

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

School Year

2024-2025

Date of Board Approval

June 26, 2024

LEA Name

Geyserville Unified School District

CDS Code:

49 70706 0000000

Link to the LCAP:

(optional)

<https://sites.google.com/gusd.com/gusdlcaphub/home>

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.

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 an additional instructional aide to provide support for student achievement.

Title II is used for part of the GES TOSA position (recruitment & retention). That position includes staff development and English Learner Support.

Title III funds are through the consortium.

Title IV funds are transferred to Title II.

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, educational partner engagement, goals, actions, and analysis for all areas of our programming. Needed improvements typically fall under one of our goals and can be supported with state, local or federal funds: 1) Provide safe, secure and welcoming school environments, 2) Increase student achievement and engagement, 3) Provide support.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a small school district with less than 220 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. There are no two school sites that serve the same grade level of students.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations, Title 5, Section 80005[b]</i>)</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

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. (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 and is found in our LCAP Action 1.4 Family Engagement (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 and Family/Community Events. (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. In addition, our community outreach

efforts have grown significantly and can be found in our LCAP Action 1.5 Community Outreach (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. 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 educational partner engagement process and is described in the Parent Involvement section of the CA Dashboard local indicator report

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, 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; (ESSA Section 1116(e)(1))
3. Describe how the LEA will 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; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in 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))
5. Describe how the LEA will to the extent feasible and appropriate, 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; (ESSA Section 1116(e)(4))
6. Describe how the LEA will 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 (ESSA Section 1116(e)(5))

7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA aligns the parent involvement required in Section 1116 with the LCAP educational partner engagement process and is documented under the section "Educational Partner Engagement". In addition, Parent/Family Engagement efforts are documents and reported through the Local Indicator Process using a self-reflection tool: Priority 3 Parent Engagement.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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.

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

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:

N/A we are not a targeted assistance school

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 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.

We are currently implementing the Universal TK plan which allows four-year-olds to enter school if they turn 5 prior to a specific date (changes each year until full implementation). There are no preschools onsite.

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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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 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 dual enrollment courses.

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 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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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, and Implementation of the Standards Local Indicator Report.

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 and described in detail as LCAP Action LCAP Action 2.4 Staff Development. 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 Goal Analysis section of the LCAP and Dashboard data. We review our LCAP student outcome data with all educational partners (parents, students, teachers, staff, leadership, community members) as part of the LCAP 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. We utilize the LCAP process and Local Indicator Process as 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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel

- e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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), English Learner Progress Indicator 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 educational partners (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, staff meetings, leadership meetings and annually (or as needed) parent meetings. After compiling information from all educational partner group we determine what are common needs expressed throughout educational partners and then needs based on each educational partners group.

Geyserville Unified School District meaningfully consults with these educational partners 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 4 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA is part of the Title III Consortium at SCOE. The following is from the consortium Title III, Part A LCAP Federal Addendum document:

Consortium members will be provided with opportunities

- to attend the annual Sonoma County Office of Education (SCOE) Multilingual Leadership Conference. Participants will engage with the most current research, tools, and practices needed to ensure that multilingual learners thrive in our school systems. All participants are required to take part in a follow-up session with the Consortium lead (SCOE) to debrief the information learned and plan for implementation. This content will also be built into Consultation sessions as well.
- to attend the annual California Association of Bilingual Educators (CABE) Conference. Participants will attend workshops focused on enhancing programs and instruction for English learners and their families. All participants are required to take part in a follow-up session with the Consortium lead (SCOE) to debrief the information learned and plan for implementation. This content will also be built into Consultation sessions as well.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA is part of the Title III Consortium at SCOE. The following is from the consortium Title III, Part A LCAP Federal Addendum document:

Each Consortium member superintendent or superintendent/principal will work with the Consortium lead (SCOE) over the course of the 2024-2025 year. Together, they will discuss, strategize, reflect, and continuously improve upon how the member LEA's language instruction programs are effective and increase the English language proficiency of ELs while ensuring that they meet the challenging State academic standards. Superintendents or superintendent/principals will engage with data, examine local needs, and utilize protocols and tools to further strengthen their programs for English learners.

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:

- (A) 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
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA is part of the Title III Consortium at SCOE. The following is from the consortium Title III, Part A LCAP Federal Addendum document:

Consortium members will be provided with opportunities for teachers and administrators to attend a two-day Best of GLAD Training. This series will focus on strengthening instructional practices for English learners with a focus on students attaining high levels of language proficiency and mastery of grade level academic standards. All participants are required to take part in a follow-up session with the Consortium lead (SCOE) to debrief the information learned and plan for implementation. This content will also be built into Consultation sessions as well.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Educational partners 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 transferring Title IV funds to Title II 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 educational partners yearly.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A the LEA does not receive at least \$30,000

What activities will be included within the support for a well-rounded education?

N/A the LEA does not receive at least \$30,000

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

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A the LEA does not receive at least \$30,000

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A the LEA does not receive at least \$30,000

What activities will be included within the support for safety and health of students?

N/A the LEA does not receive at least \$30,000

- 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

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A the LEA does not receive at least \$30,000

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A the LEA does not receive at least \$30,000

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

N/A the LEA does not receive at least \$30,000

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A the LEA does not receive at least \$30,000

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

N/A the LEA does not receive at least \$30,000

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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