	18	13	12	15	17
<b>Grade 12</b>	15	14	20	18	18	18	10	9	17
<b>Total</b>	136	135	132	116	122	126	121	122	120

A note and disclaimer: as a small school we are constantly mindful of using percentages for comparing data. One student often represents such a large percentage of the total and so huge percentage increases and decreases can sometimes just be accounted for by the number of students in the category being analyzed.

We have students attending Geyserville who are on inter-district agreements who live in the Santa Rosa City, Windsor, Healdsburg, or Cloverdale districts. A number of students have chosen Geyserville as their “school of choice.”

**b. Gender**

We are around half girls and half boys each year, with some slight changes each year, and with slightly more girls than boys, until 2018-2019 where there were more girls than boys.

<b>Gender</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Female</b>	57% (78/136)	51% (69/135)	50% (66/132)	53% (62/116)	56% (68/122)	53% (67/126)	45% (55/121)	48% (58/122)	46% (55/120)
<b>Male</b>	43% (58/136)	49% (66/135)	50% (66/132)	47% (54/116)	44% (54/122)	47% (59/126)	55% (66/121)	52% (64/122)	54% (65/120)

**c. Ethnicity**

Close to two-thirds of our students are Latino, a third of students are Anglo/Caucasian, and 5% or less of students are other ethnicities. These statistics have been consistent over the past 5 years.

<b>Ethnicity</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Latino</b>	61% (80/132)	64% (74/116)	66% (80/122)	63% (79/126)	65% (79/121)	66% (81/122)	66% (79/120)
<b>Anglo/Caucasian</b>	34% (45/132)	33% (39/116)	30% (36/122)	34% (43/126)	31% (38/121)	26% (32/122)	31% (37/120)
<b>Asian, African American, Pacific Islander, Two or More Races</b>	5% (7/132)	3% (3/116)	4% (5/122)	3% (4/126)	4% (4/121)	8% (9/122)	3% (4/122)

**d. Predominate primary languages other than English (e.g., Spanish, Hmong)**

The primary language other than English is Spanish, we have seen an increase over the years.

Primary Language	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Spanish	34	26	21	19			45

**e. Title I**

We operate as a schoolwide title 1 program.

**f. Special needs and other focused programs (e.g., online instruction, college- and career-readiness, IB, AP, Honors, AVID, GATE).**

**Special Education Students**

The Special Education Program employs a combination of pullout, push-in, team-teaching, collaboration, and full-inclusion approaches for the middle school students. High school students are encouraged to participate in full-inclusion and receive personal and during an assigned period of instruction with the resource specialist team. Students with IEPs receive Specialized Academic Instruction in a small group setting during an assigned period of instruction with the RSP Team. Scheduling is a challenge as there are students requiring services at the Middle and High School sites simultaneously. There is always a discussion and concern on how to increase support and services to our students with special needs to ensure success in every class.

Special Education	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students with Disabilities	<b>16%</b> (21/132)	<b>16%</b> (19/116)	<b>14%</b> (17/122)	<b>13%</b> (17/126)	<b>15%</b> (18/121)	<b>17%</b> (21/122)	<b>13%</b> (12/120)

**Advanced Placement Courses**

AP	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Courses	Calculus AB English Lit	English Lit	English Lit Statistics	English Lit English Lang Statistics	Calculus AB English Lit English Lang	Calculus AB English Lit English Lang	Calculus AB English Lit	English Lit

From Authorized AP Courses: <https://apcourseaudit.inflexion.org/ledger/school.php?a=MzEwMg==&b=MA==>

**AVID**

AVID is a recently added course for our students. We plan to expand this program.

“AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms.” [www.avid.org](http://www.avid.org)

**3. Language Proficiency Numbers**

for the following

- a. English learners (EL)
- b. Fluent — English proficient (IFEP)
- c. Redesignated FEP (R-FEP)

**English Language Learners (ELL)**

Every teacher has completed either SDAIE training or received CLAD certification and we now have one ELAS (English Language Authorization Spanish teacher who is the English language learner resource teacher who serves the needs of our English Language Learners and works with the student services liaison to make sure that our classified English Language Learners' needs are met. The staff continually reviews and discusses ways to better meet the needs of our EL students and other students who are struggling.

ELL	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>EL Enrollment</b>	26% (34/132)	22% (26/116)	17% (21/122)	15% (19/126)	14% (17/121)	11% (13/122)	11% (13/120)
<b>IFEP</b>	2	1	2	1	1	2	2
<b>Total RFEP</b>	32	34	45	46	44	49	48

New data points listed on dataquest provide us with some insight about our EL students. About one-half of our students, 51% (62 students out of 122), are considered “Ever EL’s” which is “A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP)”<sup>1</sup>. In 2019-2020, 7 out of our 13 EL students were considered Long Term English Learner (LTEL).

New EL Datapoints	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Ever EL’s* (EL+RFEP)</b>	<b>52%</b> (60/116)	<b>54%</b> (66/122)	<b>52%</b> (65/126)	<b>50%</b> (61/121)	<b>51%</b> (62/122)
<b>EL Students for 6+ Years</b>	<b>81%</b> (21/26)	<b>76%</b> (16/21)	<b>84%</b> (16/19)	<b>94%</b> (16/17)	<b>77%</b> (10/13)
<b>LTEL**</b>	<b>23%</b> (5/26)	<b>24%</b> (5/21)	<b>84%</b> 16/19	<b>94%</b> (16/17)	<b>53%</b> (7/13)

**\*\*Ever-EL**”: A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

**\*\*Long-Term English Learner (LTEL)**: An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above. For more information see Education Code 313.1

**d. English Language Proficiency Assessments for California (ELPAC)**

**ELPAC**

A majority of our students are at the Moderately Developed or Somewhat Developed.

ELPAC	2017-2018	2018-2019
# of students tested	18	11
Well Developed	17%	9%
Moderately Developed	39%	27%
Somewhat Developed	33%	27%
Minimally Developed	11%	36%

**D. Data on Addressing the Eight State Priorities**

**1. LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)**

- a. The degree to which teachers are appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching.
- b. Additional qualifications for staff may include:
  - 1. Number of National Board Certified Teachers
  - 2. Percent of teachers instructing outside credentialed areas and include an explanation
  - 3. Number of teachers enrolled and progressing successfully in an intern program
  - 4. Number with advanced degrees

Credentialed Teachers	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Appropriately Credentialed	100%	100%	100%	100%	100%	100%
Misassignment	0%	0%	0%	0%	0%	0%
National Board	0%	0%	0%	0%	0%	0%



<b>Masters or PhD</b>	33% 5/15	23% 3/13	15% 2/13	16% 2/12	33% 4/12	25% 3/12
-----------------------	-------------	-------------	-------------	-------------	-------------	-------------

4. Professional development programs/activities and numbers participating (e.g., training in content areas or in instructional approaches, departmental activities, university programs), content of staff development and numbers participating (e.g., programs, activities and numbers) [provide in chart format].

**Professional Development**

Professional development is provided to meet the needs of all staff members, especially in the area of the new Common Core Standards and the CA ELD/ELA standards.. LCAP Goal #2.4 Provide Staff Development for NGSS, CCSS and ELD Standard.

- Each Wednesday will either be 1) School Business, 2) Critical Friends or 3) Adult Learning Time where we address any PD needs established by our leadership team (including out NTN coach).
- Teachers are given opportunities to attend statewide Common Core workshops to better implement new standards within the classroom.
- Teachers also given release time to visit other school sites to expose themselves to other techniques/methods

Every Wednesday we provide Adult Learning Time. The development of this time is driven by staff needs and discussed by the leadership team (composed of principal, teacher thought partner and teacher coach) and New Tech Network Coach. Additional professional development opportunities that our staff have participated in include the following: EL Collaborative, SCOE Class offerings and Restorative Practices.

**c. Pupils have access to standards-aligned instructional materials Comment on the process that your district has used to verify the use of standards aligned materials. Include the resolution that your Board of Trustees has adopted to verify the use of standards-aligned materials.**

All curriculum, instruction and materials are aligned to Common Core Standards or content/performance standards. The following links demonstrate the [Curriculum Development and Evaluation Board Policy](#) and [Curriculum Development and Evaluation Administrative Regulations](#).

**d. School facilities are maintained in good repair — description and evidence of the safety conditions, cleanliness, and adequacy of school facilities [Priority 1]; include information regarding science facilities meeting the UC a–g course requirements for laboratory time, chemical storage, and facilities.**

<b>FIT Report</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Good Repair</b>	All except, Carpet needs replaced in BVHS. 3 interior rooms had ceiling	All except, 3 rooms had interior ceiling leaks.	1 room needs sheet rock replaced due to water damage. 1 room has shelving that needs	All except, 1 room sheet rock replacement, 1 room shelving, HVAC to be sealed	All except portables

	leaks. Will have the HVAC resealed to see if that prevents the leaks.		secured. HVAC on Shop building needs sealed to prevent leaks.		
--	---	--	---	--	--

Science facilities meet the UC a–g course requirements for laboratory time, chemical storage, and facilities

**2. LCFF Priority 2 – Implementation of Academic Standards**

The degree to which the school has implemented academic, content, and performance standards. Comment on the process the district and school has used to examine, align, and assess curriculum for the student content standards.

**LOCAL INDICATOR REPORT (2019 Report)**

1. Local educational agency’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
2. Local educational agency’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
3. Local educational agency’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

	English Language Arts	English Language Development	Mathematics	Next Generation Science Standards	History-Social Science
Professional Learning	3	3	3	2	2
Aligned Instructional Materials	3	3	3	2	2
Delivery of Instruction	3	3	3	2	2

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

\*\*Please note 6th-12th Science is considered at a level 3-Initial Implementation for all areas.

4. Other Adopted Academic Standards Local educational agency’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Other Adopted Academic Standards	
Health Education	3 – Initial Implementation
Physical Education	3 – Initial Implementation
World Language	3 – Initial Implementation

Career Technical Education	3 – Initial Implementation
Visual Performing Arts	3 – Initial Implementation

Support for Teachers and Administrators	
Professional learning needs of groups	3 – Initial Implementation
Professional learning needs of individual teachers	3 – Initial Implementation
Providing support for teachers on standards not yet mastered	3 – Initial Implementation

### 3. LCFF Priority 3 – Parent Engagement

Describe efforts to seek parent involvement and input in school decision-making

#### LOCAL INDICATOR REPORT 2019

Building Relationships between School Staff and Families	Evidence	Rating
<b>Relationships:</b> Developing the capacity of staff to build trusting and respectful relationships with families.	Toolbox, Classtag App for consistent communication	3 – Initial Implementation
<b>Welcoming:</b> Creating welcoming environments for all families	Office Staff Facilities Teachers Translators Bilingual Flyers, Posters, and Communication	5 – Full Implementation and Sustainability
<b>Professional Development:</b> Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	All about me pages	3 – Initial Implementation
<b>Communication:</b> Engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Parent Information Night Parent Conferences Open House Parent Coffee DELAC 7-12 Parent/Student Schedule Meeting	4 – Full Implementation
<b>Professional Learning:</b> Providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families	PD Days	3 – Initial Implementation

<b>Resources:</b> Providing families with information and resources to support student learning and development in the home	TK/K Orientation Technology Night Math/Literacy Night Toolbox/Second Step Parent Coffee Meetings	4 – Full Implementation
<b>Supporting Students:</b> Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	Parent/Teacher Conferences Title I Parent Meeting LCAP Surveys 7-12 Parent/Student Schedule Meeting Parent Meetings	4 – Full Implementation
<b>Supporting Families:</b> Supporting families to understand and exercise their legal rights and advocate for their own students and all students.	Handbook Annual Notifications	3 – Initial Implementation

<b>Engaging Families:</b> building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	Leadership Training	3 – Initial Implementation
<b>Family Engagement:</b> building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	Parent Clubs DELAC Small Community	3 – Initial Implementation
<b>Family Input:</b> providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	Surveys ELAC and DELAC Coffee with the Principal Small Community	3 – Initial Implementation
<b>Opportunities:</b> Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	Parent Clubs Surveys	3 – Initial Implementation

**4. LCFF Priority 4 – Performance on Standardized Tests**

**a. Results from the California Assessment of Student Performance and Progress (CAASPP): Include participation rates, 11th grade Smarter Balanced scores, disaggregated data by student groups, and performance categories from the use of the California School Dashboard results.**

**CA Dashboard 3 Year Analysis: GNTA**

<b>Notes and Considerations</b>				
**Blank areas under color do not have enough students to meet the subgroup requirement				
<b>Suspension Rate</b>				
		<b>GNTA Dashboard</b>		
<b>Actions</b>		<b>2017</b>	<b>2018</b>	<b>2019</b>

Actions		Color	Status	Change	Color	Status	Change	Color	Status	Change	
1.4 Restorative Practices	Overall	Green	1.5%	0	Red	10.9%	↑9.5%	Yellow	4.6%	↓6.3%	
1.4 Safe Schools Ambassadors	EL					5.6%	↓3.5%		16.7%	↑11.1%	
1.3 Counseling Services	Hispanic	Orange	2.40%	↑ 1.1%	Red	10.7%	↑8.3%	Yellow	4.8%	↓5.9%	
1.3 Psychologist and Behavior Intervention	SED	Orange	2.00%	↑ 2%	Red	12.0%	↑9.9%	Green	4.2%	↓7.8%	
	SWD					15.0%	↑15%		5.3%	↓9.7%	
	White	Blue	0%	↓2.4%	Red	12.2%	↑12.2%	Yellow	5.1%	↓7.1%	
Notes:		Things to Celebrate:					Things to Improve:				
		*No reds in 2019!!! *Green for SED!! *Red to yellow...great improvement					*Continue to work on decreasing suspension rates				

Chronic Absenteeism											
		GNTA Dashboard									
Actions		2017			2018			2019			
Actions		Color	Status	Change	Color	Status	Change	Color	Status	Change	
4.2 Communication to Families	Overall				Green	10.0%	↓1.3%	Orange	12.1%	↑ 2.1%	
Goal 3: Engaging Experiences	EL										
	Hispanic	Green	2.70%	↓9.2%	Green	2.70%	0%				
	SED	Green	9.30%	↓3.2%	Orange	13.3%	↑ 4%				
	White										
Notes:		Things to Celebrate:					Things to Improve:				
		*No Dashboard Results for 2017					*Hispanic students remained at green				

English Language Arts										
		GNTA Dashboard								
Actions		2017			2018			2019		
Actions		Color	Status	Change	Color	Status	Change	Color	Status	Change

<b>2.3 Instructional Materials</b>	<b>Overall</b>		33 Below	↑ 26		37 Below	↓ 14		20 Below	↑ 17
<b>2.5 ELD</b>	<b>EL</b>		64 Below	↑ 31		69 Below	↑ 1.3		45 Below	↑ 24
<b>2.4 Staff Development</b>	<b>Hispanic</b>		61 Below	↑ 27		62 Below	↓ 11		32 Below	↑ 30
<b>2.6 Instructional Support (GES-IA's)</b> (split Math and ELA)	<b>SED</b>		47 Below	↑ 23		58 Below	↓ 16		33 Below	↑ 25
<b>2.6 Instructional Support: Intervention</b>	<b>White</b>		38 Above	↑ 25		1 Above	↓ 33		3 Above	↑ 2
<b>Notes:</b>		<b>Things to Celebrate:</b>				<b>Things to Improve:</b>				
**GNTA results are only for 6th-8th, 11th Grade		*All subgroups went from orange to yellow! *Huge improvement!!								

<b>Mathematics</b>										
<b>GNTA Dashboard</b>										
<b>Actions</b>		<b>2017</b>			<b>2018</b>			<b>2019</b>		
<b>Actions</b>		Color	Status	Change	Color	Status	Change	Color	Status	Change
<b>2.6 Instructional Support: Math Support (GNTA)</b>	<b>Overall</b>		33 Below	↑ 26		92 Below	↑ 11		87 Below	↑ 5
<b>2.6 Instructional Support (GES-IA's)</b> (split Math and ELA)	<b>EL</b>		64 Below	↑ 31		135 Below	↑ 13		124 Below	↑ 11
	<b>Hispanic</b>		61 Below	↑ 28		127 Below	↑ 4		103 Below	↑ 24
	<b>SED</b>		47 Below	↑ 23		118 Below	↑ 4		104 Below	↑ 14
	<b>White</b>		38 Above	↑ 25		31 Below	↑ 21		40 Below	↓ 10
<b>Notes:</b>		<b>Things to Celebrate:</b>				<b>Things to Improve:</b>				
**GNTA results are only for 6th-8th, 11th Grade		*All subgroups made some growth								

**Number and percent of students who met or exceeded the standards in English Language Arts:**

	6th	7th	8th	11th	All
2015	27% (5/19)	6% (1/16)	35% (5/14)	46% (10/22)	30%

2016	30% (5/17)	23% (5/22)	8% (1/12)	24% (4/17)	22%
2017	30% (6/20)	67% (12/18)	16% (3/19)	61% (11/18)	43%
2018	65% (11/17)	27% (6/22)	41% (9/22)	31% (4/13)	41%
2019	44% (7/16)	73% (14/19)	39% (7/18)	NA*(/10)	49%

\* not enough students in the threshold to report data

**Number and percent of students who met or exceeded the standards in mathematics**

	6th	7th	8th	11th	All
2015	5% (1/19)	6% (1/16)	14% (2/14)	18% (4/22)	11%
2016	18% (3/17)	9% (2/22)	0% (0/12)	6% (1/17)	8%
2017	15% (3/19)	28% (5/18)	0% (0/19)	21% (4/19)	16%
2018	41% (7/17)	14% (3/22)	23% (5/22)	8% (1/13)	22%
2019	25% (4/16)	53% (10/19)	16% (3/19)	NA*(/10)	28%
For 2019 the impact of 1 student	6%	5%	5%		

\* not enough students in the threshold to report data

**SUB-CATEGORY Breakdown**

We have seen an increase from 2017-2018 to 2018-2019 sub-categories and the percent of students who scored “above standard”. We saw a huge 11% growth in Research and Inquiry.

CAASPP Sub-category (Score “above standard”)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>English Language Arts</b>					
Reading	13%	10%	19%	16%	18%
Writing	8%	7%	15%	11%	13%
Listening	4%	6%	15%	18%	16%
Research/ Inquiry	13%	7%	21%	19%	30%
<b>Mathematics</b>					
Concepts and	3%	3%	7%	12%	16%

<b>Procedures</b>					
<b>Problem Solving and Modeling and Data Analysis</b>	3%	1%	7%	14%	14%
<b>Communicate Reasoning</b>	6%	3%	4%	8%	11%

For the ELA claim area three of the four areas decreased, the “Listening claim” area increased 3% (and 14% since 2015)

For the math claim area we saw an increase in all areas, however, there was a 7% increase in the “Problem Solving and Modeling and Data Analysis” area.

**Science-CST**

There was a drop in our 10th grade Science scores in 2015-2016. There was also a drop at the county level, however, this drop was not as significant as the drop in our scores (although 1 student impacts the percentage by 5%).

<b>Science-Advanced or Proficient</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>10th Grade</b>	<b>63%</b> (12/19)	<b>70%</b> (12/17)	<b>69%</b> (11/16)	<b>55%</b> (10/18)
<b>County Comparison -10th Grade</b>	<b>56%</b>	<b>57%</b>	<b>56%</b>	<b>53%</b>
<b>8th Grade</b>	<b>86%</b> (13/15)	<b>84%</b> (16/19)	<b>75%</b> (8/12)	<b>NA..</b> 9 students Testing
<b>County Comparison -8th Grade</b>	<b>65%</b>	<b>66%</b>	<b>64%</b>	<b>62%</b>

**Science- Met or Exceed**

<b>Science-Met or Exceed</b>	<b>2018-2019</b>
<b>8th and 10th Grade</b>	<b>5.26%</b> (2/38)

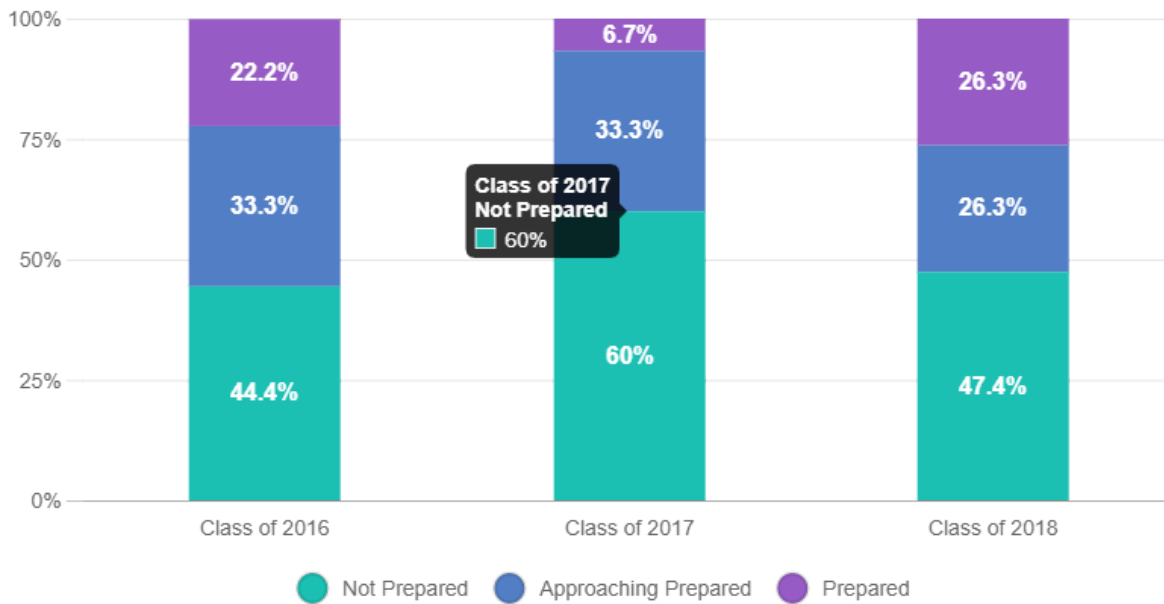
We have always strived to foster a successful academic achievement culture. We have fully transitioned to the Common Core Standards, however, we are still in the process of transitioning our assignments to the Project Based Learning and utilizing grading rubrics from the New Tech Network. Evaluation of Project Based



Learning assignments are much different than typical assessments seen in many other classrooms. There are not multiple choice questions seen in the evaluation of these assignments.

**b. Student group data on numbers and percent of students in each of the three College and Career Indicator (CCI) levels on the Dashboard.**

We have increased the percent of students who are considered “prepared”. Note the class of 2019 had less than 11 students and so data is not displayed for privacy. Also note, due to the small number of students this indicator is not given a “color” on the CA dashboard.



PREPARED CLASSIFICATION BREAKDOWN	2016	2017	2018	2019	2020
<b>Total Prepared Students</b>	22% (4/19)	7% (1/15)	26% (5/19)	7.1% (1/14)	6.3% (1/16)
<b>CTE Pathway Completion</b> (with C- or better in the Capstone Course) + SBAC Standard Met on ELA or Math + at least Standard Nearly Met in the other subject area OR + <i>College Credit</i> : 1 Semester with a grade of C- or better (Academic/CTE)	0%	0%	0%	0%	0%
<b>SBAC</b> : Standard Met on ELA + Standard Met on Math	75% (3)	100% (1)	80% (4)	100% (1)	100% (1)
<b>College Credit</b> : 2 semesters with a grade of C- or better (Academic/CTE)	0%	0%	0%	0%	0%
<b>AP Exams</b> : score of 3 on two exams	0%	0%	0%	0%	0%

<b>A-G Course Completion with C- or better</b> + CTE Pathway completion with C- or better on the capstone course OR + SBAC: Standard Met on ELA or Math and Standard Nearly Met on other subject OR + College Credit: 1 semester with passing grade OR + AP Exam: score of 3 on one exam	100% (4)	0%	60% (3)	0%	0%
<b>Seal of Biliteracy: + SBAC: Standard Met on ELA</b> + SBAC: Standard met on ELA	NA	0%	0%	0%	0%
<b>Leadership/Military Science</b> 2 years of Leadership/Military Science + SBAC: Standard met on ELA or Math + at least Standard Nearly Met in the other subject area	NA	0%	0%	0%	0%

\*\*Number of students/percentage of students are based on the total prepared students as the whole 2019--not enough students to provide data

College and Career indicator is based on the following

- CTE Pathway Completion
- A-G Subject Requirement Met
- SBAC Assessments (11th grade)
- College Credit
- Passage of AP exams
- Seal of Biliteracy

**c. College Scholastic Assessment Test (SAT) and/or ACT results, including numbers/percentage of students taking the exams and percentage meeting college readiness on the California State University (CSU) Early Assessment Program (EAP).**

College Prep Exams: Number Tested	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>SAT</b>	23% (5/22)	42% (6/14)	0% (0/20)	0% (0/18)	29% (5/17)		
<b>ACT</b>	0% (0/22)	13% (2/15)	0% (0/20)	0% (0/18)	18% (3/17)		
<b>EAP-ELA Ready</b>	NA	NA	5%	0%	22%	0%	NA
<b>EAP-ELA Conditionally Ready</b>	NA	NA	41%	24%	39%	31%	NA

EAP-Math Ready	NA	NA	0%	0%	5%	0%	NA
EAP-Math Conditionally Ready	NA	NA	18%	6%	16%	8%	NA

**d. Advanced placement and International Baccalaureate test results, including the number of students enrolled in AP and IB courses, the percentages taking the exams and the percentage of students passing exams. Identify the person responsible for maintaining course approval.**

**Advanced Placement Exams**

Being a small school providing Advanced Placement courses have been challenging. We have tried the online AP course, however, students who try this model often drop the course. They like and need the attention from their teacher in order to master this type of challenging course. Advanced Placement classes in English literature, calculus, Spanish and biology, when needed, are among our course offerings.

Advanced Placement	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Courses Offered (on site or UC Scout) / # of students	AP Literature: 10 students AP Statistics: 9 students. AP Bio: 1 Student AP US His: 1	AP Language and Composition: 12 students AP Biology: 1 Students	AP Calculus AB: 4 AP English Lit: 8	Calculus AB English Lit English Lang	AP Calculus AB: 1 student AP Literature 1 Student	AP Literature: 10 Students
Total AP Students Tested	9 Students	10 Students	9 Students	NA	NA	TBD
Total Exams	16	10	12	NA	NA	TBD
Score 1	6	4	6			
Score 2	7	5	6			
Score 3	3	1				
Score 4						
Score 5						

Person responsible for maintaining course approval: Deborah Bertolucci.

**e. English Learner Proficiency, including performance on EL indicator from the California School Dashboard and other relevant data:**

With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported.

**1. English learner reclassification rate: Long Term English Learners (LTELs) are included in this data.**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>RFEP*</b>	3 students	6 students	11 students	13 students	2 students	1 student	0 students Due to COVID-19

*\*This report lists the number of students redesignated from EL to FEP status since the last census, so October to October.*

**2. English Language Proficiency Assessments for California (ELPAC) results when available.**

**ELPAC**

A majority of our students are at the Moderately Developed or Somewhat Developed.

ELPAC	2017-2018	2018-2019
<b># of students tested</b>	18	11
<b>Well Developed</b>	17%	9%
<b>Moderately Developed</b>	39%	27%
<b>Somewhat Developed</b>	33%	27%
<b>Minimally Developed</b>	11%	36%

**f. Other Local Assessments, As Applicable 1. End of course examinations, district benchmark assessments, and writing assessments; results of the diagnostic assessments indicating number of students reading at or below the 6th grade level or 860 lexile score and performing below the 7th grade level in math; formative curriculum-embedded assessments. [Lexile and quartile measures are designed to measure student reading and math performances and instructional materials on the same scale. Smarter Balanced Assessments use these measures in the development of test items and tasks. The Lexile Framework matches student reading abilities with text complexity and the Quartile Framework measures math ability with the complexity of math skills and concepts in learning resources.]**

**2. Other assessments/placement tests used by the school to diagnose and place students.**

Renaissance/STAR assessments are used to assess reading and mathematics.

**3. Report card analyses percentage of Ds and Fs for last three semesters.**

D's and F's	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020*	Fall 2020**
D's	26 Students	27 Students	21 Students	21 Students	21 Students	4 Students	6 Students
F's	15 Students	22 Students	15 Students	17 Students	10 Students	0 Students	8 Students
Total	31 Students 25%	49 Students 39%	36 Students 30%	38 Students 31%	31 Students 25%	4 Students 3%	14 Students 12%

\*One quarter of this year was distance learning due to COVID-19....hold harmless policy in place.

\*\* Students only took 3 classes each quarter, this was also distance learning during COVID-19

**4. Other relevant local measures related to LCAP goals and priorities.**

**Physical Fitness Report**

Nearly all of our 9th grade students meet the healthy fitness zone for 4 or more (there are 6) physical fitness areas. Compared to the state we are doing extremely well in this particular area.

Physical Fitness Report	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grade 9: Meeting 4 or more fitness areas	88% (8/9)	92% (12/13)	67% (10/15)	62% (7/13)	79% (7/19)	81% (17/21)
County Comparison	78%	77%	76%	73%	72%	72%

**5. LCFF Priority 5 – Pupil Engagement**

**a. Graduation rate: performance category on the California School Dashboard**

Our graduation rate for our students is exceptional. All of them have been graduating for the past 5 years!!

Every high school student has a Personal Learning Plan portfolio, which is currently monitored by the principal and Student Liaison Counselor and reviewed on an annual basis. These portfolios contain a

copy of the SLOs, graduation and UC/CSU requirements, scholarship information, a copy of the student’s transcript and his/her community service worksheet, as well as an activity worksheet which tracks extracurricular activity participation.

Graduates	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Cohort Graduation Rate</b>	94% (15/16)	100% (13/13)	100% (19/19)	100% (18/18)	100% (15/15)	100% (19/19)	100% (7/7)
<b>A-G Courses Met</b>	0% (0/16)	0% (0/13)	26% (5/19)	33% (6/18)	0% (0/15)	21% (4/19)	43% (3/7)

College Going Rates*	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
High School Completers	21	23	17	20	NA	NA
High School Completers Enrolled in College	12	15	9	12	NA	NA
College-Going Rate	57%	65%	53%	60%	NA	NA
CA College-Going Rate	65%	67%	65%	64%	NA	NA

\*According to [Dataquest](#) (comparable data for 2018-2019 and 2019-2020 is not available yet)

Geyserville’s family atmosphere tends to draw graduates back as support staff. For example, we have had alumni return to be employed by the district in the offices, employed in the cafeteria, volunteer in the classroom, help on Outdoor Ed, UGH (Unite Geyserville High) Day and for the past several years graduates have been hired as coaches for our middle school athletic teams. In addition, many of our alumni have children who now attend our school.

**b. Chronic absenteeism: performance category on the California School Dashboard**

**Chronic Absenteeism Rate**

Our Chronic absenteeism rate is consistently below 15%, however, we would like to decrease this by at least 1% each year.

Chronic Absenteeism	2014-2015	2015-2016	2016-2017 (6th-8th)	2017-2018 (6th-8th)	2018-2019 (6th-8th)
<b>All</b>	<b>13%</b> (15/116)	<b>12%</b> (15/122)	<b>11.3%</b>	<b>10%</b>	<b>12%</b>
<b>Hispanic</b>			<b>11.9%</b>	<b>2.7%</b>	<b>3%</b>

SED			12.5%	9.3%	13%
-----	--	--	-------	------	-----

**c. Dropout rate for middle and high school**

We have maintained 0 dropouts.

Drop Out	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
MS	0	0	0	0	0
HS	0	0	0	0	0

**d. Average daily rate of attendance**

Average Daily Attendance Rate among Middle and High School students is over 90% percent. Ideally we want our ADA to be above 93%.

ADA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020*
ADA	96%	95%	92%	95%	90%	94%

\*Through February

**e. Other local survey data.**

See survey data throughout this report.

**6. LCFF Priority 6 – School Climate**

**a. Suspension rate: performance category on the California School Dashboard**

Our suspension rate has been at 11% or below for the past 3 years. In 2015-2016 our suspension rate dropped significantly and then again in 2018-2019, where there was a high number of suspensions in 2014-2015 and 2017-2018. We feel our work to improve engagement through the New Tech Network has helped to decrease the suspension rate and improve school culture. During the 17-18 school year we had an incident that resulted in mandatory suspensions. Due to the low number of students each suspension results in a huge increase in percentages. This rate decreased significantly in 2018-2019.

Discipline	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Suspension-All	10% (14/138)	9% (12/140)	1.7% (2/116)	1.4% (2/136)	10.9% (15/137)	4.6% (6/130)
Hispanic			1.3%	2.4% (2/84)	10.7% (9/84)	4.8% (4/83)
SED			0%	2% (2/98)	12% (11/92)	4.2% (4/96)
White			2.4%	0% (0/44)	12.2% (6/49)	5.1% (2/39)

**b. California Healthy Kids Survey or other School Conditions and Climate Surveys**

**Youth Truth Survey**

Students will take the Youth Truth Survey in January 2021. This is the same survey that many Sonoma County School students will be taking and so we will be able to compare and plan as a community. All our students have been through so much trauma and we are working as a community on how to help and support all the students of Sonoma County.

**NTN Climate Survey**

The results from the above table are derived from the specific questions below. Items where 75% of students responded with “strongly agree” or “somewhat agree” are highlighted in green. These items speak to a collaborative school culture where students feel safe on campus. Items in orange are items where 40%-60% of students responded with “strongly agree” or “somewhat agree” and are areas to look further into such as rules and discipline and preparing students for life after graduation. The other areas are areas that we expect to increase as we fully implement the New Tech Network strategies.

\*Please note that the 2019-2020 survey was taken relatively close to the Kincade Fire so students' sense of security was shaken.

<b>Student Survey</b>	<b>2016-2017 (Strongly Agree or Somewhat Agree)</b>	<b>2017-2018 (Strongly Agree or Somewhat Agree)</b>	<b>2018-2019 (Strongly Agree or Somewhat Agree)</b>	<b>2019-2020* (Strongly Agree or Somewhat Agree)</b>
I am proud of my school's academics	83%	78%	64%	64%
I am proud of my teachers	76%	80%	71%	76%
I am proud of my classmates	66%	77%	71%	58%
I am proud of my school's involvement in the community.	72%	81%	75%	77%
I contribute positively to my school	83%	85%	85%	71%
I have been recognized for something positive at my schools	67%	72%	68%	51%
I take on leadership roles in my school	61%	68%	57%	49%
I am encouraged to be a strong learner at my school	75%	79%	78%	72%
I have learned to collaborate with other students	83%	87%	75%	85%
Students in groups share responsibility for the work	74%	71%	54%	60%
School staff and students make the rules together	48%	57%	29%	35%
The rules and expectations make sense	46%	64%	43%	60%
There is a process for students to change the rules	65%	67%	61%	37%
Rules are enforced fairly for all students	54%	63%	43%	60%



Students who break the rules talk with school staff to understand what they did wrong.	66%	74%	54%	53%
Students who break the rules can earn back trust from teachers and peers.	73%	68%	61%	64%
I feel physically safe on campus.	90%	82%	82%	56%*
My peers treat me with respect.	78%	74%	61%	66%
I feel accepted for who I am at school.	78%	78%	71%	70%
Students at my school feel physically safe.	87%	84%	71%	42%*
Students at my school respect each other.	69%	65%	57%	55%
Most students at my school get along	76%	73%	75%	75%
Nearly everyone is accepted at my school.	84%	72%	71%	66%
Adults in my school are available to talk about problems I have with school work.	86%	86%	71%	71%
Adults in my school are available to talk about problems I have with other students at school.	76%	83%	64%	67%
Adults in my school are happy for me when good things happen in my life.	87%	82%	57%	58%
Adults in my school show concern when I have a bad day.	69%	73%	54%	56%
I feel like I can be myself around the adults in my school.	76%	73%	57%	50%
Adults in my school listen to what I have to say.	79%	81%	54%	65%
My school talks with students about options after high school.	84%	68%	75%	72%
My school teaches job hunting skills.	54%	54%	64%	63%
My school helps with college applications.	79%	72%	64%	69%
My school provides information about what is required to be accepted at the college of my choice.	75%	76%	79%	75%

The following student survey results demonstrate that we need to continue our work in the areas of making projects more engaging for students.

<b>Student Survey: During projects in your classes, how often do the following happen?</b>	<b>2016-2017 (Most of the time or Always)</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
I feel excited about the work	25%	64%	43%	
I am allowed to be creative	52%	71%	29%	89%
I present to an audience other than students and teachers	33%	30%	29%	31%
I talk with experts and community members about my ideas to solve problems	20%	18%	29%	23%
I learn the skills to successfully complete projects.	51%	70%	46%	82%

There is also still work to be done towards preparing our students for graduation as seen by the following student survey results.

<b>Student Survey How ready do you feel for each of the following?</b>	<b>2016-2017 (Somewhat ready, but nervous or Ready to go!)</b>	<b>2017-2018 (Somewhat ready, but nervous or Ready to go!)</b>	<b>2018-2019</b>	<b>2019-2020</b>
Applying for a job	NA	79%	79%	68%
Getting a job	80%	77%	75%	64%
Applying for college	45%	59%	39%	54%
Obtaining financial aid for college	50%	50%	43%	37%
Taking classes at a community college	54%	58%	50%	46%
Taking classes at a 4-year college	NA	58%	43%	46%
Enrolling in a 4-year college	41%			
Success in college	56%	62%	61%	58%
Success in career	NA	72%	64%	58%

**c. Expulsion rate**

We have consistently had 0 expulsions.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Expulsion</b>	0%	0%	0%	0%	0%	0%

**d. Discipline referrals**

Discipline	2017-2018	2018-2019	2019-2020
<b>Warning</b>	0	0	1
<b>Detention</b>	81	67	104
<b>Other</b>	21	11	10
<b>Out of School Suspension</b>	5	5	2
<b>In-School Suspension</b>	8	4	1
<b>Total</b>	115	88	118

**e. Student participation in co- and extracurricular activities**

Our students have access to an assortment of activities such as student government, the athletic program (we have a no-cut policy), cheerleading, CSF, CJSF, MEChA, the backpacking club, Ballet Folklorico, Adopt a Highway and Red Ribbon-Drug Enlightenment programs. These programs help to improve a culture of community and leadership.

**Athletic Program**

We continue to have an athletic program with a no-cut policy in which everyone has a chance to participate.

**f. Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.**

**Students**

Each year our students participate in the New Tech Network survey on Positive School Culture. The areas that we are on the lower end of the New Tech Network range are listed in orange and are the following 1) % of students who report positive learning experiences through PBL, 2) % of students report discipline is fair, enforced and based on rules they established, and 3) % of students report their

school is preparing them for college or career (although we saw 16% growth in this area from 15-16 to 16-17) . Areas of strength (considering we are only a year 2 NTN school) are listed in green and include: 1) % of students report positive peer relationships on campus.

Culture	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		<b>93 Students</b>	<b>113 Students</b>	<b>28 Students</b>	<b>89 Students</b>
<b>School Connectedness</b> % of students who report positive connections to the school	77%	80%	77%	93%*	95%
<b>Learning Experiences</b> % of students who report positive learning experiences through PBL	52%	49%	61%	64%*	90%
<b>Rules and Discipline Processes</b> % of students report discipline is fair, enforced and based on rules they established	54%	58%	45%	73%*	83%
<b>Peer Relationships</b> % of students report positive peer relationships on campus	80%	83%	81%	96%*	93%
<b>Adult Relationships</b> % of students who report positive adult relationships on campus	73%	81%	68%	92%*	90%
<b>College and Career Ready</b> % of students report their school is preparing them for college or career.	48%	64%	53%	85%*	78%

\*Only 10th and 11th graders took the survey for 18-19.

**Parents**

**Parent Surveys**

Safety and security are recognizable qualities of our campus, as it is a nurturing and caring family environment. Surveys have repeatedly shown that students and their parents feel that they are physically safe on campus and that this situation is highly valued by both parents and students. Geyserville HS and MS are proud of the “small school” “family feel” enjoyed here.

	2017-2018	2018-2019	2019-2020
# of respondents	<b>52</b>	<b>50</b>	<b>58</b>
The school encourages parental involvement and participation:	<b>64%</b>	<b>85%</b>	<b>86%</b>
The school is safe, clean and in good condition	<b>83%</b>	<b>97%</b>	<b>89%</b>

\*Percent represents the number who agree or strongly agree

**Staff Survey Results**

Teacher survey of safety and school connectedness was conducted during 2015-2016 and 2016-2017

school years and demonstrated a high level of safety and school connectedness. 2018-2019 and 2019-2020 surveys were focused on WASC related topics (all areas A-E) and LCAP Implementation of the standards.

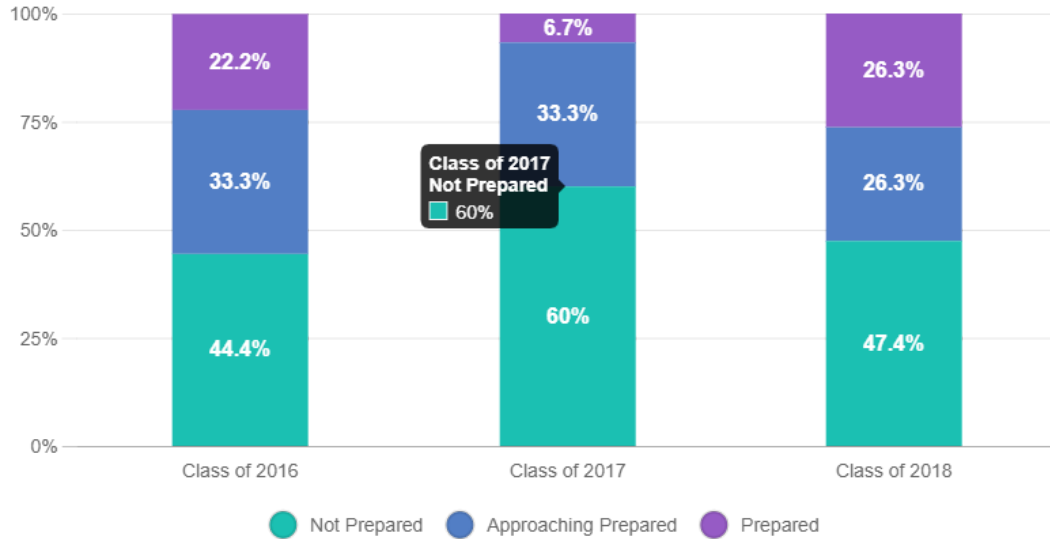
Staff Survey Results	2015-2016 (Agree or Strongly Agree)	2016-2017 (Somewhat Agree or Strongly Agree)
I am very proud to work at this school	<b>88%</b> (23/26) Strongly agree: 69%	<b>100%</b> (11/11) Strongly agree: 91%
I find my work at this school fulfilling.	<b>88%</b> (23/26) Strongly agree: 62%	<b>100%</b> (11/11) Strongly agree: 73%
I feel physically safe on campus.	<b>100%</b> (26/26) Strongly agree: 73%	<b>100%</b> (11/11) Strongly agree: 81%

\*NA represents questions that were not placed on the survey for that year.

### 7. LCFF Priority 7 – Access to a Broad Course of Study

**a. Provide current information on students who are career and/or college ready as reflected in the College and Career Indicator (CCI) indicator on the Dashboard and other local measures, including percent of students prepared for college and career**

The following data is based on 19 students. Due to the low number of students in the graduating class no performance color is provided.



College and Career indicator is based on the following

- CTE Pathway Completion
- A-G Subject Requirement Met
- SBAC Assessments (11th grade)
- Dual Enrollment
- Passage of AP exams
- Seal of Biliteracy

**b. Number of students meeting UC a–g requirements; the number enrolled in the UC approved courses. Identify the person responsible for maintaining course approval**

Graduates	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number enrolled in UC approved Courses	85%	85%	64%	81%	53%
A-G Courses Met	26% (5/19)	33% (6/18)	0% (0/15)	21% (4/19)	43% (3/7)

We do have some continued work to do towards our students meeting the UC/CSU Subject Requirements, however, we have made progress. UC Scout provides a helpful way for students to meet the UC/CSU requirements.

Person responsible maintaining course approval:Deborah Bertolucci

**8. LCFF Priority 8 – Other Pupil Outcomes**

**a. Copy of the school budget and expenditures per pupil. Include funding sources, e.g., Title I, grants, foundations.**

Local Control Funding Formula-Funding Snapshot for the district can be found by clicking [here](#)

Funding-District (per pupil)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019*	% of Avg Unified School District
LCFF	\$11,070	\$11,882	\$12,775	\$13,564	\$13,596	\$14,887	142%
Federal (Title I)	\$495	\$544	\$448	\$401	\$384	\$426	54%
Other State	\$955	\$1,251	\$2,206	\$1,745	\$1,722	\$2608	149%
Other Local	\$1,220	\$766	\$891	\$1,138	\$1,297	\$987	133%
Total	\$13,741	\$14,444	\$16,321	\$16,838	\$16,999	\$18,908	137%

<http://www.ed-data.org/district/Sonoma/Geyserville-Unified>

**b. Other pupil outcomes as described in Education Code or by local districts.**

N/A

### E. Schoolwide Learner Outcomes

a. Using data generated in this profile and other sources (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving all the identified schoolwide learner outcomes. Note: Additional data may be added after the work of the Home and Focus Groups is completed.

<b>Geyserville New Tech Academy Vision:</b>				
<p>Geyserville New Tech Academy’s goal is to guide its students through a meaningful and challenging standards-based curriculum. As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.</p> <p>We foster this vision by ensuring each learning experience embodies at least one of the following:                      Knowledge and Thinking, Agency, Written Communication, Oral Communication and Collaboration</p>				
<b>Student Learning Outcome (SLO) Progress Report</b>				
<b>Knowledge and Thinking</b>	2015-2016 Met Goal?	2016-2017 Met Goal?	2017-2018 Met Goal?	2018-2019 Met Goal?
Math: 2 point increase in the average distance away from “standard met”		106 Below ↑3 <b>Yes</b>	92 Below ↑11 <b>Yes</b>	87 Below ↑5 <b>Yes</b>
Math: 2% increase in the percent of students who meet or exceed the state standards for mathematics each year	8% ↓3% <b>No</b>	16% ↑8% <b>Yes</b>	22% ↑6% <b>Yes</b>	28% ↑6% <b>Yes</b>
ELA: 2 point increase in the average distance away from “standard met”		33 Below ↑26 <b>Yes</b>	37 Below ↓14 <b>No</b>	20 Below ↑17 <b>Yes</b>
ELA: 2% increase in the percent of students who meet or exceed the state standards for English Language Arts each year	22% ↓8% <b>No</b>	43% ↑21% <b>Yes</b>	41% ↓2% <b>No</b>	49% ↑8% <b>Yes</b>
At least 3 EL students or at least 10% of EL students will be reclassified each year	<b>11</b> <b>Yes</b>	<b>13</b> <b>Yes</b>	<b>2</b> <b>Yes</b> <small>(10% of EL)</small>	<b>1</b> <b>Yes</b> <small>(25% of EL)</small>
At least 50% of EL students will be considered “Well Developed” or “Moderately Developed” on the ELPAC	NA		<b>56%</b> <b>Yes</b>	<b>36%</b> <b>No</b> <small>(less than 11 students)</small>

<b>Agency</b>	2015-2016 Met Goal?	2016-2017	2017-2018	2018-2019
Suspension rate less than 5% each year	1.7% <b>Yes</b>	1.4% <b>Yes</b>	10.9% <b>No</b>	4.6% <b>Yes</b>
Expulsion rate of 0%	0% <b>Yes</b>	0% <b>Yes</b>	0% <b>Yes</b>	0% <b>Yes</b>
Decrease Chronic Absenteeism Rate by 1% each year (Dashboard grades 6-8)	12% ↓1% <b>Yes</b>	11% ↓1% <b>Yes</b>	10% ↓1% <b>Yes</b>	12.1% ↑2.1% <b>No</b>

School Attendance Rate above 95%	95% <b>Yes</b>	92% <b>No</b>	95% <b>Yes</b>	
0% Dropout rate	0% <b>Yes</b>	0% <b>Yes</b>	0% <b>Yes</b>	0% <b>Yes</b>
3% increase of students who report discipline is fair, enforced and based on rules they established (18-19 change to "rules are enforced fairly for all students")	54% ↑4% <b>Yes</b>	58% ↑4% <b>Yes</b>	45% ↓13% <b>No</b>	43% ↓2% <b>No</b>
90%+ of students feel safe on campus.	90% <b>Yes</b>	90% <b>Yes</b>	82% <b>No</b>	82% <b>No</b>

<b>Written Communication</b>	2015-2016 Met Goal?	2016-2017	2017-2018	2018-2019
2% increase in the percent of students who are considered "above standard" in Writing	7% ↓1% <b>No</b>	15% ↑8% <b>Yes</b>	11% ↓4% <b>No</b>	13% ↑2% <b>Yes</b>
2% increase in the percent of students who are considered "above standard" in Research and Inquiry on CAASPP	7% ↓6% <b>No</b>	21% ↑14% <b>Yes</b>	7% ↓2% <b>No</b>	30% ↑23% <b>Yes</b>

<b>Oral Communication</b>	2015-2016 Met Goal?	2016-2017	2017-2018	2018-2019
At least 88% of students report doing presentations in class	100% <b>Yes</b>			

<b>Collaboration</b>	2015-2016 Met Goal?	2016-2017	2017-2018	2018-2019
At least 93% report working in groups in their classrooms	93% <b>Yes</b>			
At least 80% of students report that they have learned to collaborate with others (most of the time or always)	83% <b>Yes</b>			75% <b>No</b>
3% increase of students who report positive peer relationships on campus (18-19 most students at my school get along)	80% ↑3% <b>Yes</b>	83% ↑3% <b>Yes</b>	81% ↑2% <b>Yes</b>	75% ↓6% <b>No</b>

As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.

<b>Our Graduates</b>	2015-2016 Met Goal?	2016-2017	2017-2018	2018-2019
At least a 94% graduation rate	100% <b>Yes</b>	100% <b>Yes</b>	100% <b>Yes</b>	100% <b>Yes</b>
2% increase in the percent of students who meet the A-G subject requirements each year	28% ↑2% <b>Yes</b>	40% ↑2% <b>Yes</b>	0% ↓40% <b>No</b>	NA <i>(less than 11 students)</i>
Increase in the number of students taking CTE courses	66% 77/116 <b>Yes</b>	38% 46/122 <b>No</b>	40% 50/126 <b>Yes</b>	31% 37/121 <b>No</b>
At least 10 students enrolled in at least one AP Course each year.	12 <b>Yes</b>	12 <b>Yes</b>		
2% increase of students who report their school is preparing them for college or career (18-19 my school talks with students about options after high school)	48% ↑16% <b>Yes</b>	64% ↑16% <b>Yes</b>	53% ↓11% <b>Yes</b>	75% ↑22% <b>Yes</b>



	<b>Yes!</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>
--	-------------	------------	-----------	------------

## F. Perception Data

### a. Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community).

See survey data above related to students, parents and staff

<b>GNTA Nov 2020 Parent Survey</b>	<b>Good</b>	<b>Fair</b>	<b>Struggling</b>
<b>Rate your child's distance learning experience so far.</b>	<b>23%</b>	<b>37%</b>	<b>40%</b>
<b>As a parent, rate your distance learning experience so far.</b>	<b>20%</b>	<b>46%</b>	<b>34%</b>

<b>How worried are you about your child/children's social-emotional health (Depressed, less engaged in school, missing their friends/teachers)?</b>	Not worried Somewhat worried Very worried Other comments	30% 43% 14% 13%
<b>How soon do you feel you will be comfortable with your child/children returning to school?</b>	Immediately  Once the County determines it is safe and campus are safely prepared  Prefer to remain on distance learning + other comments related to remaining on distance learning  Unsure	3%  54%  39%  4%

Please note the below table represents the number of respondents and not percentages.

### **LCAP Goal 1: Provide a Safe and Secure School Environment**

<b>Action</b>	<b>Great work on this action!</b>	<b>More work could be done on this action.</b>	<b>This action needs significant improvement</b>	<b>Unknown</b>
Maintenance and Operations	36	9	6	6
Supervision	34	15	7	1
Emotional Support	31	17	8	1
Safe School Culture	35	10	9	3

### **LCAP Goal 2: Increase Student Achievement**

Action	Great work on this action!	More work could be done on this action.	This action needs significant improvement	Unknown
Technology	31	13	4	10
Highly Qualified Staff	41	7	6	4
Instructional Materials	42	7	5	3
Staff Trainings	33	7	6	12
English Language Development (ELD)	32	7	4	15
Instructional Support	31	10	6	11
Math Support Classes for Middle and High School	17	10	8	22
Data Analysis	21	6	5	26
Student Writing	25	16	6	11

**LCAP Goal 3: Increase Student Engagement**

Action	Great work on this action!	More work could be done on this action.	This action needs significant improvement	Unknown
Visual and performing arts	24	13	10	9
Sports	17	14	16	10
CTE Courses	12	5	7	32
Engaging and Rigorous Experiences	19	12	9	17
Buena Vista High School	11	3	6	36

**LCAP Goal 4: Increase Parent Involvement**

Action	Great work on this action!	More work could be done on this action.	This action needs significant improvement	Unknown
Family Events	25	16	9	5
Communication to Families	29	13	7	6
Community Outreach	21	14	7	9

**G. Summary of Profile**

(Prepare a draft summary of what these data sources tell about student achievement and the school community for discussion by all stakeholders—Task 2, procedures #3 and #4.)

### **1. What are the implications of the data with respect to student performance?**

- Our project based learning model utilizes current educational research on how to prepare students for college and career.
- 100% of our students have an electronic device to use for educational learning.
- Due to the small size of our school district, percentages can swing either direction heavily so looking at the number of students is often more helpful.
- We have significantly improved the suspension rates at our school
- We have a high number of chronic absences (except for Hispanic subgroup), however, with COVID-19 and distance learning this indicator takes on a new meaning and new challenges.
- ELA scores improved
- Students in the cohort have a great graduation rate

### **2. Select two to three major preliminary student learner needs based on the data.**

- Continue to work on social-emotional support and safe school culture for students (especially as related to the impact of COVID-19 and fire trauma)
- Continue to work on engaging activities and Project Based Learning activities to assist with decreasing truancy, increasing attendance, and decreasing suspension rates.
- Continue to support students who are struggling and increase academic achievement.

### **3. List important questions that have been raised by the analysis of student performance, demographics, and perception data.**

#### Questions:

- What is the professional development needed?
- What qualitative data can we use to understand student thinking and student achievement?
- As a small school how do we balance quantitative with qualitative data?
- How do we fully engage our learners?
- How do we effectively engage families to support their child?
- What are research-based, effective strategies that help to improve student learning?
- What online programs are best at assessing student learning and informing instruction?
- How do we most effectively support our EL students and students who are struggling?
- How do we accelerate learning after COVID-19?
- What are all the different ways COVID-19 pandemic has impacted our students?

## **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

*Group Members: Michael Johnstone, Deborah Bertolucci, David Bradford*

---

### **A1. Vision and Purpose Criterion**

Vision – Mission – Schoolwide Learner Outcomes – Profile  
Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes  
Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

### **A2. Governance Criterion**

Understanding the Role of the Governing Board and District Administration  
Relationships between Governing Board and School  
Uniform Complaint Procedures

### **A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion**

Broad-Based and Collaborative  
School Action Plan/SPSA Correlated to Student Learning  
Collective Accountability to Support Learning  
Internal Communication and Planning

### **A4. Staff: Qualified and Professional Development Criterion**

Qualifications and Preparation of Staff  
Professional Development and Learning  
Measurable Effect of Professional Development on Student Learning  
Supervision and Evaluation  
Communication and Understanding of School Policies and Procedures

### **A5. Resources Criterion**

Resource Allocation Decisions  
Practices  
Facilities Conducive to Learning  
Instructional Materials and Equipment  
Resources for Personnel  
Long-Range Planning

Areas of Strength

Areas of Growth

**COVID-19 Addendum**

Much of the WASC report was completed prior to the COVID-19 pandemic with an anticipated WASC visit date in November. The major items unique to Distance Learning and impacts of COVID-19 as related to Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources, include:

- Learning Continuity and Attendance Plan (instead of LCAP)
- Testing data for 2019-2020 is not available
- Communication structures fully transitioned to virtual and online
- Resources are focused on transitioning to all online, addressing student learning loss, addressing social-emotional needs
- Our classroom-based instructional schedule model includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.
- Hotspots were purchased to assist families with connectivity

**A1. Vision and Purpose Criterion**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

**Indicators with Prompts**

**Vision – Mission – Schoolwide Learner Outcomes – Profile**

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be empowered for a successful future.

Findings	Supporting Evidence
<p><b>Current school mission statement:</b> At GNTA our mission is to re-imagine teaching and learning through the integrated use of technology, the rigorous and relevant use of project based learning and a culture that is student-centric, based on trust, respect and responsibility. We prepare our children for the future.</p> <p><b>Student Learner Outcomes</b></p> <ul style="list-style-type: none"> <li>● Agency</li> <li>● Collaboration</li> <li>● Knowledge and Thinking</li> <li>● Oral Communication</li> <li>● Written communication</li> </ul>	<p><a href="https://www.gusd.com/">https://www.gusd.com/</a></p>

<p><b>Student/community:</b>          Approximately, 73% of our students are socioeconomically disadvantaged, making the need for teaching, and incorporating technology into our courses incredibly important.. We provide the technological devices used in class, and train the students in their ease of use. Careers of the future will revolve around being comfortable with technology, and by being a tech-based program, we are able to give that opportunity lower-income students would not have otherwise.</p> <p><b>LCAP:</b>          In surveys regarding our LCAP, it was clear that the students and staff overwhelmingly feel safe at the campus. It is our educational philosophy that a student learns best when they feel safe, and comfortable, and work is constantly being done to try and make school a place for students to learn.</p> <p><b>Future global</b>          Our students use technology and collaboration in almost every class. These skills, and the depth of their literacy and comfort with technology in all its forms, are core and essential for any career in the 21st century.</p> <p><b>Current educational research</b>          Our school has a focus on project-based education, which has been proven to improve both knowledge retention and student engagement. PBL is practical, reasonable, and able to be effective on a great variety of students, from high, to very low performing.</p> <p><b>Overall belief</b>          Formulating the classroom and school around mutual trust and respect creates a space where students can feel safe, and empowered to create and learn.          We believe that all students can acquire the necessary knowledge and skills to be college and career ready.</p> <p><b>Overall Evaluation</b>          This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p>School and Community Profile, Page 24</p> <p>School and community profile, page 11</p> <p><a href="#">21st century skills</a></p> <p><a href="#">Why use PBL</a></p>
---	---

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p><b>Entire school</b></p> <p>In terms of engaging representatives from the entire school, it should be separated into two distinct bodies. The faculty, and the student body. For the former, we have staff meetings once a week, and around three times a year, we discuss the vision, mission, and learning outcomes.</p> <p>While the faculty have not made sizable changes to the above protocol, they nevertheless are debated, and to be sure their merits and purposes are held firm.</p> <p>For the student body, once every two weeks, the student council meets. While the student council itself is a set body, with volunteers who have been elected to their positions, if a student not of the council has a pressing need, they are welcome to come and speak. This gives students a voice in the affairs of the school when they wish. As for its effectiveness, a few years ago, the students took great issue with the school dress code, and the Student Council was forefront in that struggle. This cemented the student council as a voice for student comfort and understanding. As the school wishes school to be a safe, comfortable place to learn, it makes the student council voice of great importance.</p> <p><b>District board</b></p> <p>Regular meetings of the district board are held. Around once a year, the above metrics are brought up as a topic of discussion.</p> <p><b>Community</b></p> <p>The school has an active Educational Foundation, populated and donated to by the community as a whole. For general attendance of all school events, the school currently has a 40% parent involvement rate. Considering the school has 2/3rds of the students qualify for free and reduced lunches, this is not an unreasonably low amount. Many of the community are active, despite woefully short hours in which they can participate.</p>	<p>School and Community profile, page 3</p> <p>School and community profile, page 11</p> <p>School and community profile, page 3</p> <p>School and community profile, page 11</p>

<p><b>Community Events</b> Community events serve as a place for community members and families to express their concerns or thoughts in an informal, fun environment. The superintendent talks with many community members at these events and at times requests surveys.</p> <p><b>Overall Evaluation</b> This is an: _X_ Area of Strength ___ Area of Growth</p>	
---	--

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes by:</p> <p><b>Campus Signage</b> The school’s vision, mission, and schoolwide learner outcomes are posted throughout the campus.</p> <p><b>Publications</b> The school’s vision, mission, and schoolwide learner outcomes are sent home at the beginning of the year to all students and families and available online.</p> <p><b>Website:</b> The school’s vision, mission, and schoolwide learner outcomes can be found on the school’s website. A key pillar in the New Tech Network model is the use of outcomes that matter to guide our schools’ support of students and their long-term success. The NTN Student Learning Outcomes are a set of research-based outcomes aimed at preparing students for postsecondary college and career success.</p>	<p>Picture of signage on campus</p> <p><a href="#">Handbook</a></p> <p><a href="http://www.gusd.com/gnta">www.gusd.com/gnta</a></p>



# NEW TECH NETWORK LEARNING OUTCOMES

[WWW.NEWTECHNETWORK.ORG](http://WWW.NEWTECHNETWORK.ORG)



## KNOWLEDGE AND THINKING

Mathematical Problem Solving  
ELA Analysis and Research & Argumentation  
Science Argument/Explanation and Research  
Social Studies Argument/Explanation

## AGENCY

**Take Ownership over Learning**  
Meets Benchmarks  
Seeks Feedback  
Tackles and Monitors Learning  
Actively Participates  
Builds Relationships  
Impacts Self and Community

**Develop Growth Mindset**  
Uses Effort and Practice to Grow  
Seeks Challenge  
Grows from Setbacks  
Builds Confidence  
Finds Personal Relevance



## COLLABORATION



Contributes Ideas  
Equal Participation  
Group Norms  
Respectful Tone and Style  
Positive Body Language  
Active Listening  
Roles  
Work Ethic  
Team Support

## ORAL COMMUNICATION

**Interpersonal Communication**  
Listening and Comprehension  
Clear Presentation of Ideas  
Asking Questions

**Presentation**  
Clarity  
Evidence  
Organization  
Use of Visual Material



## WRITTEN COMMUNICATION

Development  
Organization  
Structure  
Language and Conventions

Through collaboration with teachers, university academics, the local business community, and informed by research, the New Tech Network has identified Disciplinary Knowledge and Thinking, Agency, Collaboration, Oral Communication and Written Communication as learning outcomes that are aimed at fully preparing students for college and career success. We believe these are “Outcomes that Matter” for all students and that is why they are central to our organizational mission and purpose.

**Gradebook**

When grading assignments in ECHO, student learner outcomes are aligned to assignments and accessible to parents/students.

**Community**

In our community survey given in the Spring of 2019 we had 41 respondents (each may have selected more than one category): 33 Community Members, 1 Board Member, 2 Foundation Member, 1 Student, 1 Teacher, 15 Parent/Guardians, 1 Grandparent, 1 Healdsburg Community Members, 1 Former Teacher, 1 Former Parent. Of these people:

- 96.9% responded “yes” to the question “Do you understand and are committed to our Mission/Vision/Learner Outcomes?”

**Overall Evaluation**

This is an:

Area of Strength

Area of Growth

**A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Understanding the Role of the Governing Board and District Administration**

**A2.1. Indicator:** The school community understands the governing authority’s role, including how stakeholders can be involved.

Findings	Supporting Evidence
<p><b>Board Policies</b>                      All board policies can be found at the following web address:  <a href="http://www.gamutonline.net/district/geyservilleusd/">http://www.gamutonline.net/district/geyservilleusd/</a></p> <p><b>Stakeholder Engagement</b></p> <p><i>Surveys</i>                      As part of the yearly LCAP process teachers, community members, parents and students are surveyed. These results are compiled and presented to the community via board meetings and parents meetings. These survey results influence LCAP actions for the following year.</p> <p><i>Meetings</i>                      School governance is also processed and discussed during various staff, parent, and students meetings.</p> <p><i>Student Council</i>                      All student council activities are unable to be completed during the Covid Pandemic.                      In a regular year, the student council tends to be around 5-7 members, all representing the high school grades.                      Responsibilities of the student council are primarily for school spirit, student engagement, and communications with students. This manifests in assembly planning, to celebrate and inform students of goings-on, as well as running rallies and events. At times, the student council has also served as arbitrators of student issues, including proposed changes to dress codes.</p>	<p><i>Updated School and Community Profile</i>                      Page 34 Section 3                      Page 58--54%</p>

<p><b>Governing Board Meetings</b>                  For each board meeting there is the ability for “public comment” where members of the community can address the board on pressing issues. The minutes reflect the names of those individuals who comment during the meeting’s public comment period as well as the topics they address.</p> <p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
--	--

**Relationships between Governing Board and School**

**A2.2. Indicator:** The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
<p><b>LCAP</b>                  The LCAP is the guiding document for all stakeholders. The expectations and initiatives are clearly laid out in this document and vetted by all stakeholders.</p> <p><b>Annual Meeting</b>                  Each year the board has an annual meeting to set review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities including, but not limited to, governance standards, meeting protocols, Board rules and bylaws, and other Board development materials</p> <p><b>Community Survey</b>                  In our community survey given in the Spring of 2019 we had 41 respondents (each may have selected more than one category): 33 Community Members, 1 Board Member, 2 Foundation Member, 1 Student, 1 Teacher, 15 Parent/Guardians, 1 Grandparent, 1 Healdsburg Community Members, 1 Former Teacher, 1 Former Parent. 78.8% of respondents said “yes” to the question: As part of the Geyserville New Tech Academy (GNTA) WASC Accreditation Process we are to ask “Do you understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school?”</p> <p><b>Overall Evaluation</b>                  This is an: Area of Strength</p>	<p>School and community: Page 9</p>

**Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
<p>The Geyserville Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).</p> <p>We have posted a standardized notice of the educational rights of foster and homeless youth as specified in Education Code Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. The notice includes complaint process information, as applicable.</p> <p>The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Geyserville Unified School District: After School Education and Safety, Agricultural Vocational Education, Career Technical Education, Child Nutrition, Compensatory Education, Consolidated Categorical Programs, Course Periods Without Educational Content, Discrimination, Every Student Succeeds Act /No Child Left Behind, Harassment, Intimidation, and Bullying, Foster and Homeless Youth, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, NCLB Titles I-VII, Nutrition Services (USDA Civil Rights), Physical Education Instructional Minutes, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, Childcare and Development Programs, School Facilities, Special Education, Tobacco – Use Prevention Education, Unlawful Pupil Fees.</p> <p>GUSD follows the state mandate to provide training to all employees for sexual harassment awareness for educators which includes a test for comprehension as part of the on line training.</p> <p>Uniform Complaint Procedures are also posted on the GUSD website</p> <p><b>Overall Evaluation</b>                      This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p>Given to parents at the beginning of the school year.</p> <p>Annual Notification Website  <a href="#">UCP Policy</a>  <a href="#">UCP Regulations</a></p>

**A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion**

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

**Indicators**

**Broad-Based and Collaborative**

**A3.1. Indicator:** The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Findings	Supporting Evidence
<p>The LCAP process is a collaborative planning process that is focused on the continuous improvement cycle. It uses assessment data to determine student needs (as seen in our LCAP Infographic), stakeholder engagement section of the LCAP demonstrates the collaborative nature of the process, and the Annual Update section describes how we are monitoring progress. The actual LCAP document provides detailed data related to each goal and the expected outcomes for a three year period. The data is analyzed each year to create the Annual Update and make adjustments on the LCAP.</p> <p>Other school-based ways that we work together to continuously improve curriculum, instruction, assessment and school culture are the following:</p> <ul style="list-style-type: none"> <li>● Staff Collaboration Time (Early release Wednesday)</li> <li>● Lunchroom discussions</li> <li>● Critical Friends/Common Planning time during Advisory</li> <li>● Staff release day/s if extra collaboration time needed</li> <li>● Shared Google Doc if input needed without face-to-face</li> <li>● Summer planning/collaboration (paid time for staff if needed)</li> </ul> <p><b>Overall Evaluation</b>                      This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p>Student/Parent Surveys                      Input from key stakeholders, D/ELAC, Parent Groups, Community Groups  <a href="#">LCAP Infographic</a></p>

### School Action Plan/SPSA Correlated to Student Learning

**A3.2. Indicator:** The school's Action Plan/SPSA is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

Findings	Supporting Evidence
<p>The first section of any goal of the LCAP lists the metrics used to evaluate that goal. Data is analyzed annually for the LCAP Annual Update to determine the effectiveness of the actions within the goal. This data along with stakeholder engagement is used to adjust the goals and actions for the following year.</p> <p>The school's action plan is directly correlated to the district's LCAP.</p> <p><b>COVID19 Update</b> A formal LCAP was not approved, instead a Learning Continuity and Attendance Plan was developed. The 2019-2020 LCAP is the current guiding Goals/Action document, while Learning Continuity and Attendance Plan provides additional focus areas related to the impacts of COVID-19 pandemic.</p> <p><b>Overall Evaluation</b> This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p><a href="#">2019-2020 LCAP--Active Goals and Actions</a></p> <p><a href="#">2020 Learning Continuity Plan</a></p> <p><a href="#">2020 Federal Addendum</a></p> <p><a href="#">State test (CAASPP)</a> Advisory Class (Grades 9-12) <a href="#">GNTA CA Dashboard</a></p>

### Collective Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Findings	Supporting Evidence
<p>Shared Decision-making in implementing practices, programs, actions, and services that support student learning is demonstrated through:</p> <ul style="list-style-type: none"> <li>● Small school nature lends itself to shared decision making through conversations during staff meetings, lunchtime and in the hallway.</li> <li>● Weekly collaborative staff work time. We have early release time on Wednesday where staff meets to discuss student achievement, social/emotional needs, SPED, ELD.</li> <li>● Student Study Team meets if needed for student</li> </ul>	<p>Student Learning Outcomes</p>

<p>support/concerns with student academic achievement/social emotional support.</p> <ul style="list-style-type: none"> <li>● PBL/Advisory planning time on Monday/Tuesday afternoons with teachers (rotates depending on who is teaching Advisory)</li> </ul> <p>Shared responsibility in implementing practices, programs, actions, and services that support student learning is demonstrated through:</p> <ul style="list-style-type: none"> <li>● Being a small school each teacher wears a lot of hats and we share lots of different responsibilities.</li> <li>● Staff collaboration time as stated above. Agendas are established with input from staff. Staff meet with each other for support/sharing of best practices.</li> </ul> <p>Shared self-reflection in implementing practices, programs, actions, and services that support student learning is demonstrated through:</p> <ul style="list-style-type: none"> <li>● Self reflection is informal. Teachers self reflect on their practices but there is no documentation collected. If a formal evaluation year is occurring for a teacher then there is documentation opportunity to document during the pre and post conference. The principal informally reviews teachers with classroom visits.</li> </ul> <p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
---	--

**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
Structure for internal communication: <ul style="list-style-type: none"> <li>● Email is the main source of internal communication</li> <li>● Staff meeting allow for face-to-face communication</li> <li>● Weekly updates (Shared Google Document)</li> <li>● Daily Bulletin</li> </ul> Structure for planning: <ul style="list-style-type: none"> <li>● Weekly update is sent out either Friday before week</li> </ul>	Using last year as a reference. Measure effectiveness.  Example communication Calendar



<p>starts or on Monday of current week. Staff can comment so items can be added. There are a couple of key staff that have editing privileges (Academic Counselor/SPED Teacher)</p> <p>Structure for resolving differences:</p> <ul style="list-style-type: none"> <li>• If staff are experiencing differences, we promote an open communication policy. If there is a need for a third party to be present, staff will either seek out a colleague or admin support.</li> </ul> <p><b>Overall Evaluation</b> This is an: <input checked="" type="checkbox"/> Area of Strength <input type="checkbox"/> Area of Growth</p>	
--	--

**A4. Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>We hire highly qualified staff (assign all teachers according to credentialed subjects). This process is done through the Human Resources Department at the district level. When creating the master schedule we reference teachers' credentialed areas.</p> <p>In 2019-2020, we have 0 mis-assignments of teacher credential</p> <p><b>Orientation Process</b> Human resources department works with newly hired staff to ensure all paperwork and documentation necessary is completed. Principal guides teaching staff on procedures and protocols and answers questions or concerns to enable staff to utilize their training in a manner that cohesively meshes with the school's curriculum, instructional requirements and</p>	<p><a href="#">GNTA SARC</a></p>

<p>vision. PBL training is required and made available annually. Fellow staff members are also available to help answer questions and provide critical friend correspondence to fill in any other needs.</p> <p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
---	--

**Professional Development and Learning**

**A4.2. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The types of professional development/learning with time includes:</p> <ul style="list-style-type: none"> <li>● New Tech Network (coach and PD)                      Staff has the opportunity to attend training at Napa New Tech Center for Excellence. Training encompasses traditional problem based learning techniques and offers insight into latest developments in order to promote continual growth and adeptness with the technique. Lead teachers attend the New Tech Leadership Summit with the principal once each year.</li> <li>● Teachers are offered many opportunities for offsite professional development through the County Office of Education.</li> <li>● Early Release Days                             <ul style="list-style-type: none"> <li>○ Adult learning Time which includes discussions around Restorative Practices, SPED, ELD support.</li> <li>○ Collaboration Time/Networking: teachers network once per month during early release time on Wednesday. PBL collaboration time is weekly on Monday/Tuesday afternoons. Teachers work on project development, ECHO (online management portal), Advisory curriculum development.</li> </ul> </li> </ul> <p><b>Fiscal Resources</b>                      LCAP Goal 2: Action 4 is dedicated to professional learning for teachers and has fiscal resources to support the action.</p>	

<ul style="list-style-type: none"> <li>● <b>LCAP 2.4 Staff Development:</b> Provide Staff Development for NGSS, CCSS, and ELD Standard,. Additional training in ELA at GNTA. Social/Emotional, Integrated ELD training for K-2, and PBL Training at GNTA.</li> </ul> <p><b>Effectiveness</b></p> <p>Effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance is measured using the following methods:</p> <ul style="list-style-type: none"> <li>● Informal observation/self reflection.</li> <li>● We plan to purchase a common assessment program through <a href="#">Renaissance</a>. To help with targeted instruction for struggling students. As staff attend PD, we can use this as a way to monitor student success.</li> </ul> <p><b>Overall Evaluation</b></p> <p>This is an:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Area of Growth</p>	
---	--

**Measurable Effect of Professional Development on Student Learning**

**A4.3. Indicator:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
<p>The ways we assess measurable effects of professional development/learning activities, including coaching and mentoring, on student learning is by:</p> <ul style="list-style-type: none"> <li>● Provide opportunities for staff to share best practices with each other. Goal is to provide teachers the opportunity to observe each other in their classrooms. Purposeful observation of colleagues around a classroom technique.</li> <li>● If a teacher attends a professional development workshop or training, allow extra day/s to synthesize information gathered and plan for implementation into their classrooms.</li> </ul> <p><b>Overall Evaluation</b></p> <p>This is an: Area of Growth</p>	

## Supervision and Evaluation

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<p>The school supervises and evaluates all employees.</p> <p><b>Certificated Staff</b> are evaluated using the procedures outlined in the certificated and classified Collective Bargaining Agreements. This process is aligned to the CA Teaching Standards.</p> <ul style="list-style-type: none"> <li>● The Geyserville Unified School District evaluation process is designed to assist the unit member in improving his/her performance and to acknowledge individual strengths. This can best be achieved in a supportive, cooperative atmosphere.</li> <li>● Geyserville Unified School District employs formal classroom observations and on-going informal classroom visits to provide acknowledgement, feedback, and suggestions to the teacher in a supportive, professional atmosphere. Administrators work cooperatively to support teachers in their professional development. The Pre-Conference, Observation, Post-Conference process is used by all permanent certificated employees, temporary and probationary certificated employees, pursuant to legal requirements of the California Education Code.</li> </ul> <p><b>Certificated Management</b> positions are evaluated using the following process:</p> <ul style="list-style-type: none"> <li>● The Superintendent evaluates Certificated Management using the California Professional Standards for School Leadership criteria.</li> </ul> <p><b>Classified staff</b> are evaluated every other year (See form). Most of our classified staff have been employed here over 5 years. Our retention rate is very good with classified employees. We rarely have turn over unless there is a retirement.</p> <p>The effectiveness of these practices are demonstrated by:</p> <ul style="list-style-type: none"> <li>● Success indicators are identified with each standard</li> </ul>	<p>Collective Bargaining Agreements</p> <p><a href="#">Certificated Evaluation</a></p> <p><a href="#">Principal Evaluation</a></p>

<p>and evidence is recorded in a narrative format. (See attached evaluation form)</p> <ul style="list-style-type: none"> <li>● Most of our staff have been here more than 5 years. We have been having difficulty with retaining a math teacher but are actively pursuing a qualified candidate that fits in with our school culture.</li> </ul> <p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
---	--

**Communication and Understanding of School Policies and Procedures**

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
<p>Administrator and faculty written policies, procedures, and handbooks are communicated through the GNTA Faculty handbook and are provided to teachers via email each year.</p> <p>This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p><a href="#">Handbook</a></p>

**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**Resource Allocation Decisions**

**A5.1. Indicator:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school action plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>As a small school district with only 3 schools (Geyserville Elementary as a K-5, GNTA as a 6-12, Buena Vista as an Alternative Education School) funding is allocated based on the number of students at each site.</p> <p>Resource allocation is aligned to LCAP, SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.</p> <p>The District Leadership team meets to discuss the development of the yearly budget. Staff input is collected regarding curriculum needs, professional development interests.</p> <p><b>Overall Evaluation</b>                      This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p>LCAP</p>

**Practices**

**A5.2. Indicator:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
<p>The annual budget is developed by the superintendent and business manager by taking into account input from stakeholders through the LCAP process and other district/site needs. The district then holds a public hearing at the Board Meeting for public input on the budget and LCAP prior to final board approval.</p> <p>Each school is given a Site Budget each year. The Site Administrators (along with staff input) determine how these funds are used. Site budgets are evaluated annually and updated as needed.</p> <p>The district uses checks and balances and annual audits to ensure proper use of educational funds. The site administrator's approve all POs for their sites, they are then</p>	<p><a href="#">Budget Board Policy</a></p>

<p>reviewed by the Superintendent and assigned an account code by the Manager of Business Services. All checks require at least two signatures of approval.</p> <p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
--	--

**Facilities Conducive to Learning**

**A5.3. Indicator:** The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

<b>Findings</b>	<b>Supporting Evidence</b>
<p>LCAP Goal 1: Provide a Safe and Secure School Environment includes an action related to providing General Maintenance &amp; Operation repairs, supplies and services.</p> <p>The Facilities Inspection Tool (FIT) Report indicates that overall facilities are in “Good” Condition. There is one item that is in “fair” condition: Portables Interior Surfaces.</p> <p><b>Bonds</b>                  The Bond was approved and will allow for many updates and modernizations to the facilities, infrastructure and equipment.</p> <p>A CTE Facilities Grant was also awarded by the state and it will provide specific improvements to areas involving CTE Pathways including Agriculture, Construction and Natural Resources.</p> <p><b>Overall Evaluation</b>                  This is an:  <input type="checkbox"/> Area of Strength  <input checked="" type="checkbox"/> Area of Growth</p>	<p>FIT Reports as found on the <a href="#">SARC's</a></p>

## Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
<p>The policies related to instructional materials include:  <a href="#">Williams Uniform Complaint Procedures</a> (AR 1312.4)  <a href="#">Curriculum Development and Evaluation</a> (BP 6141)  <a href="#">Selection and Evaluation of Instructional Materials</a> (AR 6161.1)  <a href="#">Student Use of Technology</a> (BP 6163.4)</p> <p>The procedures for acquiring and maintaining adequate instructional materials and equipment is the following:</p> <p>If a teacher would like instructional materials or equipment, the procedures include discussion with the principal/superintendent and completion of a vendor requisition form by the instructor, which is itemized, quantified and submitted to the principal for signed approval before being forwarded to purchasing. Teachers request materials for approval by the principal. If we are adopting curriculum there is a committee that reviews curriculum prior to purchasing.</p> <p><b>Textbooks:</b>                      On a textbook adoption cycle? New Tech? Since we are a PBL school most curriculum is centered around online projects. However, staff uses current curriculum that is aligned with state standards.</p> <p><b>Supplemental materials:</b>                      If a teacher needs supplemental materials, it is presented and reviewed by the principal for approval.</p> <p><b>Technology:</b>                      Our school is 1 to 1 tech (Chromebooks). Students can also bring their own device with approval</p> <p><b>Laboratory Materials:</b>                      Materials are supplied as needed.</p> <p><b>Overall Evaluation</b>                      This is an: Area of Strength</p>	<p><a href="#">Williams Uniform Complaint Procedures</a>  <a href="#">Curriculum Development and Evaluation</a>  <a href="#">Selection and Evaluation of Instructional Materials</a> (AR 6161.1)  <a href="#">Student Use of Technology</a> (BP 6163.4)</p> <p><a href="#">Vendor Requisition Form</a></p>



**Resources for Personnel**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
<p>The following are the resources used to enable hiring of well-qualified personnel:</p> <ul style="list-style-type: none"> <li>● SCOE Job Fair</li> <li>● Brochures</li> <li>● EdJoin Postings</li> <li>● Contact the North Coast School of Education (SCOE) if we have certificated openings.</li> </ul> <p>The following are the resources used to enable nurturing of well-qualified personnel:</p> <ul style="list-style-type: none"> <li>● NCBTP (North Coast Beginning Teacher Program)</li> <li>● Professional development (see below)</li> <li>● NTN resources</li> </ul> <p>The following are the resources used to enable ongoing professional development of well-qualified personnel:</p> <ul style="list-style-type: none"> <li>● SCOE Trainings</li> <li>● Adult Learning Time</li> <li>● AVID Trainings</li> <li>● PBL trainings are at the Center for Excellence at Napa New Tech</li> <li>● SELPA trainings</li> <li>● Off site classroom visits</li> </ul> <p><b>Overall Evaluation</b> This is an: Area of Strength</p>	<p>Brochure</p>

**Long-Range Planning**

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>As a small school district with only 3 schools (including Buena Visa with 9 students) and 126 students, our LCAP is aligned with site resources decisions.</p> <p><b>Overall Evaluation</b> This is an: Area of Strength</p>	<p>LCAP SPSA Minutes from Board Meetings Minutes from Site Meetings</p>

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.\*

**Areas of Strength**

1. Vision – Mission – Schoolwide Learner Outcomes – Profile
2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes
3. Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP
4. Internal Communication and Planning
5. Understanding the Role of the Governing Board and District Administration
6. Relationships between Governing Board and School
7. Uniform Complaint Procedures
8. Broad-Based and Collaborative Planning Process
9. School Action Plan/SPSA Correlated to Student Learning
10. Collective Accountability to Support Learning
11. Qualifications and Preparation of Staff
12. Supervision and Evaluation
13. Communication and Understanding of School Policies and Procedures
14. Resource Allocation Decisions
15. Practices
16. Instructional Materials and Equipment
17. Resources for Personnel

**Areas of Growth**

1. Professional Development and Learning
2. Measurable Effect of Professional Development on Student Learning
3. Facilities Conducive to Learning
4. Long-Range Planning (Covid-19)

## **Category B:**

### **Standards-based Student Learning: Curriculum**

*Group Members: Jesus Fernandez, Brian Long*

---

#### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

Current Educational Research and Thinking

Academic and College- and Career-Readiness Standards for Each Area

Congruence

Integration Among Disciplines

Community Resources and Articulation and Follow-up Studies

#### **B2. Equity and Access to Curriculum Criterion**

Variety of Programs — Full Range of Choices

Accessibility of All Students to Curriculum, including Real World Experiences

Student-Parent-Staff Collaboration

Post High School Transitions

Areas of Strength

Areas of Growth

<b>COVID-19 Addendum</b>
<p>Much of the WASC report was completed prior to the COVID-19 pandemic with an anticipated WASC visit date in November. The major items unique to Distance Learning and impacts of COVID-19 as related to Standards-based Student Learning: Curriculum, include:</p> <ul style="list-style-type: none"> <li>● Increased Parent and student communication-</li> </ul>

**B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

**Current Educational Research and Thinking**

**B1.1. Indicator:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
<p>Our school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards in the following ways:</p> <p><b>State Standards</b> All subject areas follow the state standards associated with their subject area. The Common Core Standards are:</p> <ol style="list-style-type: none"> <li>1. Research- and evidence-based</li> <li>2. Clear, understandable, and consistent</li> <li>3. Aligned with college and career expectations</li> <li>4. Based on rigorous content and application of knowledge through higher-order thinking skills</li> <li>5. Built upon the strengths and lessons of current state standards</li> <li>6. Informed by other top performing countries in order to prepare all students for success in our global economy and society</li> </ol> <p><b>Project Based Learning</b> All subject areas utilize Project Based Learning in their classrooms which <a href="#">research</a> has shown to be the best in providing rigorous, relevant and coherent curriculum. The following is from NTN: <a href="https://newtechnetwork.org/resources/project-based-learning/">https://newtechnetwork.org/resources/project-based-learning/</a></p>	<p>PBL/PrBL model</p> <p><a href="#">Curriculum Frameworks</a> <a href="#">Common Core Standards</a></p>

and details out commitment to project based learning in the classroom

In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts.

Students aren't just assessed on their understanding of academic content, but on their ability to successfully apply that content when solving authentic problems. Through this process, project based learning gives students the opportunity to develop real life skills required for success in today's world.

New Tech Network schools also use Problem-based learning. PrBL is a form of inquiry-based instruction used primarily in Mathematics that places the students in several smaller Problem scenarios rather than a single, large Project scenario. Supported by NCTM and the NSF, much of what makes PBL so successful is present in a PrBL environment, including Entry Events, the Need-to-Know (NTK) process, and student-centered scaffolding.

**Curriculum:**

*Math:*

- 6th Holt/McDougal,
- Explorations in Core Math 7th - CPM,
- CC Course 2 8th - CPM
- CC Course 3 9th - 12th - CPM
- CC Integrated 1 CPM
- CC Geometry CPM
- CC Algebra 2 CPM
- Pre-Calculus CPM
- AP Calculus

*Science:*

- 6-8 Holt, Integrated Science Pearson
- Modern Biology Holt
- Conceptual Physics Prentice Hall
- Merrill Chemistry Glencoe

*ELA:*

- McDougal Littel

[Research on PBL](#)

[NTN Resources](#)

- Example Math
- Example Science
- Example PE
- Example Art
- Example History
- Example English
- Example Computer Science
- Example Special Ed
- Example Industrial Arts
- Example World Language

*History*

- Glencoe

*Foreign Language*

- Descubre, Buen Viaje, Asi somos Mexicanos

*Health*

- Glencoe Teen Health Course 1,2,3

Edgenuity & UC Scout online courses

**Supplemental Curriculum**

Science:

- Buck Institute

ELA

- Renaissance Star Reading

History

- History Alive

The effectiveness of these curricula are demonstrated by the following:

- Oral powerpoint presentations
- Senior portfolios
- Posters

**UC Scout**

GNTA offers courses to students via UC Scout. "Scout from University of California is a SAPEP program that develops and delivers A-G approved, online classes and curriculum to students around the globe. Our course materials are designed to inspire lifelong curiosity and prepare pupils of all backgrounds and education levels for an increasingly technological world where training and job skills are mobile, asynchronous, and self-directed."

[\(https://www.ucscout.org/about/\)](https://www.ucscout.org/about/)

**Overall Evaluation**

This is an:

Area of Strength

Area of Growth


**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
<p>GNTA have defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements:</p> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>● Common Core Standards</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Common Core Standards</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● History-Social Science Framework</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>● Next Generation Science Standards                             <ul style="list-style-type: none"> <li>○ Integrated Science- NGSS. Common Core.</li> <li>○ Biology-NGSS. Common Core. (A-G)</li> <li>○ Chemistry-NGSS, Common Core, ACS, NSTA (A-G)</li> <li>○ Robotics-UC "G" Course Introduction to Robotics CTE (051966) (A-G)</li> <li>○ Physics-NGSS, Common Core (A-G)</li> <li>○ CTE Agriculture/Construction "G" Course (050885)</li> </ul> </li> </ul> <p><b>Computer Science Principles -</b></p> <ul style="list-style-type: none"> <li>● selected standards from the PLTW standards based on College Board AP CSP course</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>● California State Framework 6th-12th grade</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>● California Visuals and Performing Arts Framework</li> </ul> <p><b>Overall Evaluation</b>                      This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p><a href="#">Common Core Standards Curriculum Frameworks</a></p>

**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>GNTA has congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards based on the following:</p> <p><b>ECHO</b></p> <p>Echo is a learning management system that supports project-based learning. It features an innovative gradebook that aligns to the deeper learning skills students need in college and career. Unique digital tools, vetted project exemplars, course starter sets, professional development, and access to a community of educators committed to innovative practices are integrated to create a powerful platform to support student and adult learning. The program correlates to the different learning outcomes.</p>  <p>This system is able to effectively demonstrate congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.</p> <p><b>Rubrics</b></p> <p>Using the New Tech Network rubrics for Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication, teachers have a baseline to provide feedback on the 5 learning outcomes. Knowledge and Thinking Rubrics break down to core content subject areas. Written Communication Rubrics are provided for 6th through 12th grade. In most cases, rubrics are used at least once per project.</p>	<p>ECHO</p> <p><a href="#">NTN Agency Rubric</a>  <a href="#">NTN Collaboration Rubric</a>  <a href="#">NTN Knowledge and Thinking Rubric</a>  <a href="#">NTN Oral Communication Rubric</a>  <a href="#">NTN Written Communication Rubric</a></p>



<p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
--	--

**Integration Among Disciplines**

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>GNTA has integration and alignment among academic and career technical disciplines at the school in the following ways:</p> <p><b>Career Technical (CTE) Disciplines</b>                      Our Career Technical Education (CTE) program consists of middle school Woodshop, high school Industrial Art and Design, Robotics and two classes that make up a CTE Agriculture Pathway; Aeroponics, taught in the science lab and Innovative Ag., a hands-on class that is driven by the challenges of running a school farm. Both these offerings focus on the future of agriculture and include welding, ag. tech and construction components.</p> <p><b>Project Based Learning (PBL)</b>                      Project Based Learning is based on real world problems. Students consistently see the link between academics and the world around them. For example, students learn math through contextual problems in disciplines such as physics, biology, and engineering. Writing, reading, and listening is also thoroughly in and inextricably woven into the daily routines. Students maintain a thorough mathematics notebook/journal in which all learning is documented and referred to throughout the year.</p> <p><b>English and Science</b> are integrated through journals. Utilizing inquiry, research, data and reflection.</p> <p><b>English and Social Studies</b> are integrated through the shared experiences of the human condition. Utilizing selected pieces of literature and integrating</p> <p><b>Construction and Agriculture</b> are integrated through</p>	

<p>structural production, repair and maintenance and synthesizing things like plant propagation and solar powered greenhouse temperature control and solar powered watering.</p> <p><b>Physics and Biology</b> are integrated through descriptions and relations of energy flow in closed systems like the universe and open systems like the human body.</p> <p><b>CPM Mathematics</b> focuses on applying critical thinking and analytic skills to math problems and the discovery process to develop deeper understanding. Additionally it uses a collaborative approach to develop skills needed to work with others.</p> <p><b>Weight Training Room:</b> This course was started after the last WASC report. It helps high school students in terms of their health and well-being and is incorporated within the athletic department. This is another course in order to help students' well-being.</p> <p><b>Overall Evaluation</b> This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
---	--

**Community Resources and Articulation and Follow-up Studies**

**B1.5. Indicator:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p><b>Community (Business and Community resources)</b></p> <p>The Geyserville community is a small, yet impressive community. The community rallies together to provide opportunities to the school community. GNTA engages with community partners and resources in the following ways:</p> <ul style="list-style-type: none"> <li>• Health curriculum is partnered with Alliance Health Center of Healdsburg and is run through the PE program. Experts in the field provide sex education and drug awareness.</li> <li>• Foundation funds provided scientific and graphing calculators and supplemental software</li> </ul>	

<ul style="list-style-type: none"> <li>● Engaging community via pictures of classroom activities (social media)</li> <li>● Community members as audience for presentations</li> <li>● Advisory classes each year connect with the community of Geyserville through fundraisers and have worked with the Chamber of Commerce.</li> <li>● Mock Interviews and Industry Tours were given by professionals in the community as the program helps students be aware of different jobs and they can take tours of job sites, investigate careers, and learn about offers. Two lawyers during the Lord of the Flies Trial</li> <li>● SF Zoo habitat designer for the Zoo habitat project</li> <li>● Local chefs throughout Culinary.</li> <li>● Local businesses tours in the food industry.</li> <li>● Art Show: The local coffee shop has been very supportive of the arts and has held three art shows featuring my students' work. My students' art work has been auctioned at different community occasions and we have raised money for the art program. A collaborative deck of Gratitude cards my students made sold for \$500.- and we used the money to take a field to the Di Rosa Art Museum.</li> <li>● Robotics program was started through a generous gift from a local family and will grow even greater now through a support grant awarded from the CTE Foundation of Sonoma County.</li> <li>● Weight training room donations</li> </ul> <p><b>Articulation</b></p> <p><i>“Constant promotion to students about the power of education for changing not only their lives, but the lives of their children and grandchildren.”-Science Teacher</i></p> <p>GNTA articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools in the following ways:</p> <p><b>CPR Training</b></p> <p>CPR training is done collectively; the entire district staff come together for a district first formal meeting before the school year begins to discuss new policies and changes for the new school year.</p> <p><b>Feeder Schools</b></p> <p>As a small school district our feeder school is the only</p>	<p>Fall Colors</p> <p>Working to build community, students volunteer to work at chamber dinners</p> <p>Advisory</p>
--	---

elementary school in the area.

Numerous collaboration between 5th & 6th grade instructors; there was a 3-year period of the HS PE instructor who met with 3 grade levels, 30 minutes with each grade level.

**Local colleges and universities/technical schools**

As a small rural school we do not have partnerships with college/universities or technical schools (the nearest community college is 30 minutes away). In 2017-2018 we had 12 students attend college which is about 60% college going rate. In 2018-2019, we had 5 Students sign up for dual enrollment classes.

UC Doorways Course List

The following are the courses that are UC/CSU approved:

A: History/Social Science

- Civics
- United History
- World History

B: English

- AP English Literature and Compositions
- English 9
- English 10
- English 11
- English 12
- English Literacy (ESL/ELD)

C: Mathematics

- Advanced Algebra
- Algebra I
- Algebra 2
- AP Calculus AB
- Geometry
- Honors Pre-Calculus
- Integrated Math 1
- Integrated Math 2
- Trigonometry

D: Science

- Biology
- Chemistry
- Physics
- PLTW Introduction to Engineering Design

E: Language Other than English

<ul style="list-style-type: none"> <li>● Spanish I</li> <li>● Spanish II</li> <li>● Spanish III</li> <li>● Spanish IV</li> </ul> <p>F: Visual and Performing Arts</p> <ul style="list-style-type: none"> <li>● Art</li> </ul> <p>G: College Preparatory Elective</p> <ul style="list-style-type: none"> <li>● Chicano/Latino Studies</li> <li>● Culinary Arts</li> <li>● Earth Space Science</li> <li>● Economics</li> <li>● Ethnic &amp; Cultural Studies</li> <li>● PLTW Computer Science Principles</li> <li>● Psychology</li> <li>● Robotics: Introduction to VEX</li> <li>● Yearbook</li> </ul> <p>The art teacher uses experiences as a former student at a private art school, community college, state college and UC to help articulate what the expectation in art classes will be like at various colleges</p> <p>The Physical Education department has a credentialed, full-time instructor.</p> <p><b>Follow Up</b></p> <p>GNTA does not really use follow-up studies of graduates and others to learn about the effectiveness of the curricular program. As a small community we hear about where our students are at and what they are doing often, however, we do not have a formal process. We would like to make a questionnaire (or set up an alumni webpage) and have our seniors who go on to college give us feedback after their first semester in college.</p> <p><b>Overall Evaluation</b></p> <p>This is an:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Area of Growth</p>	
---	--

**B2. Equity and Access to Curriculum Criterion**

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
<p>The processes GNTA has to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational option are the following:</p> <ul style="list-style-type: none"> <li>● Advisory Program( 2 hours per week focused on learning more about college/career).</li> <li>● Field Trips (College tours, industry tours)</li> <li>● Individual College and Career instructor</li> <li>● Science Course: Provide opportunity for career searches. The educational requirements, experience, responsibility and income of each, and give advice on how to achieve that goal</li> </ul> <p>GNTA ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students in the following ways:</p> <p><b>Overall Evaluation</b>                      This is an:  <input type="checkbox"/> Area of Strength  <input checked="" type="checkbox"/> Area of Growth</p>	<p>Advisory Curriculum</p>

**Accessibility of All Students to Curriculum, including Real World Experiences**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Findings	Supporting Evidence
<p>GNTA students have access to rigorous, relevant, and coherent curriculum across all programs that includes real</p>	<p>Under B1.1</p>

<p>world applications through the Project Based Learning Curriculum and instruction that is provided to all students and detailed above in B1.1.</p> <p><b>Overall Evaluation</b> This is an: _x_ Area of Strength ___ Area of Growth</p>	
---	--

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals in the following ways:</p> <p><b>Advisory Program</b> During advisory students develop and monitor a student’s personal learning plan and their college and career and/or other educational goal.</p> <p><b>ECHO</b> Students and parents can monitor their progress on ECHO.</p> <p><b>Other</b> Other places where personal learning plan and college and career and/or other educational goals are discussed or addressed:</p> <ul style="list-style-type: none"> <li>● Parent Meetings</li> <li>● E-mail - Staff to parents and vice versa</li> <li>● Student Check-Ins</li> <li>● IEP Meetings</li> <li>● Restorative Practice Meetings</li> </ul> <p><b>Overall Evaluation</b> This is an:</p>	<p>Advisory Curriculum -Example Learning Plan -College and Career Goal</p> <p>Transcript review is done with our college/career counselor.</p>

<p><input type="checkbox"/> Area of Strength  <input checked="" type="checkbox"/> Area of Growth</p>	
--	--

**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
<p><i>"I build a rapport with students first and foremost. Throughout all courses, I try to help students develop organizational strategies that transfer to post-high school such as using a planner and notebooks effectively."--Math and Science Teacher</i></p> <p>GNTA implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options:</p> <p><b>Advisory Program:</b>            As described above the Advisory program is the course that helps to facilitate transitions to college, career and other post secondary high school options.</p> <p><b>Other Examples</b></p> <ul style="list-style-type: none"> <li>• In culinary, students must pass their CA Food Handlers License, and are given exposure to the food services industry.</li> </ul> <p><b>Overall Evaluation</b>            This is an:  <input type="checkbox"/> Area of Strength  <input checked="" type="checkbox"/> Area of Growth</p>	<p>2017-2018 Data:            60% (12 out of the 20 students) attended college.</p> <p>Advisory has continued for Senior students only due to the Covid-19 Pandemic 2020. It is named Senior Advisory Class.</p>



**ACS WASC Category B. Standards-based Student Learning: Curriculum  
Summary, Strengths, and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.

**Areas of Strength**

1. Accessibility to Curriculum for all students.
2. Current Educational Research and Thinking
3. Academic and College- and Career-Readiness Standards for Each Area
4. Congruence
5. Integration Among Disciplines

**Areas of Growth**

1. Community Resources and Articulation and Follow-up Studies
2. Student-Parent-Staff Collaboration
3. Post High School Transitions
4. Variety of Programs — Full Range of Choices

## Category C:

### Standards-based Student Learning: Instruction

Group Members: Amy Wilson, Kai Klaassen/Yoshi Makino

---

#### **C1. Student Involvement in Challenging and Relevant Learning Criterion**

Results of Student Observations and Examining Work

Student Understanding of Learning Expectations

#### **C2. Student Engagement through a Variety of Strategies and Resources Criterion**

Teachers as Facilitators of Learning

Creative and Critical Thinking

Application of Learning

Career Preparedness and Real World Experiences

Areas of Strength

Areas of Growth

**COVID-19 Addendum**

Much of the WASC report was completed prior to the COVID-19 pandemic with an anticipated WASC visit date in November 2020. The major items unique to Distance Learning and impacts of COVID-19 as related to Standards-based Student Learning: Instruction, include:

- Virtual instruction has taken place since quarter four, semester one, school year *Geyserville New Tech Academy*:2019-2020 and continued as of Aug. 19, 2020, semester 1 of school year 2020-2021. We are projected to remain distant well into Spring of 2021.
- Both asynchronous and synchronous learning are being provided by the school's teachers and they will continue providing access to curriculum.
- Our disciplinary curriculum can be accessed using GNTA's virtual platform, ECHO, and all students, parents/guardians, staff and public can reach us regarding instruction via email at [Geyserville.net](mailto:Geyserville.net).
- Parent training on the school wide platform has taken place for parents to assist their child/student. They are connected to teachers this year.
- All projects in process at the start of COVID-19 during school year 2019-2020 have been transitioned only to a virtual online learning environment

**C1. Student Involvement in Challenging and Relevant Learning Criterion**

To achieve the schoolwide learner outcomes, academic standards, and college-and career-readiness standards, all students are involved in challenging and relevant learning experiences.

**Results of Student Observations and Examining Work**

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
<p>All at GNTA, students, teachers and staff are all involved in self-building, rigorous and challenging learning criteria. Using mostly project-based learning (PBL) the teachers and students work collaboratively towards proficiency of our 5 school-wide learning outcomes (Collaboration, Knowledge and Thinking, Communication, and Written communication) and closely with the CCSS (a ten year process since the adoption of them which has allowed for this beautiful symbiosis between students and community whereas teachers act as the liaison). Our goal is to inspire and engage</p>	<p>Students have access to the Common Core Standards <a href="#">ELA and Literacy CCSS</a>, <a href="#">Mathematics CCSS</a>, and <a href="#">ELD standards</a> and have been instructed as to how to read them and meet the expectations including, GNTA's Learning</p>

<p>all learning so they want to be involved. Together, the school and community are enriching the learning environment using PBL methods and teaching strategies as well as collaborative skills, creative and critical thinking skills. The CCSS and PBL allow us to provide supplemental instruction whereas students are interacting more with each other, staff and the community. collaborating on project timelines, reaching benchmarks, meeting expectations. Students are involved in the learning in a much deeper way. They are expected along with creativity when implementing lessons and assignments making them more unique and meaningful. The combination of Learning Criterion at GNTA allows all students to better access the work as there are many different ways in which the teacher can instruct and assess the student. This has created and developed improved critical thinking skills. The 5 learning outcomes assess each student formatively and cumulatively throughout an entire project which could last weeks . Using a variation of academic strategies and guided by the standards including the college-and-career readiness standards. School-wide learning outcomes and rubrics that aids in the students overall assign academic and relevant projects and build on learning using the time in class to capture the learning experience. The goal to instruct students so they achieve the expected schoolwide learner outcomes and meet academic standards The students have been involved in Project Based Learning for over 5 years and the college-and career-readiness indicators and standards as shown in the following examples:</p> <p><b>Schoolwide Learning Outcomes</b></p> <p>GNTA uses a planning by design model and assesses students mostly using the <a href="http://NewTechNetwork.org">NewTechNetwork.org</a> student learning outcomes through <a href="http://gnta.echo-ntn.org">gnta.echo-ntn.org</a> portal.</p> <p>Teachers are grading for growth using individual student progress and the NTN rubrics. When students complete assignments they are graded in the following areas (sometimes, but not always all at once): Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication.</p> <p>Rubrics are used as a guide for both teachers and students. The students are learning using the same model and the same rubrics according to grade level, that determines students' understanding of these areas.</p> <p>Using the New Tech Network rubrics for Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication, teachers have an inclusive way of</p>	<p>Oucomes (<a href="#">PBL New Tech Network</a> 101)</p> <p>School-wide learning outcomes and rubrics</p> <p><a href="#">NTN Agency Rubric</a></p> <p><a href="#">NTN Collaboration Rubric</a></p> <p><a href="#">NTN Knowledge and Thinking Rubric</a></p> <p><a href="#">NTN Oral Communication Rubric</a></p> <p><a href="#">NTN Written Communication Rubric</a></p> <p><a href="#">ELD Framework Breakdown-Staff</a></p> <p>A-G Requirement Met</p> <p>AP Enrollment</p> <p>Student Work</p> <ul style="list-style-type: none"> <li>● Example Math</li> <li>● Example Science</li> <li>● Example PE</li> <li>● Example Art</li> <li>● Example History</li> <li>● Example English</li> <li>● Example Computer Science</li> <li>● Example Special Ed</li> <li>● Example Shop             <ul style="list-style-type: none"> <li>○ Trailer building and restoration</li> <li>○ Landscape design</li> <li>○ Sheet metal work</li> <li>○ Welding</li> <li>○ Woodwork</li> <li>○ Ceramics</li> <li>○</li> </ul> </li> </ul>
--	---

<p>teaching the baseline but allow for greater learning and more student inquiry. The Learning Criterion allows teachers to provide feedback on the different domains and assess using the same school-wide rubric(s); the 5 learning outcomes.</p> <p><b>Academic Standards</b></p> <p>Students have the opportunity to read, review and ask questions on each of the CA academic ELA standards in English and Literacy in History/Social Studies, Science, and Technical Subjects. The team has observed that the school science department in both middle school and high school are incorporating and have been trained in the Next Generation Science Standards (<a href="#">NGSS</a>) and course follows the <a href="#">Curriculum Frameworks</a> for the California academic standards</p> <p>The art department currently uses the Visual and Performing Arts Content Standards for California State Schools. For the up-coming 2020-21 school year the art classes will use the new and revised standards, now called the California Arts Standards for Public Schools, which was adopted by the State Board of Education.</p> <p><b>College and Career Readiness Indicators</b></p> <p>The schoolwide learning outcomes are aligned to college and career skills. Common Core standards are aligned to college and career readiness.</p> <p><b>Subject Matter Examples (teacher survey):</b></p> <p><i>ENGLISH</i></p> <p>Direct coaching and feedback after instruction help determine students' learning. Observing students working and completing their writing provides this understanding. Open-class discussions, regular checks for understanding. Journal responses driven by readings and discussions help determine that instruction was effective. The material covered in class deals with real-world social, political, and cultural issues, making them relevant to the lives of the students.</p> <p><i>MIDDLE SCHOOL</i></p> <p>Students spend a great deal of time working on the higher areas of Blooms Taxonomy. For example in 7th grade social studies the students must determine the level of importance of Japan's medieval history to create a museum exhibit on the subject.</p>	<ul style="list-style-type: none"> <li>● Example Con/Ag             <ul style="list-style-type: none"> <li>○ Irrigation design and installation</li> <li>○ Greenhouse management</li> <li>○ Compost management</li> <li>○ Agriculture business</li> <li>○ Soil analysis</li> <li>○ Tractor safety</li> <li>○ Solar power</li> <li>○ Plumbing</li> </ul> </li> </ul> <p>Student Work</p> <ul style="list-style-type: none"> <li>● Agency</li> <li>● Collaboration</li> <li>● Knowledge and Thinking</li> <li>● Oral Communication</li> <li>● WRitten Communication</li> </ul> <p>Critical friends is a good idea because you are able to get advice from other classmates. Sometimes your classmates can help you add important information that you might have forgotten. Critical friends gives you the opportunity to take the time to fully understand the context of the work presented and the outcomes that the person or group is working towards.”</p> <p><b>Michelle</b></p>
--	---

**MATH**

We use CPM curriculum which provides a problem-based, student-centered learning experience. Students experience both beauty and utility of mathematics with engaging and thought-provoking problems. Students are encouraged to engage in rich problems, encouraged to ask questions to deepen their own understanding, and contemplate the learning process. CPM problems have a wide variety of types of problems and types of lessons, including ones with technology such as Desmos or eTools, that engage a variety of learners. The classroom environment is structured in routines, but varied in the connections that students are able to draw based on the variety of lessons.

The Math teacher helped implement Engineering (9-12)

**SCIENCE**

Utilization of inquiry based learning students can be observed working to understand curriculum together. Adherence to Next Generation Science Standards helps inform instruction. Problem and case-based learning prove to reach students better. Students make connections to real world applications as well as personal interests and in observing ..

**CREDIT RECOVERY AND BUENA VISTA**

I provide scaffold instruction to students as an introduction to the lesson or topic we will be discussing. I start with questions that tap into students prior knowledge and continue or modify the lesson depending on their responses.

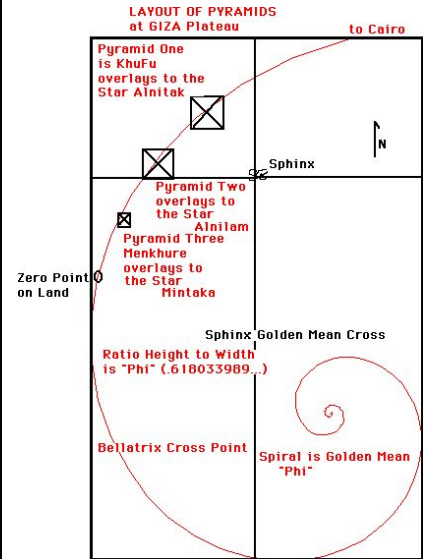
**SCIENCE, ENGLISH, CULINARY-PRIMARILY MS**

While adhering to the California Standards, students engage the students in an inquiry heavy based instruction where students are doing the major lifting. By breaking down the project into benchmarks, the instructor is able to gauge the understanding of individuals and groups better, and in doing so, offer more one on one or small group based mini lessons. The relevancy comes from tying the curriculum to their lives.

**ART**

A part of the art making process, requires students to give peer feedback. When students critique each other's art work while they are in the preliminary stages, this is a valuable time to make sure the artists are clear in their concepts and fulfilling the project's criteria, before they commit to the final works. At this point, the teacher can see by the art work and

Math teacher used a lot of sacred geometry to drive instruction such as Golden Ratio/Golden Means



and had manipulatives made so students can get involved in relevant and challenging work.

Teachers from Shop, Con/Ag and Art classes continually use PBL as a curriculum standard and most students enjoy projects but others need and want direct instruction based on their learning style.

peer feedback how well the class has understood new concepts and the project's criteria. If the student work is lacking and the feedback lacks insight, the teacher can re-teach what the students didn't learn and give the students the opportunity to augment their artwork with the new knowledge. Peer review is important to the learning process and has resulted in raising the level of the final art work. The art projects typically have a lot of criteria such as having strong content, using the principles of design and exhibiting personal expression. These constraints help challenge the students to produce original artworks while allowing them to choose a subject or expression of their choice.

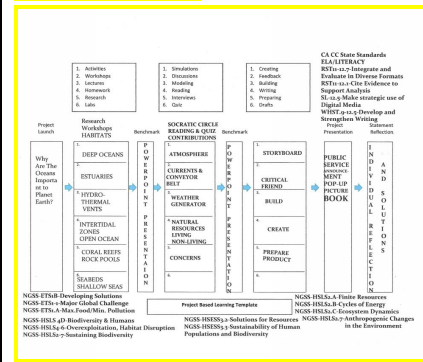
**PHYSICAL EDUCATION**

Over the years observing the effects of being consistent in rules and grading systems helps students increase their knowledge in each grading category. Students understand instruction by engaging in activity. In observing students and being consistent in assessment by knowing rules, history, techniques and overall improvement in their physical skills.

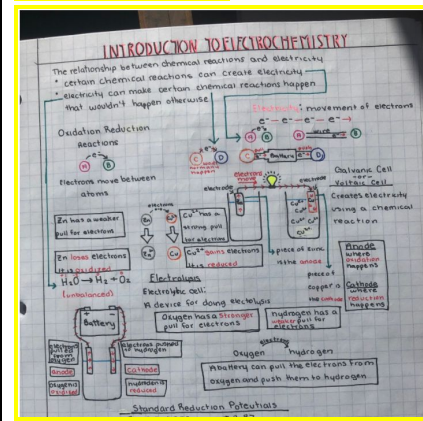
**SPANISH AS A FOREIGN LANGUAGE** The ways in which the teacher provides challenging and relevant instruction to all students is by way of following the standards using priority, supporting standards by assigning relevant and engaging chapters from the comprehensive textbook and by creating new and interesting projects that have to do with the class content. Students work towards proficiency outcomes using a proficiency scale from both The American Council of Teaching Foreign Language (ACTFL) World Readiness Standards for Foreign Language and the New Tech Network (NTN) 5 Learning Outcomes. The 5 learning outcomes of GNTA is an effective resources for students to understand what is expected across all curriculum. Successful implementation of Instruction of the standards and proficiency levels are the most important determinant of student achievement. The quality of instruction is also explained by the use of the instructional materials and language support from comprehensive Textbook Buen Viaje. It helps anticipate and plan for the needs of diverse learners by providing pacing and leveling knowledge to the teacher.

**ELD and ELD Support** Targets instruction to each student's

**Why Oceans are Important-PBL**



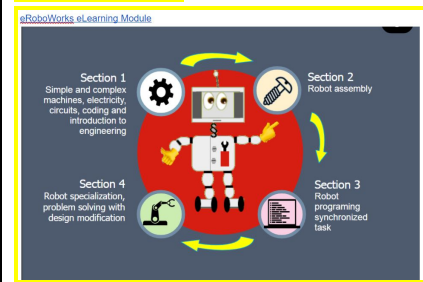
**Electrochemistry**



**Fires, Power Lines, Climate Change-Solutions PBL**



**eRoboWorks**



**Innovative Ag with AWE(Air,**

language proficiency level. Uses California Common Core State Standards for English Language Arts and Literacy (CA CCSS for ELA/ Literacy) to guide ELD instruction and supports instruction so students better understand academic English and gain proficiency in using it. The standards and scale is used to teach students the conventions of learning English; standards practice and expectations. In observing students' academic skills, reading, writing, speaking and listening you can see progression of language acquisition through these stages of proficiency. Each student can understand and access the appropriate proficiency level and recognize their own foundational literacy skills. They can use their native language in comparison to English. The CA ELD Standards is also used as a tool to guide the students in "Learning About How English Works." Using the CA ELD standards and the Proficiency Level Continuum Scale for evidence of learning. Incorporates varied opportunities for students to interact using English Develops students' academic language skill Creates a supportive learning environment Recognizes the role of primary language. Aligns with state ELD standards. Follows a developmental scope and sequence of language instruction, including listening, speaking, reading, and writing skills. Provides instruction in the semantic, syntactical, and grammatical aspects of language. Assesses student progress in English proficiency on an ongoing basis

**Observations and Student Work**

When observing students working and examining student work we concluded the following:

- All students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards

**Overall Evaluation**

This is an:

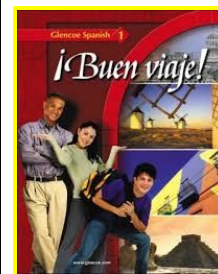
  X   Area of Strength

     Area of Growth

**Water and Elements)-Aeroponics**



1. [ACTFL World Language Standards](#)
2. [NTN Agency Rubric](#)  
[NTN Collaboration Rubric](#)  
[NTN Knowledge and Thinking Rubric](#)  
[NTN Oral Communication Rubric](#)  
[NTN Written Communication Rubric](#)
3. [STUDENT SAMPLE: SPANISH MENU PROJECT](#)
4. [MENU ASSIGNMENT: STUDENT MENU](#)



**Student Understanding of Learning Expectations**



**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
<p>Students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness in the following ways:</p> <p>Examples from various courses:</p> <ul style="list-style-type: none"> <li>● Several times throughout the year, we go through a worksheet collection I made, listing all the standards, and the students rate how they feel they currently stand in regards to them.</li> <li>● Students review rubrics on each project.</li> <li>● Students are expected to master the state standards by the end of the school year. These standards are developed through formative, summative, and diagnostic situations throughout the school year. Students also follow the mathematical practices in the CCSS system each day working in their groups.</li> <li>● We review the daily learning target by reading the CPM introduction and title question and topic of each lesson. We analyze it so that students understand it with student-friendly language and frequently refer to it throughout the lesson.</li> <li>● Students also take formal assessments which they are expected to correct and ask questions about with teacher and peer guidance. They understand that they will have opportunities to re-assess in subsequent assessments and that it benefits them to make sure they fully understand the content assessed so that they can earn a better grade by re-assessing individually with me or on the next assessment.</li> <li>● Students understand that they are expected to get themselves into "The Learning Pit" each day, which means that they need to engage themselves in a productive struggle in order to make progress. They complete reflection questions about how they are demonstrating agency, collaboration, written communication, oral communication, and knowledge and thinking.</li> <li>● They can also measure their performance levels by checking their assessment grades on ECHO, which are separated by specific topics so they know exactly</li> </ul>	<p> <a href="#">NTN Agency Rubric</a>  <a href="#">NTN Collaboration Rubric</a>  <a href="#">NTN Knowledge and Thinking Rubric</a>  <a href="#">NTN Oral Communication Rubric</a>  <a href="#">NTN Written Communication Rubric</a> </p>

<p>which skills they need to develop a better understanding of.</p> <ul style="list-style-type: none"><li>● Syllabus. Echo. Class communication. Personal side conferences during class.</li><li>● Syllabus. Echo. Gradebook. Discussions</li><li>● I use the pacing guide from the online programs (Edgenuity and Khan Academy) to guide students through the course content. This allows me to make sure students are covering the designated course content standards.</li><li>● Each project, and many benchmark assignments within a project, have a rubric that is reviewed in class.</li><li>● During their project rollout, part of their entry doc will list a group of goals to be accomplished during the project. I also have hard benchmarks that the students can not bypass until they have achieved some of those academic goals. For example, you must show proof of knowledge of the cell organelle's structure and function before moving on to another part of the project (writing you superhero plot map).</li><li>● I grade students every day on their work ethic and shop stewardship 5pts possible for work and 3 pts possible for clean up. handouts or packets as well as Echo clearly state the pts possible for each assignment. We emphasize different criteria in each project. For instance in construction, building things square plumb and level are usually the grading criteria.</li><li>● ECHO, state testing, IEP goals</li><li>● My assignments have clear criteria which are stated online and are reviewed in the daily agenda. Students give each other feedback during the course of the assignments. Rubrics are also used and students self evaluate their own performance for every assignment.</li><li>● Each student has been given a syllabus both physically and in echo. Grades are put in daily. There are no surprises with the physical education grading system.</li><li>● Syllabi for the various classes are used as well as guided standards worksheets that are utilized at various times throughout the school year and also the Echo grading system which explains what the learning outcomes are and how students were assessed.</li></ul>	
--	--

- Successful Instruction of the standards and proficiency levels are the most important determinant of student achievement. The 5 learning outcomes of GNTA is also an effective resource for students to understand what is expected. The quality of instruction is also explained by the use of the Instructional materials and language support from comprehensive teacher wraparound edition to help anticipate and plan for the needs of diverse learners
- Uses California Common Core State Standards for English Language Arts and Literacy (CA CCSS for ELA/ Literacy) to guide ELD instruction and supports instruction so students better understand academic English and gain proficiency in using it. The standards and scale is used to teach students the conventions of learning English; standards practice and expectations. In observing students' academic skills, reading, writing, speaking and listening you can see progression of language acquisition through these stages of proficiency. Each student can understand and access the appropriate proficiency level and recognize their own foundational literacy skills. They can use their native language in comparison to English. The CA ELD Standards is also used as a tool to guide the students in "Learning About How English Works." Using the CA ELD standards and the Proficiency Level Continuum Scale for evidence of learning.

**Rubrics**

Using the New Tech Network rubrics for Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication, teachers have a baseline to base instruction on and further to provide feedback on the 5 learning outcomes. Knowledge and Thinking Rubrics break down to core content subject areas. Written Communication Rubrics are provided for 10th and 12th grade. Rubrics are also used and students self evaluate their own performance for every assignment

**Student Friendly Academic Language in all Subjects**

- Middle School English

<ul style="list-style-type: none"> <li>● Math: CPM introduction has daily learning target</li> <li>● Science-group of goals to be accomplished during a project</li> <li>● Shop-Grading criteria lists everything</li> <li>● Art MS HS</li> <li>● Con/Ag</li> <li>● Spanish 1-3</li> <li>● ELD</li> <li>● History 1-3</li> <li>● Civics/Econ</li> <li>● English 1-4</li> </ul> <p><b>Syllabus</b> The syllabus lists the expectations for the class along with the final grade is provided to students.</p> <p><b>ECHO</b> Echo clearly states the points possible for each assignment and what learning outcomes they will be focusing on (Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication).</p> <p><b>Project Description</b> Lays out exactly what they need to do for the project and how they will achieve each grade (rubrics)</p> <p><b>Feedback</b> Students give each other feedback during the art course of the assignments.</p> <p><b>Data Review NA</b> We review students state assessment data (CAASPP) with students and describe what each level means (not met, nearly met, met, exceeded). In high school only 11th graders are assessed.</p> <p><b>Standard Review</b> In English class several times throughout the year, students go through a worksheet collection that lists all the standards, and then the students rate how they feel they currently stand in regards to them</p> <p><b>Overall Evaluation</b> This is an:  <input type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p>“I think critical friends is a good way to give back <i>feedback</i> for others on what they need to work on but sometimes you don't really have much to say or can't think of anything that you could say which is a downside”. <b>Ariana</b></p>
--	---

**C2. Student Engagement through a Variety of Strategies and Resources Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

**Teachers as Facilitators of Learning**

**C2.1. Indicator:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

Findings	Supporting Evidence
<p>GUSD teachers use a variety of instructional strategies and resources, including technology and experiences beyond the classroom/textbook and engages students by caring about each student and their success within the network of their learning environment.</p> <p>Geyserville New Tech Academy's goal is for teachers to guide their students through a meaningful and challenging standards-based curriculum in an academic and 21st century setting both in and out of the classroom. As a result, each graduate that passes through GNTA with the understanding and knowledge of multiple content but also has Agency and the ability to learn from your mistakes. In working together, collaborating, the teachers all help implement PBL. If there is a department that does not participate in PBL has connected with their peers and community in meaningful ways. By using PBL and its protocol you are enriching the experience of the students. For teachers it allows us to find new techniques for teaching. Teachers have to learn new techniques when teaching and find different strategies that work well in a PBL setting. Teachers collaborate and work together in sharing strategies.</p> <p>Students work together and continue to have special connections to most of their teachers and the community has become dedicated to helping all students become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.</p>	<p>Access to the internet is fundamental to achieving a vision of self-driven, self-directed learning in PBL.</p> <p><a href="#">The 6 "A"s in Teacher or Student Project Planning</a></p> <p>Protocol Critical Friends</p> <p>Evidence that PBL is supported and tried by all teachers in that Jay Gatton, first year math teacher, began to implement PBL towards the end of his contract.</p>

<p>Access to the internet is fundamental to achieving a vision of self-driven, self- directed learning in PBL. A self-directing student or a group of peers working together collaborating on a as a student means and student engagement strategies, including the use of instructional technology in the delivery of the curriculum in the following ways:</p> <p>Our alliance with New Tech Network has elevated our teaching. NTN provides support with technology, curriculum and pedagogy while we add 21st century teaching methods to our instructional repertoire. Other support comes from Sonoma County Office of Education which in addition to general support also provides professional development in all fields. Workshops include math instruction, maker tools and design thinking. Many of our staff routinely take advantage of this.</p> <p>All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.</p> <p><b>Project Based Learning</b></p> <p>Our school has a focus on project-based education, which has been proven to improve both knowledge retention and student engagement. PBL is practical, reasonable, and able to be effective on a great variety of students, from high, to very low performing.</p> <p><b>Instructional Technology</b></p> <p>Technology is used daily for both instruction and student work. Most every classroom has a 1:1 ratio of chromebook to students. There are two classrooms currently that do not have their own set of chromebooks, Shop (in the shop room) and the Physical Education classroom that had been moved from in the main building with a set of chromebooks to in a portable 20 years with a ramp and it did not have its own Chromebook Cart. Students had access to the technology through devices like their phones or would be excused and borrow one from the classroom (s) close by with Chromebooks. We found that oftentimes during student learning blocks they would willfully use internet resources for things other than the topic or assignment at hand. If a student chose to not do the assignment and continue to misuse the technology he would not be able to use it and lose the opportunity for student learning and interacting with peers in meaningful ways. students might lose the the students had access to the internet and possessed such devices but a lot of</p>	<p>Download PDF: NTN-critical-friends Download PDF: NTN-6 A'S-Project-idea-rubric</p> <p>Google Doc, Slides Student Examples</p> <p>Art Class Student Work Example: <a href="#">This project was started before the lockdown in March 2020. Students had to complete the project while distance learning at home using a material they all had access to, make-up.</a></p>
---	--

<p>the time they were in except Shop class has one to one chromebooks where students are able to access the school wide network, ECHO,</p> <p>During distance learning teachers used a variety of instructional strategies including all types of technology. One method is using Google docs as a platform for the class notes, lesson planning, and activities where students can type in answers to questions, and peer edit group work. This is a good way to see that everyone is engaged.</p> <p><b>Other Strategies</b></p> <ul style="list-style-type: none"> <li>● Think-Pair-Shares</li> <li>● Demonstration and modeling</li> <li>● connect visuals to mathematics;</li> <li>● whole-class instruction;</li> <li>● pairs or small-group instruction;</li> <li>● demonstration and modeling;</li> <li>● hands-on activities;</li> <li>● graphic organizers; manipulatives such as algebra tiles and integer tiles;</li> <li>● Discussions.</li> <li>● Group presentations.</li> <li>● Project and case-based learning.</li> <li>● Guided and independent strategies.</li> <li>● Virtual labs.</li> <li>● Voice and choice.</li> <li>● Inquiry with driving questions and whiteboards.</li> </ul> <p>The effectiveness of these instructional practices are demonstrated by the following:</p> <ul style="list-style-type: none"> <li>● Project Based Learning <a href="#">Research</a> that supports it and how we are doing</li> </ul> <p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
--	--

**Creative and Critical Thinking**

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the

textbook.

Findings	Supporting Evidence
<p>The following examples demonstrate that students think, reason, and problem solve in group and individual activities.</p> <p><b>Content Area Examples (Teacher Survey)</b></p> <p><i>ENGLISH</i></p> <ul style="list-style-type: none"> <li>● Freshmen were tasked to replicate one of the problems plagued by the family of Anne Frank, the book we were reading. They were given a set amount of money per student, and in table groups, they needed to find enough food (online shopping) to fit their dietary needs. They have a response afterwards, dealing with the difficulty, the worry of hunger, and difficulty getting along, and how that was reflected in the text.</li> <li>● The Sophomores, while partway through reading Fahrenheit 451, are given the Banned Book List. In groups, they need to go through all 100, and find out the reasons why the books were banned. This helps foster critical thinking, as the students generate opinions on whether or not the ban was justified.</li> <li>● The Juniors, after reading Red Badge of Courage and All Quiet on the Western Front, have an essay, after a series of debates and discussions, comparing the two books. They look not just at the content, but the metatext, the authors, and their experiences and motivations. The books are more than just pro or anti-war, and the students can explain why and how.</li> </ul> <p><i>MIDDLE SCHOOL</i></p> <ul style="list-style-type: none"> <li>● ELA/Science - Students must create a graphic novel that explains the origin and power at the cellular level.</li> <li>● SS 7 - Students will create a news broadcast on the most important moments of the Renaissance, Enlightenment, Age of Reason, Age of Exploration.</li> <li>● ELA/Sci - Students complete a research paper on as well as explain and realistically recreate the eruption of a specific volcano.</li> </ul> <p><i>MATH</i></p>	<p>*disclaimer that this was not able to be done by "Observing" but by "collecting" student work instead due to distance learning model.</p>



- Every day, problem-based lessons are done so that students are always critically thinking about mathematically rich problems that model situations such as the growth of a colony of bacteria, the physics of an airplane flight, a landscaper that needs to know how much mulch to cover the garden spaces, a school cafeteria chef who needs to calculate recipes for hundreds of students.
- In one lesson, students use transformations to create new polygons from just four triangles and then analyze the various shapes created. The lesson is very visual and rich in connections for all learners who have the option to use tools such as tracing paper, a Mira, and straightedges to create the transformations.
- Students use Desmos classroom activities to introduce, discover, explore, deepen, and apply understanding depending on the level of the classroom activity. One example of a recent Desmos activity is one that students "Build a House" and use scale drawings to decide how much material to buy for the house. Students customize their house on a scale drawing and then use their knowledge of distance and area to calculate how much material to purchase.

#### *SCIENCE*

- Inquiry on diseases, causes and prevention and how they are related to the front-loaded terminology they have learned.
- Jigsaw grouping where students are assigned groups and individual roles within each group. Groups then break out to work with their cohorts from other groups to gather information that they take back to their home group and share in order to build solutions together through individual reports.
- Projects like studying biomes and habitats, the anthropogenic impact upon them and the students' suggestions for engineering possible solutions.

#### *CREDIT RECOVERY AND BUENA VISTA*

- In the credit recovery Math classes, I give students worksheets to be completed in small groups. They can ask questions to each other, or to me for clarification purposes.
- In other credit recovery and Buena Vista courses, if the student is having difficulty grasping the content, we will break out into one-on-one discussions about the

topics and search online for supporting resources.

- If a student is frustrated with a course, I encourage students to work on a different course or discuss strategies that will help the student with the current content.

#### *MULTIPLE SUBJECT-MIDDLE SCHOOL*

- Students, as a group of 4, must create a board game that will help teach the time between the emergence of early man to the dawn of civilizations. To do this they must create a set of basic rules and question cards based on the major moments, innovations and discoveries made by early humans.
- 7th grade SS students must create a newscast about the period of European history following the middle ages. Renaissance, Age of Enlightenment, Reformation, Age of Exploration.

#### *SCIENCE, ENGLISH, CULINARY-PRIMARILY MS*

- The Egg Drop Lab is a great example. Students are given one week to create a device to successfully drop an egg three stories. The faster, smaller, and lighter their apparatus is the higher the score. This forces students, without the use of the internet, to use the scientific method to work towards a common goal. They begin learning Newton's Laws, focus on time management, and dealing with disagreements between group members, and really have fun doing it. As an added bonus, the winning team gets an egg breakfast cooked by the teacher.
- We also have a "mock" bench trial for *The Lord of the Flies*, in which every student is given a role as a character in the book, or is assigned to be a part of the defense or prosecution. They take copies notes throughout the book making a case for their side, or developing a character to portray in the actual trial. It is a full mock trial, with opening statements, questioning and cross examination. I sit as the judge in full regalia with a wig to boot. The students dress the part and fully engage in the trial.
- Pretty much every project follows the guidelines: Hook the kids, make it relevant, make it rigorous, make it worth their time. The products are fun, but the process

is really the important part of student learning.

**SHOP**

- Students are given tasks like those engineers tackle every day. Students make a four-sided wooden frame with four thin pieces of wood using a hammer and four small finish nails. When they are done I try to collapse the square into a diamond. Then I say, " How can we make this stronger so it holds its shape?" This can take many tries for students to come up with a method of creating a strong shape.
- Using a finite amount of materials, students, in groups of three, are given a challenge to make something that will hold their weight. This can take several days but really helps build a strong foundation for our class.
- Construction students are tasked with plumb a pole out in the yard in groups of three.

**ART**

- I show a lot of visual examples such as power points, videos (such as TEDtalks), actual examples of the project, hands on demonstrations which help engage and clarify the project.
- The artistic process my students generally follow is to start by brainstorming ideas in pairs or as a group. Next students make at least four quick small sketches of their best ideas. This stage is about students exploring multiple solutions to the project. In groups, students give each other feedback on their ideas.. The artist will decide how to improve his/her work from the feedback that he/she has received and create a to scale preliminary drawing. Sometimes the artist will seek another round of feedback before he/she creates his/her final artwork. I am always impressed by the students' ability to problem solve and to give one another valuable feedback!

**Overall Evaluation**

This is an:

\_\_\_ Area of Strength

\_\_x\_ Area of Growth

[Student work from ART of a variety of instructional strategies, settings using a variety of materials Mixed media and](#)

**Application of Learning**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
<p><b>Organize, access and apply knowledge</b></p> <p>Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities. Students have access to the materials and resources needed to apply knowledge they already have acquired. They can use their peers, their teacher and outsource other teachers as we work closely with all students due to our population size.</p> <p>Teachers have found that the vast majority of students demonstrate that they are able to organize knowledge and have built into their PBL lessons the dynamic of organizing a group and group tasks as well as deadlines and important benchmarks. This is found in the student project contracts that occur in the beginning stages of a project rollout. Students in a group who do not meet a benchmark are given by their group an official warning and receive notice from the teacher. This warning allows a teacher intervention and communicates that if a benchmark is missed the student can and will be removed from the group.</p> <p>Findings show that most students have trouble organizing their content binders and their educational resources. In AVID, students were beginners in certain WICOR categories (Writing, Inquiry, Collaboration, Organization and Reading) specifically organizing and writing. Our school is implementing the AVID class for more students and grades so that these skills can be taught. Findings shows that students recall and can use reproduction skills in most areas of learning, as well as remembering facts, defining or remembering a procedure. These are skills and concepts that students mostly bring with them from middle school and possess this skill but this is an area of growth because data shows that students do not or have not used learned concepts to further extend their learning opportunities. Rarely can they answer questions and make analysis that involves higher order thinking or uses acquired knowledge. Students often think that they have learned something and then move on, tossing the English assignment or the support class resources only later needing it to complete a History paper, or Senior Advisory Essay.</p>	<p><a href="#">PBL Group contract</a></p> <p>Graphic organizers Cornell Notes Interactive Notebook 8 Math Practices</p> <p>ECHO Google Apps</p>

*“The best way I can help students organize, access and apply knowledge they already have is by reviewing the knowledge and then having them use it again in a project.”--Art Teacher*

Examples of ways students organize, access and apply knowledge that they have acquired are seen in the following ways:

- Graphic Organizers
- Thinking Maps
- Cornell Notes
- Interactive Notebook
- Notebook
- Weekly Assignment charts
- Sentence Starter
- Advisory Coursework
- Journals

[AVID](#) Instruction based lesson using graphic organizers

**Teachers Provide Academic Tools to gather and create knowledge**

- Google Based Programs
- ECHO
- Homework folders
- Planners
- Technology
- Building scale models

***Opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this***

**Project Examples:**

***ENGLISH/ HISTORY***

In every English class, when we start a new book, the students receive an assignment in ECHO, to hunt down answers to the author of the book, and how the author's life may have shaped the story we're about to read.

In the History classes, the students are given a specific standard to research, and then presents their researched findings to the entire class, building a knowledge conscientious.

The Freshman class is given a quarter-long research project, led by their interests and passions. A large portion of it is

<p>gathering and summarizing online research articles, with instructions and guidance in their ECHO for if they require additional framework and scaffolding.</p> <p><b>SCIENCE</b>                  Research project-based learning on the importance of oceans. Research project on the importance of salmon runs and how to help them recover. Research on the importance of Biomimicry in the design process and creating and offering a solution to a current problem in society that is inspired by the approach of nature and its solutions.</p> <p><b>MATH</b>                  The 8 Standards of Mathematical Practice that are in all grade-levels</p> <p><b>9-12 SCIENCE</b>                  Homeostasis and hormones in life science- inquiry, problem solving, personal experience and solutions.                  The importance of the oceans in earth science-biomes, diversity, anthropogenic impact and suggested solutions.                  Research and creation of robotic manipulation for problem solving tasks in class.</p> <p><b>MULTIPLE SUBJECT-MIDDLE SCHOOL</b>                  1. Students must create a comic book that tells an original story of a superhero's origin story which includes a detailed description of how the power functions at a cellular level.                   2. One-Pagers. Students must create a poster of a specific topic which includes 4 images/pictures/graphs, 2 quotes and a title. Research must be done prior to beginning an artistic piece.                   3. Students must debate the application and ethics of genetic engineering and other topics focused on genetics.</p> <p><b>Overall Evaluation</b>                  This is an:                  ___ Area of Strength                  ___x_ Area of Growth</p>	
---	--

**Career Preparedness and Real World Experiences**

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p><b>Job shadowing, industry tours, mock interviews</b></p> <p>Advisory curriculum provides an opportunity to allow teachers to give instruction based on college and career readiness. We offer actual tours (in person) where students travel around the county and investigate and observe what it is like.</p> <p>Also, our community liaison finds volunteer opportunities and supports students in job searches.</p> <p><b>Internships/Apprenticeship programs</b></p> <p>For the last three years (2017-2020) GNTA has placed students in the North Coast Builders Exchange, Construction Corp program which meets after school one night a week as well as Saturdays from late January to the end of the school year. This program targets seniors and offers them a paid internship guaranteeing \$700 for the first two weeks of summer. After that they have been hired by one of the contractors involved in the program.</p> <p>We are working with NCBE to offer the program or something like it to younger students.</p> <p><b>Apprenticeship programs</b></p> <p>Every year we have industry partners that are mostly retired mechanics/craftsman or teachers /professors who donate /volunteer time in our Shop/ Ag program. They help run special projects and differentiate lessons using their experiences.</p> <p><b>Regional Occupational programs (ROC) now referred to as Career Technical Education (CTE) programs</b></p> <p>All GNTA high school classes for Shop and Agriculture are CTE.</p> <p><b>Community projects</b></p> <p>School Wide Plastics Abatement project 2019-2020:</p> <p>First, each class researches environmental issues associated with the use of plastic (Advisory).</p> <p>Second, each class came up with a class project that addresses the issue of plastic waste, especially single use plastic on campus.</p> <p>Third, each class has designed a different project to address waste on campus and their plan to implement them. Some plans included raising awareness of the issue.</p>	<p>Advisory Curriculum <a href="#">advisory</a></p> <p>Mock interviews.</p> <p>Students scheduled appointment for interviews with a mock employer (community members stood in as employers.) Students had to attend appointments on time, be prepared using proper greetings, body language and other non-verbal cues as well as academic language. Instruction prior to activity included resume writing.</p> <p>Example real world problem lessons</p> <p><a href="#">North Coast Builders Exchange, Construction Corp</a> CTE Foundation</p> <p>NBCC Juan, Alan</p> <p>Gary Anderson from Shone Farms SRJC program in Forestville with a degree from Berkeley and a MA in Edu from Stanford</p> <p><a href="#">4 min Video highlighting GNTA high school Shop /Ag CTE activities</a> 2018-2019</p>

<p><b>Advisory</b></p> <ul style="list-style-type: none"> <li>• Students access career awareness, exploration and preparation in their Advisory class. In the Advisory course, regular trips to various career paths are provided. As well as career days, with experts of various fields coming in to talk to the students. Advisory class is supposed to give students opportunities to learn about their career and schooling interests.</li> <li>• Separately, the Department of Rehab has offered an opportunity to get students internships and we are working to get this off the ground here. The Advisory class has been great in providing field trips to jobs in the arts and hosting speakers.</li> <li>• Math: The problems in the CPM curriculum are often real world examples that allow students to see when it would truly be used in the real world. This allows them to think and conjecture about what jobs they may want depending on what type of mathematics that job requires.</li> <li>• Science: Studying a profession in the sciences and reporting on it. Virtual field trips to see what goes on in a typical day. Field trips to local businesses and museums to witness and discuss employee tasks. Research of careers of interest on Indeed, directed to fields of interest and teacher facilitation based on teacher questioning and knowing individual students interests and abilities. Industry tours. Explaining during class what the information and techniques are used for in the real world and why they are important. Actual and Virtual interviews with trade professionals.</li> <li>• Credit Recovery: I have conversations about students plans post High School. These conversations tend to happen periodically and typically when a students motivation is low with the course material. We have discussed the various college pathways and options. I have also helped students with filling out their college applications, and post High School program applications.</li> <li>• Shop: I want to have more guest speakers, and take more field trips. Right now I have at least three people per quarter come in and work with us during class or I use Facetime to connect with different businesses or orgs.</li> <li>• Special Ed: Advisory curriculum, college and career tours, community liaison finds volunteer opportunities</li> </ul>	<p>Link from Yoshi!!!!</p> <p>Examples: raising awareness of the problem plastic waste Streamlining our cafeteria disposal protocol. Art displays of reused plastic and or recyclables Zero Waste Sonoma came and spoke to the entire school campus in an informational assembly with a lecture on composting and recycling.</p> <p>Field trips to Bees and Blooms flower farm. Selander Architects virtual tour</p>
--	--



<p>and supports students in job searches.</p> <ul style="list-style-type: none"><li>● Art The Advisory class has been great in providing field trips to jobs in the arts and hosting speakers. Due to the high interest in one of the advisory classes I taught this year, I focused on what the requirements are to get into various art programs. Last year I invited a college recruiter from an art and design college to my classroom to talk about the different art and design careers.</li><li>● History: High school students are supported and/or encouraged through the Advisory course to explore and prepare themselves for possible careers - occupational trips, guest speakers and mock interview sessions.</li></ul> <p><b>Other Real World Experiences</b></p> <p>Some classes also incorporate activities and learning opportunities that support college and career preparation such as:</p> <ul style="list-style-type: none"><li>● Field trips to local businesses and museums to witness and discuss employee tasks.</li><li>● Studying a profession in the sciences and reporting on it.</li><li>● Virtual field trips to see what goes on in a typical day.</li><li>● Industry tours.</li><li>● Explaining during class what the information and techniques are used for in the real world and why they are important.</li><li>● Actual and Virtual interviews with trade professionals.</li><li>● Department of Rehab has offered an opportunity to get students internships</li><li>● Guest speakers and schoolwide job shadows</li></ul> <p><b>Overall Evaluation</b></p> <p>This is an:</p> <p><input checked="" type="checkbox"/> Area of Strength</p> <p><input type="checkbox"/> Area of Growth</p>	
---	--

## WASC Category C. Learning and Teaching:

### Synthesize Strengths and Growth Needs

#### AREAS OF STRENGTH SYNTHESIS:

Our areas of strength are in found in indicators:

C 1.1 All students are involved in *challenging and relevant learning* to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness.

C 1.2 The *students understand the standards/expected performance levels* for each area of study in order to demonstrate learning and college and career readiness

C 2.2 Students demonstrate *creative and critical thinking within a variety of instructional settings*, using a variety of materials, resources, and technology *beyond the textbook*

C 2.4 All students have access to and are *engaged in career preparation activities*.

Students come out of the Middle School with a solid understanding of PBL due to the strengths of our middle school teachers. Students enter high school with the understanding that we are a project based school but also that some teachers are 100% and other teachers (who might be new or still learning project based) are threading projects throughout curriculum. Instruction varies teacher by teacher in this case but students continuously use the knowledge of the PBL process to further their own education in the different contents/disciplines. Most teachers will conduct a peer review session and students will get into groups and work together to better understand what their project or assignment likes and next steps are. Using mostly project-based learning (PBL) the teachers and students work collaboratively towards proficiency of our 5 school-wide learning outcomes (Collaboration, Knowledge and Thinking, Communication, and Written communication) and closely with the CCSS (a ten year process since the adoption of them which has allowed for this beautiful symbiosis between students and community whereas teachers act as the liaison). This provides opportunity for supplemental instruction whereas students are interacting more with each other, staff and the community. collaborating on project timelines, reaching benchmarks, meeting expectation. Students are involved in the learning in a much deeper way. They are expected along with creativity when implementing lessons and assignments making them more unique and meaningful. The combination of Learning Criterion at GNTA allows all students to better access the work as there are many different ways in which the teacher can instruct and assess the student. This has created and developed better critical thinking skills. The 5 learning outcomes assess each student formatively and cumulatively throughout an entire project which could last weeks . Using a variation of academic strategies and guided by the standards including the college-and-career readiness standards.

#### AREAS OF GROWTH SYNTHESIS:

C 2.1 Teachers at GNTA facilitate learning as coaches and are current in the instructional content taught and *research-based instructional methodologies* including *differentiation*

*and the integrated use of multimedia and technology.* The team determined that this is an area of strength for the reason that all of the instructors are current in the instructional content taught but some lack specific research-based instructional methodologies or simply they are outdated. Our teachers are encouraged to take professional development courses and have been sent to trainings for the ELD framework, NGSS, Engineering and more. In addition, less than one percent or in our case one teacher is maybe two have always had difficulty with technology and orchestrating it in order to help the students and even parents. Since distance learning there has been an improvement on the multi-media and technology skills from our teachers and are now seeing direct results with improvement in student learning whereas students are creating more engaging and interesting slides presentations and reports.

C 2.2. Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook. Indicator is split between strength and growth because the findings determine that a lot GNTA students still lack critical thinking skills, and more specifically, the creative aspect of thinking critically. They often need prompts or suggestions when tasked with driving questions and asked to brainstorm. A lot of times with the PBL method, some students take this as an opportunity to sit back and let others do the work and when asked to work individually or given an independent assignment on knowledge and thinking (IAKT) these look to their peers or teachers for answers instead of using the resources. Specifically, we have challenges in areas of quantitative work like mathematics, CTE classes and some science understanding, this predominately remains an area for growth.

C 2.3 Students demonstrate that they can *apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning* opportunities. Findings show that most students have trouble organizing their content binders and their educational resources. In AVID, students were beginners in certain WICOR categories (Writing, Inquiry, Collaboration, Organization and Reading) specifically organizing and writing. Our school is implementing the AVID class for more students and grades so that these skills can be taught. Findings show that students recall and can use reproduction skills in most areas of learning, as well as remembering facts, defining or remembering a procedure. These are skills and concepts that students mostly bring with them from middle school and possess this skill but this is an area of growth because data shows that students do not or have not used learned concepts to further extend their learning opportunities. Rarely can they answer questions and make analysis that involves higher order thinking or uses acquired knowledge. Students often think that they have learned something and then move on, tossing the English assignment or the support class resources only later needing it to complete a History paper, or Senior Advisory Essay.

C2.4. Indicator: *All students* have access to and are engaged in career preparation activities. While GNTA is strong in providing opportunities for career readiness in the form of; course offerings, school wide activities and access to industry partners, our college prep efforts leave room for growth specifically for EL students. These students, especially newcomers have little knowledge of the nation's working world, and while they are learning content in a new language its hard for them to jump to thinking about their future. Staff changes exacerbated this deficit whereas we have sent teachers to trainings to learn how to teach all students so they have access to all the curriculum

available. The senior advisory teacher is currently teaching the senior seminar class and using resources from the college and career specialist to give students the type of experience that is relevant and meaningful to their future. In additions to these deficits, some students on our campus have a dislike to anything “future” based or that make them think about “after high school.” This is also being addressed using student moral and trying to raise it.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.\*

Prioritizing these items the team finds that areas of growth first.

## Areas of Strength

### Observations and Student Work Summary

When observing students working and examining student work we concluded the following:

1. **C1.1 Results of Student Observations and Examining Work** All students are involved in *challenging and relevant learning* to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness
2. **C1.2. Indicator: Student Understanding of Learning Expectations** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.
3. **C2.2 Creative and Critical Thinking** (This indicator is split into partial growth and partial strength). Students at GNTA demonstrate some high-level creative solutions when tasked with problems in the sociological realm, creative writing, the arts and humanities.
4. **C.2.4 Career Preparedness and Real World Experiences** All students have access to and are engaged in career preparation activities .

## Areas of Growth

### Observations and Student Work Summary

1. **C2.1 Teachers as Facilitators of Learning** Teachers at GNTA facilitate learning as coaches and are currently in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.
2. **C2.2 Creative and Critical Thinking** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.
3. **C2.3. Application of Learning** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.
4. **C2.4. Career Preparedness and Real World Experiences** All students have access to and are engaged in career preparation activities.

## Category D:

### Standards-based Student Learning: Assessment and Accountability

Group Members: Jesus Diaz, Chris Burns

---

#### D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

Professionally Acceptable Assessment Process

Basis for Determination of Performance Levels

Monitoring of Student Growth

Assessment of Program Areas

Schoolwide Modifications Based on Assessment Results

#### D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Assessment Strategies to Measure Student Achievement

Demonstration of Student Achievement

Teacher and Student Feedback

Areas of Strength

Areas of Growth

COVID-19 Addendum
<p>Much of the WASC report was completed prior to the COVID-19 pandemic with an anticipated WASC visit date in November. The major items unique to Distance Learning and impacts of COVID-19 as related to Standards-based Student Learning: Assessment and Accountability, include:</p> <ul style="list-style-type: none"> <li>• SBAC data was not collected during the 2019-2020 school year</li> <li>• We are in the process of collecting COVID Impact Data to place in the Annual Update</li> <li>• ECHO data is incredibly important</li> </ul>

**D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion**

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

**Indicators with Prompts**

**Professionally Acceptable Assessment Process**

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

Findings	Supporting Evidence
<p>Note: being a small school district and small school with 120 students this is a little more tricky than other schools with larger populations. Huge swings in percentage changes can be seen with 1 or 2 students. Therefore we are often cautious with our analysis of the data. Also note for grade 11 for the 2018-2019 CAASPP data there were not enough students to register data (10 students).</p> <p>The following are the different ways we collect, disaggregate, and analyze and report student performance data to all stakeholders:</p> <p><b>LCAP Infographic</b> Our LCAP Infographic provides a summary of the district data related to LCAP. The actual LCAP document provides detailed data related to each goal and the expected outcomes for a three year period. The data is analyzed each year to create the Annual Update and make adjustments on the LCAP.</p>	<p><a href="#">18-19 LCAP Annual Update</a> <a href="#">19-20 LCAP Annual Update</a></p>

<p><b>CA Dashboard</b> As part of the LCAP process we review our Data Dashboard to analyze information related to all student groups. This is presented to staff and the community via staff meetings, board meetings and parent meetings.</p> <p>California's new Dashboard provides an effective way to analyze disaggregated data and determine needs for specific subgroups. We have seen improvement in performance color for all subgroups for the suspension rate and ELA. There was an increased rate of Chronic Absenteeism for our SED students (all all students).</p> <p><b>CAASPP Data</b> CAASPP Data (met/exceeded data) is also presented to staff and the community via board meetings.</p> <p><b>WASC Report</b> WASC Reports, such as this self study, is another important assessment process that allows the school to review its program and analyze data. The School and Community Profile is an important document that demonstrates we collect, disaggregate, and analyze and report student performance data to all stakeholders:</p> <p><b>SARC</b> SARC data is collected and posted on the website each year.</p> <p><b>New Tech Data</b> NTN provides summary survey results like the following. The nice thing about these reports is that it provides our results compared to other NTN schools. These results help our NTN coach in helping us with areas to focus on</p>	<p><a href="#">3 Year Analysis</a> <a href="#">2019 Dashboard PPT</a> <a href="#">18-19 Local Indicator PPT</a> <a href="#">Dashboard 2018</a> <a href="#">Dashboard 2019</a> <a href="#">Student Group Report 2018</a> <a href="#">Student Group Report 2019</a></p> <p><a href="#">2019 CAASPP Data Summary</a> <a href="#">2018 CAASPP Data</a> <a href="#">2019 CAASPP Data</a></p> <p>WASC Report <a href="#">School and Community Profile</a></p> <p><a href="#">GNTA SARC</a></p>
--	--

**Geyserville New Tech Academy**

Key to New Tech design principles, New Tech Network schools develop and maintain a culture that promotes trust, respect, and responsibility. Each year, NTN surveys students about their perception of school culture. The survey serves as a formative assessment measure, providing feedback to school staff and school development coaches. We hope that, together with other sources of data about school culture, the Student Culture Survey results are useful in the cycles of inquiry in your school.

**About This Report**

This report includes several key pieces of information. First, we provide you with a snapshot of your school culture, including the percent of your students reporting positive perceptions to each of the elements of school culture and how your school is doing relative other schools in the Network. Second, we provide some important information about the design of this survey. Finally, the link below provides a complete report of your survey results, listing responses for each item.

<https://gl.tc/8ipudE>

# of Student Responses: 107

Response Rate: N/A

**Percent of students reporting positive feelings about each element of school culture**

	YOUR School Response	Range of NTN Schools*
School Connectedness	83%	59-100%
Learning Experiences	58%	25-86%
Rules and Discipline Processes	72%	38-92%
Peer Relationships	81%	54-99%
Adult Relationships	84%	67-97%
College and Career Ready	66%	57-91%

**School culture survey results compared to NTN schools\***

	YOUR School Mean Score	YOUR School Standard Deviation	NTN Mean Score	NTN Standard Deviation
School Connectedness	3.06	.71	3.21	0.57
Learning Experiences	2.57	.71	2.70	0.65
Rules and Discipline Processes	2.72	.73	2.81	0.76
Peer Relationships	2.86	.78	2.96	0.64
Adult Relationships	2.94	.70	3.07	0.64
College and Career Ready	2.69	.86	2.92	0.84

**Echo Data**

See section D1.3

**Rubric Data**

See Section D1.2

**Small School Learning Environment**

For high school grade level breakdown for the 2020-2021 school year was:

- Grade 9: 17 Students
- Grade 10: 19 students
- Grade 11: 17 Students
- Grade 12: 17 Students

Each student makes a huge percentage difference when analyzing results. This often makes quantitative analysis challenging and we often find ourselves doing qualitative data analysis, this often happens during faculty meetings, lunchroom chats and conversations as teachers. We know



<p>our students well and their individual needs.</p> <p><b>Overall Evaluation</b>                  This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
---	--

**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
<p>The way in which standards based grades, growth and performance levels are determined are the following:</p> <p><b>State Assessment</b>                      The state has set performance levels for CAASPP assessments in ELA and mathematics (not met, nearly met, met or exceed)</p> <p><b>Assessments based on 5 learning outcomes</b>                      For project based learning activities we evaluate each project based on our 5 learner outcomes: Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication. Agency is a combination of academic mindset and the ability to take ownership over one's own learning. Collaboration asks students to consider both, how they individually contribute, and how a group works together. Knowledge and Thinking skills are grounded in the ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline. Oral Communication is the ability to effectively communicate knowledge and thinking, and engage in clear, thoughtful dialogue through group conversations and presentations. Written Communication is the ability to effectively communicate knowledge and thinking through writing.</p> <p><b>ECHO</b>                      Echo is a learning management system that supports project-based learning. It features an innovative gradebook that aligns to the deeper learning skills students need in</p>	<p><a href="#">Scaled Score Breakdown</a>  <a href="#">CAASPP Rubrics</a></p> <p><a href="#">Echo</a></p>

college and career. Unique digital tools, vetted project exemplars, course starter sets, professional development, and access to a community of educators committed to innovative practices are integrated to create a powerful platform to support student and adult learning.

The program correlates to the different learning outcomes. Parents are able to access this information at any time.

**Rubrics**

Using the New Tech Network rubrics for Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication, teachers have a baseline to provide feedback on the 5 learning outcomes. Knowledge and Thinking Rubrics break down to core content subject areas. Written Communication Rubrics are provided for 10th and 12th grade.

- [NTN Agency Rubric](#)
- [NTN Collaboration Rubric](#)
- [NTN Knowledge and Thinking Rubric](#)
- [NTN Oral Communication Rubric](#)
- [NTN Written Communication Rubric](#)

**Overall Evaluation**

This is an:  
 Area of Strength  
 Area of Growth

**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

Findings	Supporting Evidence
<p>Geyserville New Tech Academy (GNTA) is a member of the</p>	<p>Example Reports</p>

New Tech Network (NTN). Echo is home to all digital life as a New Tech Network partner. NTN's Learning Management Platform has a place for student projects and assessment, robust teacher communities, professional development, parent involvement, NTN provided resources, and more. While Echo's capabilities are wide-ranging and complex, the Echo interface is not. Parents, students, and teachers navigate Echo daily – each finding the tools and resources customized for their needs.

Echo is unique because it was designed for project-based learning. We teach and assess our students based on five NTN Learning Outcomes – some of which are concrete, like “Written Communication” while others, like “Agency” are difficult to assess. Without a Platform sophisticated enough to grade against the variety of outcomes, our teaching and feedback cycles wouldn't be nearly as effective.

Teachers can build formative assessments into projects, allowing students to skip assignments if they've mastered the content. The simple-to-use platform makes grading efficient. Echo also serves as a hub for adult learning, providing a robust library of ready-to-use projects and tools, and also connecting teachers with their peers, not only in their school, but across the Network.

PBL is a critical component of New Tech Network's instructional model and the extant literature documents the positive academic, social-emotional, and non-academic impacts of PBL across the subject area and grade levels.

Student Grade Report for As of: 12/22/2020

---

**School-Wide Outcomes**

**98.11% Agency**  
The ability to develop and reflect on growth mindset as well as demonstrate ownership over one's learning.

**100% Collaboration**  
The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.

**95.43% Knowledge & Thinking**  
The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

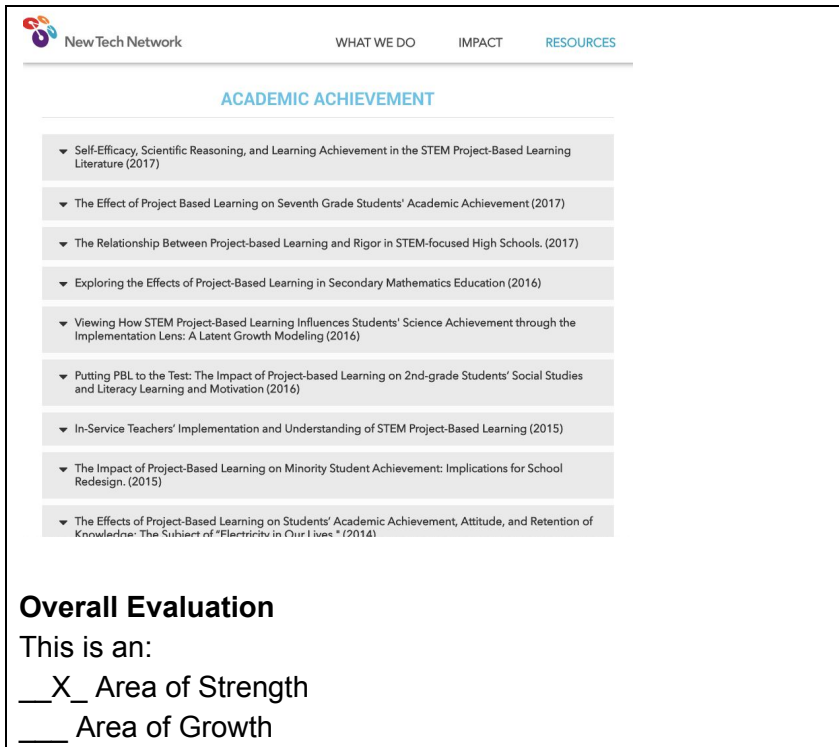
**100% Oral Communication**  
The ability to communicate knowledge and thinking through effective oral presentations.

**96.44% Written Communication**  
The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

---

**Course Grades**

		Agem	Coll	Know	Oral	Writ
100%	A	Distance AP Literature and Composition (Michael Johnson - 2020)	100%	100%	100%	100%
96.26%	A	HS ART Fall 2020	95.65%	96.25%		96%
93.16%	A	Integrated Math 3	97.67%	100%	90%	100%

 <p><b>Overall Evaluation</b>          This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	
--	--

**Assessment of Program Areas**

**D1.4. Indicator:** The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>The collaborative process that school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations to ensure student needs are met through a challenging, coherent, and relevant curriculum is the following:</p> <p><b>Assessing Programs and Expectations</b>                      During our “adult learning” time and professional development we assess programs and expectations (including graduation requirements, credits, course completion and homework and grading policies”</p> <p><b>Advisory</b>                      Students are updated on their graduation requirements and</p>	

credits in advisory.

**End of Course/Project Surveys**

These surveys provide valuable information on our programming.

**Reviews**

The last time the following items were reviewed the following decisions/discussions were made:

**Graduation requirements**

A total of 240 credits and 40 hours (10 per year) Community Service hours are required for graduation. Transferring students from schools with different courses and/or credit requirements will be evaluated individually. Five credits per semester (10 per year) are earned for each class completed successfully. Students need to attend school regularly and work diligently in order to keep up on their credits.

[Graduation Requirements](#)

The last time the graduation requirements board policy was revised was 8/3/2017 and last reviewed 1/17/2020.

**Credits**

English: 40 credits: • 9th-12th

Science: 20 credits: • Integrated Science • Biology • Chemistry • Physics

Social Studies: 30 credits: • World History • US History • Civics • Economics

Mathematics: 30 credits (students must pass Algebra I/Integrated Math I in order to receive a High School Diploma)  
• Integrated Math 1 • Integrated Math 2 • Integrated Math 3 • Advanced Math • Other Math course

Physical Education 20 credits

Fine Arts 10 credits: • Foreign Language • Art

Elective Courses 90 credits : Elective course options vary year-by-year depending on availability. Options include: • Robotics • Yearbook/Media • Construction/Ag Science • Industrial Arts (See master schedule for offerings)

**Course completion**

Students must obtain at least a D- in order to obtain credit for the course.

<p><i>Homework and grading policies</i></p> <p>Homework Policy can be found in Policy 6154 online. It was last updated 9/13/2017.</p> <p>Grades and Evaluation of Student Achievement can be found in policy 5121 and was last updated on 9/13/2017</p> <p><b>Overall Evaluation</b></p> <p>This is an:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Area of Growth</p>	<p><a href="#">Homework Policy</a></p> <p><a href="#">Grades/Evaluation</a></p>
--	---

**Schoolwide Modifications Based on Assessment Results**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The following are the types of assessment results that have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process:</p> <p><b>LCAP Process</b></p> <p>The LCAP provides a comprehensive data analysis and stakeholder engagement process. Being a small district this process is extremely important in our continuous improvement process. This process has created specific Goals and Actions for our school to focus on.</p> <p><b>New Tech Survey and Analysis</b></p> <p>New Tech provides us with surveys and data results/analysis that can be used to improve our school community based on the individual needs of our sites and as compared to other New Tech Schools</p> <p><b>Advisory Analysis</b></p>	<p><a href="#">GNTA CA Dashboard</a></p> <p><a href="#">GNTA SARC</a></p> <p><a href="#">LCAP Data and Goal Summary</a></p>

<p>Staff and student input was used to make adjustments to the advisory curriculum from last year to this year and as the year has progressed when more time was needed.</p> <p>Staff and student input was used to make adjustments to the advisory curriculum from last year to this year and as the year has progressed when more time was needed.</p> <p><b>EL Data</b></p> <p>Assessment results (CELDT and ELPAC) have caused changes to support ELLs.</p> <p><b>Physical Fitness Data Results</b></p> <p>Each year the physical education classes spend time on the presidential physical fitness testing. Every 7th and 9th grade student who is enrolled in a physical education class is required by the state to be tested. Results are mailed, posted and received by the school district.</p> <p><b>CAASPP Results</b></p> <p>Math support classes were introduced to help support students in mathematics.</p> <p><b>Formative/Summative Assessments</b></p> <p>Please see D2.2</p> <p><b>Overall Evaluation</b></p> <p>This is an:</p> <p>___ Area of Strength</p> <p>_x_ Area of Growth</p>	
---	--

**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Assessment Strategies to Measure Student Achievement**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

Findings	Supporting Evidence
<p>Note: being a small school district and small school with 126 students this is a little more tricky than other schools with larger populations. Huge swings in percentage changes can be seen with 1 or 2 students. Therefore we are often cautious with our analysis of the data.</p> <p>School leadership and instructional staff use the following assessment processes to collect, disaggregate, analyze and report students and school performance data to all stakeholders:</p> <p>All items listed in D1.1</p> <ul style="list-style-type: none"> <li>● LCAP Infographic</li> <li>● CA Dashboard</li> <li>● CAASPP Data</li> <li>● WASC Report</li> <li>● SARC</li> <li>● New Tech Data</li> <li>● Echo Data</li> <li>● Writer’s Workshop</li> <li>● Rubric Data</li> </ul> <p><b>Overall Evaluation</b>                      This is an:  <input checked="" type="checkbox"/> Area of Strength  <input type="checkbox"/> Area of Growth</p>	<p>See D1.1</p>

**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of formative and summative assessments to guide,



modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>Note: being a small school district and small school with 120 students “subject matter teams” are limited. There is typically just one content area teacher for all high school students.</p> <p>For high school grade level breakdown for the 2018-2019 school year was:</p> <ul style="list-style-type: none"> <li>● Grade 9: 17 Students</li> <li>● Grade 10: 19 students</li> <li>● Grade 11: 17 Students</li> <li>● Grade 12: 17 Students</li> </ul> <p>Each student makes a huge percentage difference when analyzing results. This often makes quantitative analysis challenging and we often find ourselves doing qualitative data analysis, this often happens during faculty meetings, lunchroom chats and conversations as teachers. We know our students well and their individual needs.</p> <p>Professional staff use formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. The systems and analysis are areas that we would like to improve.</p> <ul style="list-style-type: none"> <li>● <b>Formative assessments</b> <ul style="list-style-type: none"> <li>○ ECHO allows for instantaneous feedback to teacher of student comprehension</li> <li>○ Students are given formative assessments beyond simply written tests in the form of visual presentations, product production, and oral presentation</li> <li>○ Students are assessed on understanding within class using check in (thumbs and cards) methods for instant feedback to teachers. Teachers are able to modify the lesson accordingly within the class period.</li> <li>○ Benchmarks allow for an opportunity to check student understanding prior to the culminating products’ completion.</li> </ul> </li> <li>● <b>Summative Assessments</b></li> </ul>	

<ul style="list-style-type: none"> <li>○ Teacher and publisher developed summative assessments are administered</li> <li>○ Project end debrief responses to gauge what students have learned</li> <li>○ CAASPP (NA for 2019-2020)</li> <li>○ Final Exams</li> </ul> <p>We would like to continue our work on this area.</p> <p><b>Overall Evaluation</b>                  This is an:                  ___ Area of Strength                  _x_ Area of Growth</p>	
---	--

**Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p><b>Expected Level of Performance</b>                      For project based learning activities we evaluate each project based on our 5 learner outcomes: Agency, Collaboration, Knowledge and Thinking, Oral Communication, Written communication. This is evaluated using Rubrics</p> <p><b>Types of feedback</b></p> <ul style="list-style-type: none"> <li>● Feedback is given in groups, through surveys, and via email but is inconsistent from teacher to teacher.</li> <li>● Students are allowed time to read comments on papers and Rubrics that are handed back.</li> <li>● Students can revise and resubmit written work for a better grade after it is returned the week after it was turned in. 1-on-1 T-S conferences when needed.</li> <li>● Science notebooks are checked each Friday with teacher feedback. Through Writers Workshop, students work through self, peer, and one on one (with the teacher) editing.</li> <li>● Students get feedback from their classmates and from the teacher during the creation of their project. Once the project is completed, there will be a formal class critique .</li> </ul>	<p><a href="#">NTN Agency Rubric</a>  <a href="#">NTN Collaboration Rubric</a>  <a href="#">NTN Knowledge and Thinking Rubric</a>  <a href="#">NTN Oral Communication Rubric</a>  <a href="#">NTN Written Communication Rubric</a></p>

<ul style="list-style-type: none"><li>● immediate adjustments made in echo for updated grade</li></ul> <p><b>Overall Evaluation</b> This is an: <input type="checkbox"/> Area of Strength <input checked="" type="checkbox"/> Area of Growth</p>	
--	--

### ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.\*

#### Areas of Strength

1. **D1.1. Professionally Acceptable Assessment Process** The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.
2. **D1.2. Basis for Determination of Performance Levels** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.
3. **D1.3. Monitoring of Student Growth** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.
4. **D2.1. Assessment Strategies to Measure Student Achievement** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

#### Areas of Growth

1. **D1.4. Assessment of Program Areas** The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.
2. **D1.5. Schoolwide Modifications Based on Assessment Results** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.
3. **D2.2. Demonstration of Student Achievement** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.
4. **D2.3. Teacher and Student Feedback** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**Category E:**  
**School Culture and Support for Student Personal, Social-Emotional,  
and Academic Growth**

*Group Members:* Greg Bekker, Scott Boone, Stephanie Doucett

---

**E1. Parent and Community Engagement Criterion**

Parent Engagement

**E2. School Culture and Environment Criterion**

Safe, Clean, and Orderly Environment

High Expectations/Concern for Students

Atmosphere of Trust, Respect, and Professionalism

**E3. Personal and Academic Student Support Criterion**

Academic Support Strategies for Students/ Multi-Tiered Support Strategies for Students

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

Co-Curricular Activities

Areas of Strength

Areas of Growth

COVID-19 Addendum
<p>Much of the WASC report was completed prior to the COVID-19 pandemic with an anticipated WASC visit date in November. The major items unique to Distance Learning and impacts of COVID-19 as related to School Culture and Support for Student Personal, Social-Emotional, and Academic Growth, include:</p> <ul style="list-style-type: none"> <li>● Increased need for mental health support</li> <li>● Academic support and intervention is being adjusted to a virtual environment</li> <li>● Meetings are held virtually</li> <li>● We have a reopening plan that details the health and safety protocols</li> <li>● All extracurricular activities have been suspended for the time being</li> </ul>

**E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

**Indicators with Prompts**

**Parent Engagement**

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
<p>The strategies and processes we use for the regular involvement of the family and the community are the following:</p> <p><b>Events</b> Families are welcome to attend the following events:</p> <ul style="list-style-type: none"> <li>● Back to School Night: meet the teachers and review the expectations for the year.</li> <li>● Exhibit Night /Open House: Instead of a traditional open house we host an Exhibit Night in which we show the projects and products from the student's classes</li> <li>● Cinco de mayo celebration: Classes sell food and drinks in an annual fundraiser and celebration of Cinco de Mayo. Events include an assembly with Ballet Folklorico and speakers, a soccer tournament.</li> <li>● Art shows: Students participated in the Citrus Fair Art Contest, and have created three exhibits at the local coffee house. They are currently creating a massive mural for the fire house in appreciation for their work on the recent fires.</li> <li>● Farmers Market: Construction Ag class grew and sold farm fresh fruits and vegetables to the community.</li> </ul>	<p>LCAP Data Points</p> <ul style="list-style-type: none"> <li>● 40% of families attend event</li> <li>● 64% of parents feel they have opportunities to participate and become involved.</li> </ul> <p>Parent Club Attendance:</p> <p>Event Flyers</p>

Community Members participate in the following joint school/town events:

- Town Hall
- Pancake Breakfast
- Art Show (see above)
- Alumni Basketball Game: Traditionally held the Wednesday before Thanksgiving Alumni take on the current team in a basketball game that is advertised and attended by the community.
- Alumni Soccer Game
- Chamber Dinners: Students Volunteer regularly at our Chamber of Commerce dinners that are help monthly. Our Culinary class has also cooked for the event.

**Communication**

We use various ways to communicate with families. Examples include: email, website, mail, text, word of mouth, Facebook, classtag, flyers at the local post office and all over the school, phone calls from teachers, phone messages, phone all-call, and the bulletin.

<https://www.gusd.com/>

**Meetings**

Parents can always request a meeting with their child's teacher or with administration.

**IEP Meetings**

IEP meetings are held to support students with special needs. During these meetings parents, teachers, students and specialists meet to discuss the progress and needs of students with special needs.

**Parent Volunteers**

Parents volunteer in various ways throughout the year. An example includes a parent as a guest teacher for Japanese calligraphy. Chaperones for field trips.

**Geyserville Educational Foundation**

The Geyserville Educational Foundation (GEF) is a nonprofit community organization established in 1989 whose purpose is to secure and distribute contributions from individuals, corporations, and foundations to support and enhance the quality of community life through educational assistance. Made up of a volunteer group of parents, volunteers and school staff, this organization works very hard each year to raise funds that supplement and maintain special programs, technology updates and field trips that otherwise are not available.

**Facebook Page**

District continues a social networking page on Facebook that highlights events, activities and learning happening at the campus and at school sanctioned events.

**PBL-Project Based Learning**

We remind parents that PBL is an active learning tool in itself in which students are intended to share with peers, adults and surrounding community.

**School Board Meetings**

Monthly school board meetings provide updates to the community (including parents) regarding the

**Fundraising**

Parents and community members fundraise for the educational program to ensure supplemental needs are met (Art Supplies, Technology needs, Field Trips, etc)

**Surveys**

Parents fill out surveys each year to reflect their perspective on the school.

***Parent of non-English speaking and special needs***

The strategies and processes we use for the regular involvement of parents of non-English speaking students and special needs students are the following:

**DLAC**

DLAC meetings are held three times a year. During these meetings they review and comment on the Master Plan for English Learners and on the district's reclassification procedures

**Translations**

Documents Translation into Spanish is used for all events, student report cards. Translation is also provided at events

**EL Teacher**

EL Teacher provides support to parents by communicating urgent/immediate needs for those students. Also, being a go-between for parents and school staff regarding student needs whose parents do not use the English language.



**Parent Club for non-English speaking parents.**

The Semmilla Parent Club for non-English speaking parents is an area of growth because right when we began creating this group distance learning began which caused a hiatus of group functions.

**Guest Speakers**

*Shop class:* experts from the community come to us through guest visits or FaceTime to discuss ideas, answer questions and share what they do. For instance we are in contact on a regular basis with a San Francisco- based architecture firm during Industrial Arts classes.

Parent involvement is an area we plan to continue to work on. Our LCAP Goal #4 is Increase Parent Involvement and the associated actions are: Action 1: Family Events, Action 2: Communication to Families, Action 3: Community Outreach for the 2020-2021 LCAP these actions will be placed into Goal 1: Provide safe, secure and **welcoming** school environments.

**Overall Evaluation**

This is an:

Area of Strength

Area of Growth

**E2. School Culture and Environment Criterion**

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Supporting Evidence
<p>The process and procedures in place and roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students are the following:</p> <p><b>COVID-19 Addition</b> We have plans and protocols in place to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.</p> <p><b>Safety Plan</b> We have a school safety plan and time to practice and implement. Students are encouraged to be stewards of the campus. Our cleaning crew is active weekly to make sure that the school has a clean environment. We also have an all staff emergency plan that is updated a few times throughout the year. The school has fire drills, earthquake drills and an active shooter drill to rehearse for the very worst. The staff also have a role and duties to perform if such a catastrophe would occur. There is also a Safe School Ambassador program. We have individual medicine kits and we have a policy of locked outside doors and we now lock our own classrooms. We block off any windows that can be seen from the outside. The facilities are in good working order and there are first-aid kits in every classroom. CPR training is provided and mandated. The staff and administration is open and receptive to being proactive. All staff know their role during these drills or real emergencies. Teachers make sure that students are following rules and reflecting on appropriate and inappropriate behavior.</p>	<p>Safety Plan</p> <p>Reopening Plan</p>

<p><b>Classroom Safety Plan</b>                  Every classroom has the school safety plan. Different flyers for the few different systems are also posted. The school also designates time to review safety plans and practice them. Each staff member has a role and it is also listed and in the classroom who does what. Teachers and staff are regularly in view of and among the student body and provide order that supports students. Safe School Ambassadors is a program we have implemented and students themselves are taking the initiative to create a safe environment.</p> <p><b>CPR classes</b>                  We offer student sessions during advisory that covers basic CPR and First Aid.</p> <p><b>Effectiveness</b>                  The effectiveness of these processes and procedures are demonstrated by the following:</p> <ul style="list-style-type: none"> <li>● 100% of the returning staff have been trained on the school safety plan</li> <li>● Most recent safety plan was approved by the board on February 2020</li> <li>● Significant decrease in suspension rate during the 18-19 school year.</li> </ul> <p><b>Overall Evaluation</b>                  This is an:                  __x__ Area of Strength                  ___ Area of Growth</p> <p>We have recently upgraded our safety plan and believe it will help our school in the future.</p>	
--	--

**High Expectations/Concern for Students**

**E2.2. Indicator:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
<p><b><i>Atmosphere of caring, concern and high expectations</i></b>                  At GNTA there is an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences as demonstrated by the following:</p>	<p>Student Work examples of Art's HS <a href="#">Phoenix Rising</a>:                  Example of SEL; a Collaborative HS art project made in response to the</p>

<p><b>Small School Environment</b> Because our school is small and everyone knows everyone, it has an advantage as far as fostering an atmosphere of caring and concern.</p> <p><b>Clubs</b> We have created clubs for high school students that take place during certain advisory hours on Thursday and Friday. They include Art Club, MeChA, Gaming Club, Student Council, Music Club, and Mindcraft Club.</p> <p><b>Advisory Program</b> Teachers are specifically available on Thursdays for teacher's office hours. During this time students can make an appointment with teachers to go over any extra needed instructions or to talk to a trusted adult.</p> <p><b>Motto of Trust, Respect and Responsibility</b> Each NTN school promotes a culture of trust, respect and responsibility; this culture encompasses both student and professional culture. At NTN schools, students and teachers alike have ownership over the learning experience and their school environment. Educators collaborate in integrated interdisciplinary, team-taught classes, use collaborative protocols to provide constructive feedback, and share the leadership of the learning community. In this way, professional culture at the schools mirrors the culture we hope to build for students.</p> <p><b>Staffing</b> We have a college and career instructor, we also have the following: nurse, therapist, and instructional aids to help support students. Teachers hang out with the kids at lunch because we want to spend time with them non-academically. Many teachers have their door open during break and lunch and offer that time to students to discuss anything that may be on their mind. We empower students to understand they have talent and skill and they should recognize it in themselves.</p> <p><b>Programming</b> Differentiated learning opportunities in science courses to better suit the needs of some students.</p> <p><b>Restorative Practices</b> We have also begun to implement a Restorative practices</p>	<p>Kincade Fire with <a href="#">recognition</a> in the publication Healdsburg Tribune</p>
---	--

culture among the staff and also a new detention system called Reflection in which students who have exhibited difficult behaviors are documented in administration and are asked to serve a lunchtime, or several if necessary, in order to assess their behavior/s and reflect on them utilizing a form we obligate them to fill out in regards to changing and avoiding those behaviors. The goal is to help students to learn from their negative behaviors and how those behaviors affect others and to repair the harm this has caused on others.

**Reflections**

Students who have exhibited difficult behaviors are documented in administration and are asked to serve a lunchtime, or several if necessary, in order to assess their behavior/s and reflect on them utilizing a form we obligate them to fill out in regards to changing and avoiding those behaviors. The goal is to help students to learn from their negative behaviors and how those behaviors affect others and to repair the harm this has caused on others

**Advisory**

The advisory program (high school) is designed to help create a supportive atmosphere for students to explore their own goals and plans for school/ future.

On Fridays during the Advisory class students have a culture day to go over any issues facing the class and to bond as a group. Activities for Culture Fridays include: collaborative games, art, exercise, sports, team building exercises, restorative circles.

**Positive behavior Management**

The positive behavior management techniques used are pointing out positive strides when they occur, affective statements, monthly certificates, individual prizes, special notice from instructor

**Celebrations of students heritage and ethnicity**

Acknowledge the students' ethnic backgrounds in all the lessons that I present in order to expose all students to the differences and uniqueness of the human condition, use art examples that are reflective of the students' ethnic heritage as much as possible. Teachers speak positively and respectfully about all cultures and heritages

<p><b>Class Meeting</b>                  Students and faculty advisors meet together to discuss, plan and produce fundraising and entertainment activities for the class. These activities are generally involved in the community. The Fall Colors and May Day celebrations are examples of Community Engagement with a focus on fundraising and the Tractor Parade (an annual holiday festival) and occasional school dances and movie nights, while a fundraising opportunity is aimed at giving students and parents a chance to meet.</p> <p><b>Talking with students</b>                  Some teachers ask students to reflect on their behavior when it is inappropriate (and when it's appropriate as well, but of course the negative behaviors stand out more) and have a lot of conversations with students about strategies they can use to regulate their own behavior.</p> <p><b>Overall Evaluation</b>                  This is an:                  ___ Area of Strength                  ___x_ Area of Growth</p> <p>While normally an area of strength recently disasters (2 fires, 1 smoke evacuation, a flood, and a global pandemic) have taken a toll on class and school morale. We believe that the school has the parameters to return this to an area of strength.</p>	<p><a href="https://newmanagement.com/tips/index.html">https://newmanagement.com/tips/index.html</a></p> <p>Grit Drive                  Marshmallows project                  Warriors Don't Cry project.</p>
---	---

**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

Findings	Supporting Evidence
----------	---------------------

***Atmosphere of trust, respect and professionalism***

The following describes the atmosphere of trust, respect, and professionalism at GNTA:

***Communication and collaboration***

The following describes the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders:

**Staff Communication:**

- **Networking Days** - Once or twice a month staff get to meet to discuss student issues, upcoming projects or opportunities for interdisciplinary projects/lessons.
- **Staff Meetings** - Once a month the staff meet to go over new information and to decide on school related issues.
- **Advisory Critical Friends Sessions** - When staff is not actively teaching a lesson during advisory they meet to complete a Critical review of new, upcoming or recently completed projects and lessons.
- **Lunch/Break** - Staff regularly meet during lunch and break to discuss anything from local sports to student concerns.

Considering there are no real department teams our staff communicate regularly and the school in general has an open door policy of APTRA and interdisciplinary collaboration. For example Spanish and Media productions made a student created Tela Novel Short.

**Overall Evaluation**

This is an:

Area of Strength

Area of Growth

**E3. Personal and Academic Student Support Criterion**

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

**Academic Support Strategies for Students/ Multi-Tiered Support Strategies for Students**

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Findings	Supporting Evidence
With only 120 students, all students have access to a challenging, relevant and coherent curriculum. In addition, we utilize UC Scout to provide courses that are not offered to students who are interested.	

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

Findings	Supporting Evidence
<p>The strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support systems are the following:</p> <ul style="list-style-type: none"> <li>● Teachers utilize the special education staff to support students on different levels of needs (from intervention support in the classroom to reteaching topics separately).</li> <li>● Students also receive emotional support within the classrooms, particularly with certain staff and with the counselor (please note counseling services are contracted to an outside agency, The Center for Social and Environmental Stewardship, for approximately 8 hrs per week).</li> <li>● Scaffolding. Homogeneous and Heterogeneous groups with structured supports (reading text, simplified instructions, hands on, oral reports)</li> <li>● Mini-lessons - students who need help on a task or assignment can ask for a 1-on-1 or small group review.</li> <li>● A collection of scaffolds are linked to ECHO. We also create groups based on a number of different groupings, homogenous, heterogeneous, expert etc.</li> <li>● Adjust projects to the needs of my students whether they have a special need or if they are an advanced student</li> </ul> <p>The effectiveness of these strategies and approaches are</p>	



<p>demonstrated by the following:</p> <ul style="list-style-type: none"> <li>● Decrease in discipline.</li> </ul>	
---	--

**Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being**

**E3.3. Indicator:** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

Findings	Supporting Evidence
<p>The ways in which implementation of the multi-tiered support system impacts students learning and well-being is the following:</p> <ul style="list-style-type: none"> <li>● The supports help students keep up with the curriculum and when they are struggling emotionally, they provide support to keep the students in the classroom. This also allows students to get what they need. When the students get what they need, then they are more successful.</li> <li>● Students who choose to use these supports show increases in assignment completion and comprehension. Those who don't, don't.</li> <li>● At GNTA, we currently utilize New Tech Network strategies that emphasize project group work that strongly encourages students working in small, focused groups that work together to meet a goal. This means that students must learn to plan accordingly and communicate orally and through written instructions and materials, collaborate among themselves and through their agency, get the job done. Along the way, students are individually assessed and peer assessed to determine their progress and effectiveness and provide feedback.</li> <li>● They also are being exposed to Restorative practices that highly encourage them on how people should treat each other in different environments and respecting individual disabilities and personal differences and ways of thinking.</li> <li>● If there is a multi-tiered support system, all students will have a greater chance at success.</li> <li>● Helps students who suffer with behavioral or instructional difficulties get the attention they need so they can keep up with their peers.</li> <li>● Students feel heard and listened to.</li> </ul>	
<p><b>Overall Evaluation</b></p>	

This is an: <input checked="" type="checkbox"/> Area of Strength <input type="checkbox"/> Area of Growth	
--	--

**Co-Curricular Activities**

**E3.4. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>The following lists the opportunity students have for curricular and co-curricular activities:</p> <ul style="list-style-type: none"> <li>● Sports for middle and high school (basketball, volleyball and soccer)</li> <li>● Community service opportunities</li> <li>● Workshops to teach various skills</li> <li>● Safe School Ambassador program</li> <li>● Art Club</li> <li>● MEChA Club.</li> <li>● Art</li> <li>● Drama</li> <li>● Environmental Education</li> <li>● Community Service</li> <li>● Career Related Trips</li> <li>● Student Council,</li> <li>● House Activities,</li> <li>● Construction Ag,</li> <li>● Robotics,</li> <li>● Culinary</li> </ul> <p><b>House Model</b></p> <p>We currently have a GNTA House system that encourages cooperation and support within each House while competing against other House teams for a yearly championship. This house system is led, with the aid of staff members, by a set of prefects who are voted in by their classmates. These prefects who determine what activities and events should be played as well as the rules of the games. Prefects are also indispensable in getting the students involved in the activities and allows the younger students a responsible older student to ask needed questions.</p> <p><b>Effectiveness</b></p> <p>The effectiveness of these co-curricular activities linking to</p>	

schoolwide learner outcomes and academic standards are:

Involvement in the house system has lessened in the past few years. Students enjoy the concept of the house system and the ability to leave the classroom, but Prefects have told the staff advisors that it has been difficult to get enough students to participate. To keep the house system active we have loosened the requirements to play a game IE less girls need to participate.

The process that is used to evaluate the level of involvement for all students in a variety of activities is the following:

**Overall Evaluation**

This is an:

Area of Strength

Area of Growth

While normally an area of strength recently disasters (2 fires, 1 smoke evacuation, a flood, and a global pandemic) have taken a toll on class and school morale. We believe that the school has the parameters to return this to an area of strength.

**ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.\*

**Areas of Strength**

1. **House system** - Strength that we have it and we run it. Students in general enjoy the idea of it.
2. **Clubs** - Several clubs are available to the students with limited but passionate support from the student body. Some of the clubs include: Art Club, Music Club, Geyserville Table Tennis Association, Welding Club, MEChA, Robotics Club, Gaming Club
3. School Safety and Safety plan
4. Staff Communication
5. Safe, Clean, and Orderly Environment
6. Atmosphere of Trust, Respect, and Professionalism
7. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

**Areas of Growth**

1. School Pride (Students wanting to go to school at GNTA)
2. Parent Engagement
3. High Expectations/Concern for Students
4. Co-Curricular Activities (Organization of the club logistics.)

## Prioritized Areas of Growth Needs from Categories A through E

---

[Growth Areas determined by Focus Group Work](#)

[Strength Areas determined by Focus Group Work](#)

### Growth Areas determined by Focus Group Work

The following are the top four priority areas for each section.

	<i>A: Organization</i>	<i>B: Curriculum</i>	<i>C: Instruction</i>	<i>D: Assessment and Accountability</i>	<i>E: School Culture</i>
Priority 1	Professional Development and Learning	Community Resources , Articulation, Follow-up Studies	Teachers as Facilitators of Learning	Assessment of Program Areas	Parent Engagement
Priority 2	Measurable Effect of Professional Development on Student Learning	Student-Parent-Staff Collaboration	Creative and Critical Thinking	Schoolwide Modifications Based on Assessment Results	High Expectations/ Concern for Students
Priority 3	Facilities Conducive to Learning	Post High School Transitions	Application of Learning	Demonstration of Student Achievement	Co-Curricular Activities
Priority 4	Long-Range Planning (Covid-19)	Variety of Programs — Full Range of Choices	Career Preparedness and Real World Experiences	Teacher and Student Feedback	School Pride (Students wanting to go to school at GNTA)

#### Top 4 Growth Areas (based on survey and discussion)

- Career Preparedness and Real World Experiences + Post High School Transitions
  - Creative and Critical Thinking + Application of Learning
  - Schoolwide Modifications Based on Assessment Results
  - Schoolwide Appreciation of a Small School Culture
-

## Focus Area Detailed Growth Area Actions

### Career Preparedness and Real World Experiences + Post High School Transitions

- **Graduate Survey.** Conduct a Graduate Survey to determine student preparedness for the real world. See if alumni are willing to come back and be speakers or mentor current students. [LCAP 2.7, College and Career Preparedness]
- **Leverage Community Resources** to provide additional internships, shadowing and industry tours. [LCAP 1.5, Community Outreach]
- **Projects:** Provide classroom based projects that can be completed to help students be prepared for life after high school (iSearch and Career Research Project). [LCAP 2.7, College and Career Preparedness]
- **CTE Courses:** Expand and enhance CTE courses as applicable with the assistance of CTE grant. [LCAP 2.7, College and Career Preparedness]

### Creative and Critical Thinking + Application of Learning

- **PBL Projects:** Enhance and improve PBL Projects to facilitate creative and critical thinking and application of learning [LCAP 2.6, engaging experiences]
- **Challenging Activities:** Ensure activities in the classroom are challenging and help students think “outside the box” and appreciate resilience. [LCAP 2.7, College and Career Preparedness]
- **AVID:** Expand selected AVID skills schoolwide. Continue to expand AVID elective courses as feasible. [LCAP 3.2, Instructional Support and LCAP 2.7, College and Career Preparedness]

### Schoolwide Modifications Based on Assessment Results

- **Structured Assessments:** Identify standards/concepts to assess, identify assessments to use, and dates assessments are completed by (example assessments: subject matter assessments, PBL assessments, peer evaluation) [LCAP 2.5, Data Analysis]
- **Data Analysis:** identify when analysis of data will be completed by, and when staff will analyze data to determine next steps (*next steps may include: modifying teaching, professional development, addendums, or support classes/workshops*) [LCAP 2.5, Data Analysis]

### Small School Culture

- **House Events:** Continue improving GNTA house events that promote collaboration for students throughout the year. [LCAP 1.3, School Climate]
- **Facilities** Upgrade school inside and out. Utilize bond funding to enhance our facilities. Create an esthetically pleasing environment to help build pride in our school. Teachers and students can be involved in the design and maintenance of facility projects as part of PBL: gardens, art, etc. [LCAP 1.1, Facility]
- **Enhance School Connectedness** by involving students in schoolwide operations, highlighting benefits of small school, and providing activities that develop the school community. [LCAP 1.3, School Climate]

### Strength Areas determined by Focus Group Work

The following are the top four priority areas for each section.

	<i>A: Organization</i>	<i>B: Curriculum</i>	<i>C: Instruction</i>	<i>D: Assessment and Accountability</i>	<i>E: School Culture</i>
Priority 1	Vision – Mission – Schoolwide Learner Outcomes – Profile	Accessibility to Curriculum for all students	Results of Student Observations and Examining Work	Professionally Acceptable Assessment Process	Safe, Clean, and Orderly Environment
Priority 2	School Action Plan/SPSA Correlated to Student Learning	Current Educational Research and Thinking	Student Understanding of Learning Expectations	Basis for Determination of Performance Levels	Atmosphere of Trust, Respect, and Professionalism
Priority 3	Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP	Academic and College- and Career-Readiness Standards for Each Area	Creative and Critical Thinking	Monitoring of Student Growth	Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being
Priority 4	Broad-Based and Collaborative Planning Process	Congruence and Integration Among Disciplines	Career Preparedness and Real World Experiences	Assessment Strategies to Measure Student Achievement	Staff Communication House System, Clubs, School Safety and Safety Plan

#### Top 5 Strength Areas (based on survey and discussion)

- Congruence and Integration among Disciplines
- Vision – Mission – Schoolwide Learner Outcomes – Profile
- Accessibility to Curriculum for all students
- Staff Communication
- School Safety and Safety Plan

## Chapter IV:

### Summary from Analysis of Identified Major Student Learner Needs

---

The following actions are all areas that have been identified as major student learner needs based on analysis or stakeholder process. Grey items indicate where the action for the learner needs can be found in the updated action plan (LCAP).

#### Previous WASC Recommendations

- Continue to work on instructional strategies and techniques so that students are able to demonstrate proficient knowledge in all disciplines, with an emphasis on English/Language Arts and Mathematics as measured by the CAASPP [LCAP Goal 2]
- Continue to work on developing local formative and summative assessments to gauge student mastery of concepts [LCAP Goal 2.5]
- Collecting and analyzing data needs to be an ongoing schoolwide process in order to demonstrate and update student progress [LCAP Goal 2.5]
- Continue to explore ways to ensure that more students complete the A-G requirements upon graduation through more access to necessary classes, as well as appropriate instructional support for all students. [LCAP Goal 2.7, UC Scout]
- Continue to provide staff with a focused professional development program in order to provide more powerful teaching and learning across the curriculum. [LCAP Goal 2.4]
- Provide all students with career and college planning throughout their four years of high school. [LCAP 2.7, Advisory]

#### Two to three major preliminary student learner needs based on the data.

- Continue to work on social-emotional support and safe school culture for students (especially as related to the impact of COVID-19 and fire trauma) [LCAP Goal 1.3 and LCAP Goal 3.3]
- Continue to work on engaging activities and Project Based Learning activities to assist with decreasing truancy, increasing attendance, and decreasing suspension rates (especially strategies related to engaging learners, ensuring relevant and authentic learning experiences, developing skills essential for both college and career, and mastering academics) [LCAP Goal 2]
- Continue to support students who are struggling and increase academic achievement. [LCAP Goal 3]

#### Focus Group Findings (Prioritized Top 4)

- Career Preparedness and Real World Experiences + Post High School Transitions [LCAP Goal 2.7]
- Creative and Critical Thinking + Application of Learning [LCAP Goal 2.6]
- Schoolwide Modifications Based on Assessment Results [LCAP Goal 2.5]
- Small School Culture [LCAP Goal 1.3]

#### California School Dashboard Results

- Continue strategies used to decrease suspension rate [LCAP Goal 1.3, Restorative Practices]
- Monitor and address chronic absenteeism. [LCAP Goal 1.4]
- Continue to increase student achievement [LCAP Goal 2]



## California State Priorities

- LCFF Priority 1 –
  - Basics (Teachers[LCAP Goal 2.2]
  - Instructional Materials[LCAP Goal 2.3]
  - Facilities[LCAP Goal 1.1])
- LCFF Priority 2 – Implementation of Academic Standards [LCAP Goal 2]
- LCFF Priority 3 – Parent Engagement [LCAP Goal 1.4]
- LCFF Priority 4 – Performance on Standardized Tests [LCAP Goal 2]
- LCFF Priority 5 – Pupil Engagement [LCAP Goal 2]
- LCFF Priority 6 – School Climate [LCAP Goal 1.3]
- LCFF Priority 7 – Access to a Broad Course of Study [LCAP Goal 2]
- LCFF Priority 8 – Other Pupil Outcomes

## COVID-19 Impact areas

- Student learning loss [LCAP Goal 3]
- Social-emotional needs [LCAP Goal 1.3 and 3.3]

## Existing Active 2019-2020 LCAP (as determined by district LCAP stakeholder process during 2018-2019)

### **Goal 1: Provide safe and secure school environments**

1. Maintenance & Operations [LCAP Goal 1.1]
2. Supervision [LCAP Goal 1.2]
3. Emotional Support [LCAP Goal 1.3 and 3.3]
4. Safe School Culture [LCAP Goal 1.3]
5. 21st Century Furniture [LCAP Goal 1.1]

### **Goal 2: Increase student achievement**

1. Technology [LCAP Goal 2.1]
2. Highly Qualified Staff [LCAP Goal 2.2]
3. Instructional Materials [LCAP Goal 2.3]
4. Staff Development [LCAP Goal 2.4]
5. English Language Development (ELD) [LCAP 3.1]
6. Instructional Support [LCAP 3.2]
7. Data Analysis [LCAP 2.5]
8. Student Writing [N/A]

### **Goal 3: Increase student engagement**

1. Visual and Performing Arts [LCAP 2.6, Engaging Experiences]
2. Sports [LCAP 2.6, Engaging Experiences]
3. CTE Courses [LCAP 2.7, College and Career Prep]
4. Engaging and Rigorous Experiences [LCAP 2.6]
5. Buena Vista High School [LCAP 2.8]

### **Goal 4: Increase parent involvement**

1. Family Events [LCAP 2.4, Family Engagement]
2. Communication to Families [LCAP 2.4, Family Engagement]
3. Community Outreach [LCAP 2.5]

## Chapter V: Schoolwide Action Plan

### **Geyserville LCAP/WASC Action Plan/ SPSA 2021-2022 SUMMARY**

<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
<b><i>Provide safe, secure, and welcoming school environments</i></b>	<b><i>Increase student achievement and engagement</i></b>	<b><i>Provide support</i></b>
<ol style="list-style-type: none"> <li>1. General Maintenance &amp; Facility Upgrades</li> <li>2. Supervision</li> <li>3. School Climate</li> <li>4. Family Engagement</li> <li>5. Community Outreach</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology</li> <li>2. Highly Qualified Staff</li> <li>3. Instructional Materials</li> <li>4. Staff Development</li> <li>5. Data Analysis</li> <li>6. Engaging experiences</li> <li>7. College and Career Preparedness</li> <li>8. Buena Vista High School</li> </ol>	<ol style="list-style-type: none"> <li>1. English Language Development (ELD)</li> <li>2. Instructional Support</li> <li>3. Counseling</li> <li>4. Intervention</li> </ol>

*Note this structure will be placed into the LCAP template where metrics and funding sources will be associated with each goal.*

## Geyserville GNTA SPSA/LCAP/WASC----Geyserville Detailed LCAP 2021-2022

**Goal 1: Provide safe, secure and welcoming school environments**

**Measurable Outcomes:** Suspension Rate Indicator, Expulsion Rate, FIT Report, Parent/Student survey- “School is Safe”, Parent Engagement Local Indicator

1.1	<b>General Maintenance &amp; Facility Upgrade</b>	<ul style="list-style-type: none"> <li>● <u>Maintenance</u>: Provide General Maintenance repairs, supplies and services.</li> <li>● <u>Bond Work</u>: Monitor and implement bond work that will allow for modernizations to the facilities, infrastructure and equipment. Enhance facilities to create an esthetically pleasing environment.</li> <li>● <u>Health Protocols</u>: Ensure all health safety protocols are in place and being followed as related to COVID-19.</li> </ul>
1.2	<b>Supervision</b>	<ul style="list-style-type: none"> <li>● Provide Yard duty and Campus Supervision</li> </ul>
1.3	<b>School Climate</b>	<ul style="list-style-type: none"> <li>● <u>Social-Emotional Support</u>: Develop positive and safe school culture by providing: Social-emotional support in class and through Keystone Therapy; Utilizing the “Stop-it” app, Restorative Practices program (GNTA), Toolbox program (GES);</li> <li>● <u>Safety Plan</u> Provide Safety Plan Coordinator.</li> <li>● <u>School Connectedness</u>: Identify and implement activities to enhance school connectedness, including “House Events” (GNTA)</li> </ul>
1.4	<b>Family Engagement</b>	<ul style="list-style-type: none"> <li>● <u>Family Events</u>: Continue to provide family events, virtually, as applicable (Parent Information Night before school starts, Information on New Tech Academy, Information on TK program, Back to School Night, Open House).</li> <li>● <u>Communication</u>: Ensure effective communication to families (Classtag to remind them of upcoming events, All Call system, Facebook and district website to communicate with families. Work with families with chronic absenteeism to help decrease absences.</li> </ul>
1.5	<b>Community Outreach</b>	<ul style="list-style-type: none"> <li>● <u>Relationships</u>: Build strong relationships with the community and volunteers by 1) continuing to host town hall meetings and Kiwanis Pancake Breakfast (as allowed), and 2) continuing the Geyserville Education Foundation</li> <li>● <u>Leverage community resources</u> to provide additional internships, shadowing and industry tours (GNTA).</li> </ul>

## Goal 2: Increase student achievement and engagement

**Measurable Outcomes:** Academic Indicator (Mathematics and ELA), English Language Learner Indicator, Met A-G Requirements, Williams Complaints, Plan to attend 2 and 4 year, College Going Rate, Teacher Survey Respondents, Teacher Misassignments, Implementation of the Standards Local Indicator, Graduation Rate Indicator, Chronic Absenteeism, HS/MS Dropout Rate, Course Access Local Indicator, Student Survey Results

2.1	<b>Technology</b>	<ul style="list-style-type: none"> <li>Maintain use of technology to implement state standards by replacing technology as needed and providing technology support and repairs. Ensure all grades 1:1 chromebooks. Provide hotspots to students as necessary.</li> </ul>
2.2	<b>Highly Qualified Staff</b>	<ul style="list-style-type: none"> <li>Ensure a Highly Qualified and properly credentialed staff to provide exceptional learning experiences that increase student achievement.</li> </ul>
2.3	<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>Purchase CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards, as needed</li> </ul>
2.4	<b>Staff Development</b>	<ul style="list-style-type: none"> <li>Provide Staff Development for NGSS, CCSS, and ELD Standard. Social/Emotional, Integrated ELD training for K-2 (GES), Trauma Informed Practices, Youth Truth Discussion, AVID (Summer institute and district leadership certification) and PBL Training (GNTA), and discussions on continuous improvement.</li> </ul>
2.5	<b>Data Analysis</b>	<ul style="list-style-type: none"> <li><u>Structured Assessments</u>: Identify standards/concepts to assess, identify assessments to use, and dates assessments are completed by (example assessments: subject matter assessments, PBL assessments, peer evaluation)</li> <li><u>Data Analysis</u>: identify when analysis of data will be completed by, and when staff will analyze data to determine next steps (next steps may include: modifying teaching, professional development, addendums, or support classes/workshops)</li> </ul>
2.6	<b>Engaging Experiences</b>	<p>Provide opportunities for students to increase student engagement:</p> <ul style="list-style-type: none"> <li><i>Elementary</i>: Visual and performing arts, social-emotional curriculum</li> <li><i>Middle School</i>: Project Based Learning, Interscholastic sports, Visual and performing arts</li> <li><i>High School</i>: <ul style="list-style-type: none"> <li><u>Project Based Learning</u>: Enhance and improve PBL Projects to facilitate creative and critical thinking and apply learning.</li> <li><u>Extracurricular activities</u>: Provide sports and clubs to students</li> <li><u>Exploratory workshops</u>:</li> <li><u>Visual and performing arts</u>.</li> </ul> </li> </ul>

<p><b>2.7</b></p>	<p><b>College and Career Preparedness (GNTA)</b></p>	<ul style="list-style-type: none"> <li>● <u>Graduate Survey</u>: Conduct a Graduate Survey to determine student preparedness for the real world and improvements that can be made on our programming to support our students.</li> <li>● <u>CTE courses</u>: Expand and enhance CTE courses as applicable with the assistance of CTE grant.</li> <li>● <u>Dual enrollment</u>: Provide opportunities for students to participate in SRJC dual enrollment.</li> <li>● <u>UC Scout</u>: Utilize UC Scout to provide A-G and AP courses online, as needed</li> <li>● <u>Advisory</u>: Utilize advisory to prepare students for life after high school</li> <li>● <u>Projects and Challenging Activities</u>: Provide classroom based projects that can be completed to help students be prepared for life after high school (iSearch and Career Research Project) .Ensure activities in the classroom are challenging and help students think “outside the box” and appreciate resilience.</li> <li>● <u>AVID Skills Schoolwide</u>: Identify and commit to selected AVID skills schoolwide.</li> </ul>
<p><b>2.8</b></p>	<p><b>Buena Vista High School</b></p>	<ul style="list-style-type: none"> <li>● Ensure an engaging school environment that supports students in this path, such as: work experience, online courses, blended learning, and flexible opportunities.</li> </ul>

**Goal 3: Provide Support:** Increase or improve services for English Learners and Low-income students and students who are failing, or most at risk of failing, to meet challenging State academic standards

**Measurable Outcomes:** CA Dashboard results for English Learners and Low-income students

3.1	<b>English Language Development (ELD)</b>	<ul style="list-style-type: none"> <li>● Provide ELD Coordinator, ELD Curriculum, Supplemental Curriculum, Literacy classes, and Designated ELD class.</li> </ul>
3.2	<b>Instructional Support</b>	<ul style="list-style-type: none"> <li>● Provide Instructional Support to English Learners, low-income students and students impacted by COVID-19 pandemic and experiencing learning loss by providing:             <ul style="list-style-type: none"> <li>● GES                 <ul style="list-style-type: none"> <li>○ Instructional aides</li> <li>○ Kinder Tutoring</li> <li>○ RSP Teacher (0.3 FTE Intervention) provides targeted support to K-2 students</li> <li>○ Grades 3-5 receive after school intervention for reading (as applicable)</li> </ul> </li> <li>● GNTA                 <ul style="list-style-type: none"> <li>○ Math Support Classes for Middle School and High School,</li> <li>○ Study skills course for RSP</li> <li>○ High School Alternative Education-Independent Study/College and Career position,</li> <li>○ Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant,</li> <li>○ AVID for grades 8, 9, and 10</li> <li>○ ELA support class for grades 6, 7, 8 (as applicable)</li> </ul> </li> </ul> </li> </ul>
3.3	<b>Emotional Support</b>	<ul style="list-style-type: none"> <li>● Provide Counseling Services, school Psychologist &amp; Behavior Intervention specialist for students in need.</li> </ul>
3.4	<b>Intervention</b>	<ul style="list-style-type: none"> <li>● Continue to develop, refine and implement processes and structures for intervention support.</li> <li>● Purchase or renew intervention materials that help to accelerate learning for English Learners, low-income students and students who are failing or most at risk of failing or students who suffered learning loss during COVID-19 pandemic.</li> </ul>

### **Notes on new LCAP/WASC/SPSA Action Plan**

The goals and actions have been rearranged from 2019-2020 to align with county recommendations. Based on the WASC process we added or will provide additional funding for the following items:

- **General Maintenance & Facility Upgrades:** We are very fortunate that our community passed the bond and so we are able to upgrade and enhance our facilities.
- **School Climate:** Changed title from “safe school culture” to encompass more actions. Added Stop-It app, Keystone Therapy, House Events, and activities to enhance school connectedness.
- **Community Outreach:** Added “Leverage community resources to provide additional internships, shadowing and industry tours “ (to reflect WASC work)
- **Staff Development:** added language related to continuous improvement to reflect WASC and LCAP processes continue.
- **Data Analysis:** modified language in this section to reflect WASC work
- **College and Career Preparedness:** Separated “Engaging and Rigorous Experiences” to “Engaging Experiences” and “College and Career Preparedness”. Provided more detail for each sub-action. Added AVID Skills Schoolwide (to reflect WASC work)
- **COVID-19 Learning Loss:** included students experiencing learning loss related to COVID-19 to goal 3

## Appendices

---

<p><b>A. Local Control and Accountability Plan (LCAP):</b> This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district’s website; provide link</p>	<p><a href="#">2019-2020 LCAP--Active Goals and Actions</a></p> <p><a href="#">2020 Learning Continuity Plan</a></p> <p><a href="#">2020 Federal Addendum</a></p>
<p><b>B. Results of student questionnaire/interviews</b></p>	<p>See School and Community Profile</p>
<p><b>C. Results of parent/community questionnaire/interviews</b></p>	<p>See School and Community Profile</p>
<p><b>D. The most recent California Healthy Kids Survey</b></p>	<p>NTN Climate Survey (see data in School/Community Profile)</p> <p>Youth Truth Survey will be conducted in January 2021</p> <p><a href="#">Healthy Kids Survey</a></p>
<p><b>E. Master schedule</b></p>	<p><a href="#">2020-2021 Master Schedule</a></p> <p><a href="#">2019-2020 Master Schedule</a></p>
<p><b>F. Approved AP course list:</b></p>	<p><a href="#">GNTA AP Course List</a></p>
<p><b>G. UC a–g approved course list:</b></p>	<p><a href="#">GNTA a-g approved course list</a></p>
<p><b>H. Additional details of school programs, e.g., online instruction, college- and career readiness programs, partnership academies, IB, AVID</b></p>	<p>New Tech Network: <a href="https://newtechnetwork.org/">https://newtechnetwork.org/</a></p> <p>AVID: <a href="https://www.avid.org/">https://www.avid.org/</a></p>
<p><b>I. California School Dashboard performance indicators:</b></p>	<p><a href="#">GNTA CA Dashboard</a></p>
<p><b>J. School accountability report card (SARC)</b></p>	<p><a href="#">GNTA SARC</a></p>



<b>K. CBEDS school information form</b>	<a href="#"><u>CBEDS Form</u></a>
<b>L. Graduation requirements</b>	<a href="#"><u>Graduation Requirements Board Policy</u></a>
<b>M. Any pertinent additional data (or have on exhibit during the visit)</b>	<a href="#"><u>LCAP Data and Goal Summary</u></a> <a href="#"><u>WASC PPT Overview</u></a> <a href="#"><u>GNTA Data Summary</u></a>
<b>N. Budgetary information, including school budget</b>	<a href="#"><u>Budget</u></a>
<b>O. Glossary of terms unique to the school.</b>	<a href="#"><u>Glossary</u></a>

## Geyserville New Tech Academy WASC Glossary

---

**AP Advanced Placement (AP)** is a program created by the [College Board](#) which offers college-level [curricula](#) and examinations to high school students. American colleges and universities may grant placement and [course credit](#) to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that [field of study](#). For a high school course to have the designation, the course must be audited by the College Board to ascertain that it satisfies the AP curriculum. If the course is approved, the school may use the AP designation and the course will be publicly listed on the AP Course Ledger.<sup>[1]</sup>

**CAASPP California Assessment of Student Performance and Progress (CAASPP)**. Beginning with the 2013–14 school year, CAASPP became the new student assessment system in California, replacing the Standardized Testing and Reporting system (STAR).

**CCSS Common Core State Standards (CCSS)** Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

**CELDT The California English Language Development Test (CELDT)** measures limited English proficient students' achievement of California English Language Development (ELD) Standards in kindergarten through grade twelve. Three purposes for the CELDT are specified in state law, including: (1) identifying students as limited English proficient, (2) determining the level of English language proficiency (ELP) for students who are limited English proficient, and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

**CST California Standards Test (CST)** . Previous assessment system

**CTE Career Technical Education (CTE)**. A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

**ECHO** : Echo is a Learning Management Systems and supports project-based learning and features an innovative gradebook that aligns to the deeper learning skills students will need in college and career. Digital tools, cultivated and aligned content, and a community of shared learning are integrated to create a powerful and innovative platform to support student and adult learning.

**English Language Proficiency Assessments for California (ELPAC)** :is the mandated state test for determining English language proficiency (ELP). It must be given to students whose primary language is one other than English. California and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten—or year one of a two-year kindergarten program, also referred to as transitional kindergarten—through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards and is comprised of two separate ELP assessments: The Initial ELPAC, and the Summative ELPAC.

**EL English learner (EL)** students are those students for whom there is a

report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

**ELD English-Language development (ELD)** is a specialized program of English language instruction appropriate for the English learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.

**GNTA Geyserville New Tech Academy (GNTA)**

**LCAP Local Control and Accountability Plan (LCAP)** describes how a district intends to meet annual goals for all pupils, with specific activities to address state and local priorities.

**NCTM The National Council of Teachers of Mathematics (NCTM)** is the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for each and every student through vision, leadership, professional development, and research.

**NTN At New Tech Network (NTN)**, our partnerships with schools drive everything we do. Together we are transforming teaching and learning around the country. Our shared vision for student success – college and career readiness for all students – has a very specific meaning in the Network. What we mean is that every graduate of a New Tech school leaves aware, eligible and prepared to pursue postsecondary education or training.

**PBL Project Based Learning (PBL)**

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.