

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Geyserville Unified School District

## CDS Code:

49 70706 0129981

## Link to the LCAP:

*(optional)*

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## For which ESSA programs apply to your LEA?

Choose From:

### **TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

### **TITLE II, PART A**

Supporting Effective Instruction

### **TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

### **TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

In Geyserville Unified School District 62% of our students are socio-economically disadvantaged and we operate as a Title I schoolwide program. There is one class per grade level. Our strategy is to use federal funds to supplement and enhance local priority or initiatives found in the LCAP funded with state funds by increasing or improving existing actions to support students in meeting the challenging state academic standards.

Our rationale/evidence for the selected uses of federal funds is to use the funds to assist in the successful completion of actions and goals described in our LCAP, which serves as our strategic plan, to ensure the academic achievement of all students, especially our low-income students.

Title I funds are used for supplemental materials and software to improve students achievement.

Title II funds provide staff development to teachers and principals in help improve the academic achievement of all students, but especially our students who are in the most need of strategic teaching skills.

Title III funds are operated through the consortium.

Title IV funds are transferred to title I.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Geyserville Unified District aligns its use of federal funds with activities funded by state and local fund and across different federal grant programs. Our LCAP is a strategic plan for our school and provides us with a plan for success, complete with metrics, stakeholder engagement, goals, actions, and analysis for all areas of our programming. Needed improvements usually fall under one of our goals and can be supported with state, local or federal funds: 1) Provide safe and secure school environments, 2) Increase student achievement, 3) Increase student engagement, 4) Increase parent involvement

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used for Title 1, Part A School Allocations is the percent of students who qualify for Free & Reduced Price Meals (FRPM).

There are two schools sites in the district: one elementary site (K-5) and one secondary site (6-12). There are no two school sites that serve the same grade level of students.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

As a small school district with 232 students and between 13 and 22 students per grade level we do not have disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

100% of our teachers are considered highly qualified.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



We have an adopted parent involvement policy which is described in BP 6020 and AR 6020. The Policy and Administrative Regulations provides details on how parents and families are engaged in the school community. These policies are provided to families in the Annual Notification Packet provided to all families at the beginning of the year. The LEA parent and family engagement policy, was developed jointly with and agreed on with parents on September of 2017. (ESSA Section 1116(a)).

We provide assistance to parents in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children through: 4.1 Family Events: Provide 5 welcoming family events. In addition, assessment data is provided to parents on the report card so that they can identify how their students are doing. Report cards are sent home quarterly. At the secondary level parents access ECHO grading system so they monitor their child progress on achieving in each of their classes. (ESSA Section 1116(e)(1))

We provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement by providing parents with varying opportunities to engage in multiple areas of their students' education and ensuring parents are invited to: parent conferences, (LCAP Action 4.1) 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. (ESSA Section 1116(e)(2))

During our Early Release Time with teachers and professional development days at the beginning of the year teachers, specialized instructional support personnel, principals and other school leaders are educated (via power point presentation and speaker) on the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (ESSA Section 1116(e)(3))

We coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through (LCAP Action 4.3) Community Outreach: Build strong relationships with the community and volunteers by 1) continuing to host town hall meetings, 2) continuing the Geyserville Education Foundation, and 3) hiring Public Relations/Volunteer coordinator to a) maintain volunteer database and b) develop outreach materials. (ESSA Section 1116(e)(4))

We ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. All notifications and information are sent home in English and Spanish. (ESSA Section 1116(e)(5))

We provide other reasonable support for parental involvement activities as parents may request as demonstrated in LCAP Action 4.2 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. Geyserville is a town of 862 people, with 232 students; our school is one of the "hubs of the community". As a small community parents frequently communicate their needs at social events, to the office, at meetings, via emails or with teachers and staff members. (ESSA Section 1116(e)(14)).

We provide opportunities for the informed participation of parents and family members, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand. As a small school community (only 237 students K-12) our LEA provides opportunities for the informed participation of parents with disabilities and parents and family members of migratory children in the following ways: parent meetings. In addition, all notifications and information are sent home in English and Spanish and translation services are available in Spanish. (ESSA Section 1116(f)).

We align the parent involvement items required in Section 1116 with the LCAP stakeholder engagement process and is described in the Parent Involvement section of the CA Dashboard local indicator report

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our school district operates as a schoolwide program. As a Schoolwide Program we: conduct an annual comprehensive needs assessment of the entire school through the LCAP process, provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement; use effective methods and instructional strategies that are based on scientifically based research strengthen the core academic program in the school; provide the educational strategies for meeting the educational needs of historically underserved populations; provide strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include: counseling, pupil services, and mentoring services, college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, the integration of vocational and technical education programs; evaluate and adjust action plans as needed; provide instruction by highly qualified teachers; provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards; develop and implement strategies to attract high-quality highly qualified teachers to high-need schools; develop and implement strategies to increase parental involvement; assist preschool children in the transition from early childhood programs; include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program; ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and Coordinate and integrate Federal, State, and local services and programs.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ESSA Section 1112(b)(6):

Geyserville Unified School Districts desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district provides homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students. Detailed description of processes and procedures for Education for Homeless Children can be found in BP 6173, AR6173, E6173. These policies and procedures detail the following service categories we provide to homeless children and youths:

- District Liaison
- Enrollment
- Resolving Enrollment Disputes
- Transportation
- Transfer of Coursework and Credits
- Applicability of Graduation Requirements
- Eligibility for Extracurricular Activities
- Notification and Complaints

The District Liaison completes the following tasks:

- Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies
- Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools
- Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
- Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
- Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
- Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
- Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
- Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
- Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
- Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
- Ensure that school personnel providing services to homeless students receive professional development and other support
- Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
- Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

These services support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

## Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) We coordinate with institutions of higher education, employers, and other local partners by 1) ensuring our courses are approved by the CSU/UC doorways system, 2) working with Santa Rosa Junior college to provide opportunities for our students, and 3) developing a strong CTE program (LCAP Action 3.3) which prepares students for the construction and agricultural job opportunities available locally.

(B) As a rural community it is difficult for our students to travel 1 hour to the local junior college, however, some students do this. We are working to increase the online course availability for our students through Santa Rosa Junior college. We have seen an increased number of students taking AP (LCAP Action 3.4), CTE and dual enrollment courses. Our new staff position (LCAP Action 2.6: High School Alternative Education-Independent Study/College and Career position) has helped to increase career counseling opportunities for our students and identify student interests and skills.

## Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) NA

(B) We help to develop an effective school library program to provide students an opportunity to develop digital literacy skills and improve academic achievement by providing a part time librarian who also works with teachers on applicable literacy skills to help improve academic achievement, providing a A-G approved Literacy class for the high school level. In grades 5-12 we have a 1:1 chromebooks ratio which allows students to develop digital literacy skills consistently throughout the school day. In grades K-4 each classroom has access to 6 devices and a computer lab which they access twice per week to increase digital literacy and academic achievement.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

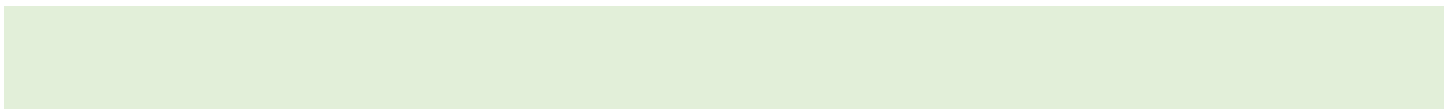


**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

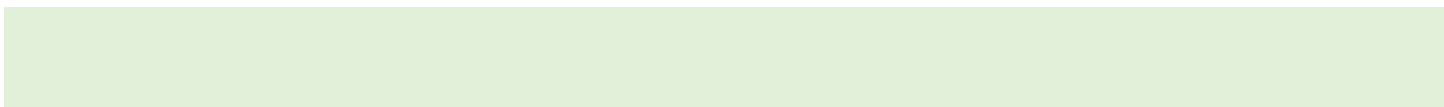


**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### Principals:

Professional growth and improvement is provided to the principal through the following process: at the beginning of their career as a principal they are mentored and coached until they are ready to take on more leadership opportunities. As principals progress they are supported based on their individual needs. As principals become more seasoned it is expected that they take on more and more responsibility in ensuring academic success for all students. Principals utilize services from the Sonoma County Office of Education and fellow principals in the county. In our small school district, the principal also serves as the instructional coach for the teachers. In this role, the principal provides support and professional development to teachers in order to strengthen the educational program. Growth and improvement are measured by staff, teacher and parent survey results, California Student Dashboard Results, number of LCAP metrics and actions completed.

##### Teachers:

Professional growth and improvement is provided to teachers during beginning of the year professional development, ongoing early release days, County Office Workshops, Specialists in the Field. LCAP Action 4.4 Staff Development: Provide Staff Development for NGSS, CCSS and ELD Standard. These growth and improvement opportunities are organized by the principal as the instructional coach for the school. At the beginning of their career as a teacher they are supported through the induction program. Teachers are then supported as needed throughout their career depending on each teachers individual needs, strengths and growth areas. Teachers often support each other during informal meetings. We have approximately 1 class per grade. As a small community we support each other significantly. Growth and improvement for teachers are measured by state assessment data, benchmark data, student surveys. Identification of growth and improvement areas as a school are measured by California School Dashboard results.

##### School Leaders:

As a small school district we do not have any additional school leaders.

The systems in place promote professional growth and ensure improvement. We measure the success of our program by utilizing the Annual Update in the LCAP and Dashboard data. We review our LCAP student outcome data with all stakeholders (parents, students, teachers, staff, leadership, community members) as part of the Annual Update process. This provides an effective way in discussing our successes and growth areas as a school community and determining any necessary actions to be added for the following year. As part of the Local Indicator: Implementation of the Standards Dashboard requirement we report annually on teachers progress in 1) providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks 2) making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks, 3) 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 walk throughs, teacher pairing) for the following content areas: English Language Arts, Mathematics, History-Social Studies, English Language Development, Next Generation Science Standards. In addition, we report on implementing each of the following academic standards adopted by the State Board of Education for all students (Career Technical Education, Physical Education Model Content Standards, World Language, Health Education Content Standards, Visual and Performing Arts and we report on success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year): Identifying the professional learning needs of groups of teachers or staff as a whole, Identifying the professional learning needs of individual teachers, providing support for teachers on the standards they have not yet mastered. As a school community understand the importance of continuous improvement within these systems and are focused on professional growth and improvement.



## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We have two schools in our district. One K-5 and one 6-12. Funding is distributed based on enrollment.

No schools have been identified for Comprehensive Support and Improvement (CSI) or Targeted Assistance and Intervention (TSI).

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The sources of data our district uses to monitor and evaluate Title II, Part A activities is: California School Dashboard data (including Local Indicator reports), survey results from professional development opportunities, student achievement data (benchmark), Teacher Survey data (including CCSS Implementation questions), ELPAC data, and student survey results. This data is analyzed annually as part of the planning process for the following year. Benchmark data is analyzed throughout the year to inform instruction.

Geyserville Unified School District meaningfully consults with all stakeholders (teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, organizations) to update and improve Title II, Part-A funded activities. This is completed through annual survey data, monthly staff meetings, monthly leadership meetings and annually (or as needed) parent meetings. After compiling information from all stakeholder group we determine what are common needs expressed throughout stakeholders and then needs based on each stakeholder group.

Geyserville Unified School District meaningfully consults with these stakeholders in the following frequency: teachers-monthly, principals and other school leaders-monthly, paraprofessionals-quarterly, specialized instructional support personnel-quarterly, parents-surveys are annually/events are about 8 times per year, community partners-quarterly, organizations-as needed/at least yearly)

Our partnership with our local community provides valuable resources to help coordinate other related strategies, program and activities within the community. Our Sonoma County Office of Education also provides valuable resources, support and training to our school districts in the county. By utilizing Sonoma County Office of Education resources we are able to quickly understand what various schools in the county are doing and use those ideas and success to improve our school community.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Geyserville Unified School District is part of a consortium. The consortium will compile the information for Title III portion of the LCAP Federal Addendum.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Geyserville Unified School District is part of a consortium. The consortium will compile the information for Title III portion of the LCAP Federal Addendum.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Geyserville Unified School District is part of a consortium. The consortium will compile the information for Title III portion of the LCAP Federal Addendum.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Geyserville Unified School District is part of a consortium. The consortium will compile the information for Title III portion of the LCAP Federal Addendum.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Geyserville Unified School District transfers Title IV funds to Title 1 to better address the needs of our unique student population and to ensure the capacity of delivering a meaningful program

Stakeholders that were consulted with during the application of funds were: parents, teachers, principals, students, school leaders, community foundation. During this time, it was identified that since we are such a small school district (237 students in K-12) transferring Title IV funds to Title 1 would be the best way to ensure the capacity of delivering a meaningful program.

The program objectives and intended outcomes are to improve all areas on the CA Dashboard (ELA Academic Indicator, Math Academic Indicator, Suspension Rate, Chronic Absenteeism Rate, English Learner Progress, Graduation Rate, College/Career Indicator).

These program objectives are evaluated through the LCAP Annual Update process and reported to all stakeholders yearly.

We use funds for the following areas:

Well-rounded educational opportunities for students, which include:

- college and career guidance and counseling programs
- programs and activities that support educational programs that integrate multiple disciplines (project based learning)
- programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science
- activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education
- environmental education

Safe and Healthy Students educational opportunities for students, which include:

- implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;

Technology education opportunities that improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students

- providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources
- developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology
- planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities