

SPSA Addendum to the LCAP

2024-2025 Single Plan for Student Achievement (SPSA) Plan and GNTA WASC Action Plan

Geyserville Elementary School/ Geyserville New Tech Academy

The 2024-2025 Local Control and Accountability Plan serves as the 2024-2025 Single Plan for Student Achievement (SPSA) Plan and 2023-2024 GNTA WASC Action Plan for Geyserville Elementary School and Geyserville New Tech Academy.

Geyserville Unified School District is a small school district with less than 220 students in grades K-12. In addition, the title funds that the district receives is a small amount. The LCAP serves as the district continuous improvement process that provides comprehensive strategic planning, accountability and compliance, and meaningful educational partner engagement.

The LCAP can be found at our LCAP Hub: <https://sites.google.com/gusd.com/gusdlcaphub/home>

The LCAP is a very thorough and comprehensive plan that addresses the needs of students and establishes goals based on data analysis, research-based practices, and input from staff, parents, students, and community members. These plans have undergone a rigorous process for development, review and approval by parents, staff, governing board, and Sonoma County Office of Education.

Here is the summary of the Goals and Actions:

Goal 1	Goal 2	Goal 3
<i>Provide safe, secure, and welcoming school environments</i>	<i>Increase student achievement and engagement</i>	<i>Provide support</i>
<ol style="list-style-type: none">1. General Maintenance & Facility Upgrades2. School Safety3. School Climate4. Family Engagement5. Community Outreach	<ol style="list-style-type: none">1. Technology2. Highly Qualified Staff3. Instructional Materials4. Staff Development5. Data Analysis6. Engaging Experiences7. College and Career Preparedness8. Buena Vista High School	<ol style="list-style-type: none">1. Multilingual Learner Support2. Instructional Support3. Emotional Support4. Multi System of Supports5. Students with Disabilities6. Universal TK

The Local Control and Accountability Plan meets all the SPSA criteria below (in addition the Schoolwide Program Requirements and alignment to the LCAP are listed at the end of this document).

- 1) is consistent with district goals,
- 2) is developed with input from various stakeholders,
- 3) is developed after analyzing various data points,
- 4) defines goals based on performance,
- 5) meets the needs of all students (especially students who are struggling), and
- 6) describes proposed expenditures to improve academic performance.

The only thing the LCAP does not do is provide details of the specific use of federal title funds, which is listed below:

Action:	Description	GES
Goal 2: Increase student achievement and engagement		
2.4 Staff Development	<p><i>Provide professional learning to improve teaching and learning, especially in helping to reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.</i></p> <ul style="list-style-type: none"> ● -GNTA: Universal Design for Learning, Multi Tiered Systems of Support, Trauma Informed Teaching Practices, Multilingual Learner Supports, Data-informed instructional planning, Youth Truth Discussion and Identification of target areas for improvement, AVID, PBL Training, MTSS Leadership Team PLC work, Culture Shifting Expectations/Practices ● -GES: Integrated ELD training for K-2 (GES), and discussions on continuous improvement. Accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students via centers based learning; Science of Reading training, and California Teaching Pyramid UTK training, GLAD strategies, and whole child, strengths-based approach to engage pupils and families in addressing pupils’ social-emotional health needs and academic needs; PLC Collaboration and Partnership with SCOE TOSA. 	<p>TOSA Position</p> <p>Title II \$13,470</p>
3.1 Multilingual Learner Support	<p><i>Improve English Language Learner proficiency and educational outcomes for our English Learners.</i></p> <ul style="list-style-type: none"> ● -Language Acquisition Program of the district is Structured English Immersion (SEI). Through this program we provide Integrated English Language Development and Designated English Language Development. ● -Professional learning: Details related to professional learning, including support for English Learners is listed in action 2.4. ● -ELD Support: Provide ELD Coordinator, ELD Curriculum, Supplemental Curriculum, Literacy classes, and Designated ELD time, small group instruction for Long-term English Learners (LTEL) and newcomers (GNTA) during advisory as pull-out support. Use of Interim Assessment practice tests for test-taking skills practice ● -EL Master Plan: Implement, review, and revise EL Master Plan ● -Community support: La Familia Sana providing student and family ESL classes. SCOE EL Consortium to provide professional development for ELD supports as Universal Design for Learning (UDL). Partnering with Child Parent Institute (CPI) for parent support classes in Spanish (with English translation headsets) ● -EL Strategies: Provide various UDL strategies to support English Learners in all classrooms. 	

Goal 3: Provide Support: Increase or improve services for English Learners, low-income students, students with exceptional needs, and students who are failing, or most at risk of failing, to meet challenging State academic standards

<p>3.2 Instructional Support</p>	<p><i>Provide academic support for struggling students, especially for English learners, low income, and foster youth students.</i></p> <ul style="list-style-type: none"> ● -Instructional Support: Provide Instructional Support to English Learners, low-income students and students who are failing or most at risk of failing: <ul style="list-style-type: none"> ● GES: Instructional aides; Explore reading intervention programs; Tier 2 instruction; Designated ELD time in classroom ● GNTA: Study skills course for RSP; High School Alternative Education Position; Independent Study/College and Career position (as part of new principal position), Intervention services:), AVID (7, 8, 9, 11); Advisory: Instructional support provided during advisory class ● -Supplemental Materials: Purchase or renew intervention materials that help to accelerate learning for English Learners, low-income students and students who are failing or most at risk of failing, as needed 	<p>Intervention Services Title I: \$24,403</p>
<p>3.4 Multi-Tiered Systems of Support</p>	<p><i>Develop, implement and refine a set of practices and processes schools can use to meet the academic, behavioral, social and emotional needs of all students.</i></p> <ul style="list-style-type: none"> ● -CST: Continue to implement Coordinated Services Team (CST) processes and systems. ● -MTSS: Fully implement MTSS at each school site. Ensure understanding of Tier 1, 2 and 3 strategies and develop systems to support these efforts (such as UDL). ● -Specialized Subgroup Support: Provide additional support for Homeless and Foster Youth as needed. 	

**Note Title IV funds are transferred to Title II.

Comprehensive Needs Assessment

- A comprehensive needs assessment for each school and district can be found in our [LCAP Action Evaluation](#). Required outcome data can be found in the LCAP under “Measuring and Reporting Results”

Additional Targeted Support and Improvement (ATSI)

- During the 2023-2024 school year GES and GNTA exited from ATSI.

Analysis/Evaluation

- All analysis can be found in the LCAP under the “Goals Analysis” Section for each goal and the “Increase or Improved Services” section (which specifically addresses data analysis related to English Learners, Low-Income and Foster Youth students)

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA. [\[Found in LCAP: Measuring and Reporting Results and Goal Analysis section\]](#)

1. The comprehensive needs assessment of the entire school shall:

- a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA [\[Found in LCAP: Measuring and Reporting Results and Goal Analysis section\]](#)

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment. [\[Found in LCAP: Goals and Actions\]](#)

B. Evidence-based strategies, actions, or services [\[Found in LCAP: Goals and Actions\]](#)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

- a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
- b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. strategies to improve students' skills outside the academic subject areas;
- ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable. Employees of the schoolwide program may be deemed funded by a single cost objective. [\[Found in LCAP under budget tables\]](#)

D. A description of how the school will determine if school needs have been met [\[Found in LCAP: Measuring and Reporting Results and Goal Analysis section\]](#)

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan [\[Found in LCAP: Educational Partner Engagement\]](#)

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to [\[Found in LCAP: Goals and Actions and Increased and Improved Services Section\]](#)

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school. [\[We currently have a great partnership with 4C's to help transition students from preschool to elementary\]](#)

H. A description of how the school will use resources to carry out these components [\[Found in LCAP under budget tables\]](#)

I. A description of any other activities and objectives as established by the SSC [\[Found in LCAP: Goals and Actions\]](#)

Authority Cited: 5 Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.