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

Introduction:

LEA: Gerber Union Elementary School   **Contact (Name, Title, Email, Phone Number):** Jenny Marr, Superintendent/Principal, jmarr@gerberschool.org, 530-385-1041   **LCAP Year:** 2014-2015, 2015-2016, 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1) Parents, community members, local bargaining units, and other stakeholder groups have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP through the following advisory groups: School Site Council (SSC) and the English Language Acquisition Committee (ELAC/DELAC).	recommendations and development
2) All stakeholders have been included in the LEA's process for engagement in the development of the LCAP through representation on LCAP advisory committees; SSC and ELAC/DELAC. SSC and ELAC/DELAC meet regularly throughout the year and have been included in the process beginning in the 2012-2013 school year.	engagement, recommendation and development
3) The data listed below will be presented at least annually to advisory committees for review and will help guide priority recommendations for the LCAP. ~School Accountability Report Card (SARC) ~CELDT scores ~local assessment results ~state test results ~discipline referrals ~School Culture Survey: parent, teacher, student--Healthy Kids survey. In 2014-2015 consider adding assessment; possibly Rachel's Challenge assessment tool. ~attendance rates ~suspension rates	data for recommendation and development Data/priority impact on LCAP: Conditions of Learning, Pupil Outcomes, Engagement

Involvement Process	Impact on LCAP
~counseling and mental health referrals	
4) There have been no changes in the LCAP as a result of written comments or other feedback.	N/A
5) The specific action that the district is taking to meet statutory requirements for stakeholder engagement is to establish and maintain active SSC and ELAC/DELAC committees that include representation of all stakeholders. The district will follow LCAP implementation procedure timelines and regulations.	approval
6) During each school year and as part of the LCAP annual update, the SSC and ELAC/DELAC committees will review data from the previous school year, analyze progress towards meeting annual goals, and make recommendations that support improved outcomes for students.	review, recommendation

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Increase overall student achievement for all students including foster youth, English learners, and students who are socioeconomically disadvantaged.

Metric: STAR tests; API/AYP results; CELDT; Renaissance STAR assessments; Insides Pupil Outcomes: According to California STAR tests, overall student achievement decreased in 2012-2013 from 2011-2012 (SARC). Gerber School is in Program Improvement (PI) status year 2. The district API score dropped from 759 in 2012 to 750 in 2013. | By June 2017, the percentage of all students making growth towards attaining proficiency in Reading/Language Arts will increase by 5% per year as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Reading/Language Arts.

By June 2017, the percentage of all students making growth towards attaining proficiency in Math will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmark assessment (Renaissance STAR assessments), in order to move toward state defined expectations for proficiency in Mathematics.

By June 2017, the percentage of English | All | All | 1. State assessments: STAR, CELDT, CASPP Local assessments: Renaissance Place: STAR Reading, STAR Math, and STAR Early LIteracy (grades k-1, remediation grades 2-3). RTI Tier 2-4 use CBM assessments. Kindergarten thru grade 1-2 use other local assessments including the BPST, SIPPS, letter recognition, letter sounds, blending, segmenting, sight words, phonics, real | Student achievement will increase and students will be better prepared for college and careers. | Student achievement will increase and students will be better prepared for college and careers. | Student achievement will increase and students will be better prepared for college and careers. | 1, 2, 3, 4, 5, 7, & 8 |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 | |
| | learners attaining growth in language proficiency, as measured by the CELDT, will increase by one level each year between kindergarten and sixth grade in order to move toward state-defined expectations for proficiency in English Language Development. | | | word reading, fluency, and comprehension. Core curriculum assessments are administered frequently to check student progress. SARC

Benchmark assessments are administered 4 times per year (beginning, trimesters 1, 2, and 3). Progress Monitoring assessments are administered between benchmark windows and are used to monitor progress towards | | | | |

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				meeting individual goals. 2. State assessments: CASPP, CELDT Local assessments: Renaissance Place: STAR Reading, STAR Math, and STAR Early LIteracy (grades k-1, remediation grades 2-3). RTI Tier 2-4 use CBM assessments. Kindergarten thru grade 1/2 use other local assessments including the BPST, SIPPS, letter recognition, letter sounds, blending,				

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				segmenting, sight words, phonics, real word reading, fluency, and comprehension. Core curriculum assessments are administered frequently to check student progress. SARC Williams Review\n\nBenchmark assessments are administered 4 times per year (beginning, trimesters 1, 2, and 3). Progress Monitoring assessments are administered between benchmark				

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				BPST, SIPPS, letter recognition, letter sounds, blending, segmenting, sight words, phonics, real word reading, fluency, and comprehension. Core curriculum assessments are administered frequently to check student progress. SARC Williams Review

Benchmark assessments are administered 4 times per year (beginning, trimesters 1, 2, and 3). Progress Monitoring | | | | |

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				assessments are administered between benchmark windows and are used to monitor progress towards meeting individual goals.				
Need: Increase support services for students and families

Metric: SARC High percentage of at risk student population. High number of referrals to special education and Mental Health Services. Our RSP program is impacted with an average caseload of between 25-28 | Engagement: Gerber School has a high percentage of students that are low performing and at risk (SARC). We have a high number of counseling and mental health referrals and we believe that increased services are necessary to ensure students at risk are receiving appropriate referrals and services.

Increase student services; including but not limited to; counseling/student services, parent | All | All | 1. Increase counseling services by one day. Explore grant opportunity with TCDE for increased counseling services. Increase parental involvement, and community outreach as measured by | Students and families will get social and emotional support. School connectedness will increase creating a positive school culture that inspires learning and fosters students sense of pride and self worth. | Students and families will get social and emotional support. School connectedness will increase creating a positive school culture that inspires learning and fosters students' sense of pride and self worth. | Students and families will get social and emotional support. School connectedness will increase creating a positive school culture that inspires learning and fosters students' sense of pride and self worth. | Engagement: Priority 3, 5, and 6 |

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students. Gerber School has had an increase in the number of students referred to special education or requiring a BSP due to extreme behavior issues.	involvement, and community outreach. Extra counseling/student service time will be used to support 7-8 grade students, at risk and foster youth students, as well as to outreach to local support agencies; such as, mental health and MediCal. Increase resiliency awareness. Staff will attend the Rachel's Challenge inservice with Tehama County Department of Education and other neighboring schools. Gerber School will consider implementing Rachel's Challenge at the school site through student assemblies, supplemental curriculum, and student support services. Implement Nurtured Heart districtwide.			attendance rates at Back to School Night and NEU Parent Forum. Increase resiliency awareness by attending Rachel's Challenge in-service. Implement Nurtured Heart by spring of 2016. Administrator and teacher lead attend summer training and begin site needs assessment, behavior matrix, and site implementation. 2. Hire a full				

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				time Counselor/Student Services employee. 3. Continue to employ a Counselor/Student Services employee.				
Need: Increase student enrichment opportunities and extended learning opportunities. Metric: TK SES SARC SSC Early Back SERRF Summer SERRF College Options	Enrichment: The district has had to decrease enrichment opportunities over the past several years due to budget constraints. We eliminated both a music teacher and a technology aide. We believe that students need a balanced education that provides enrichment opportunities. Our goal is to increase student enrichment opportunities as funding permits. Provide Extended Day Learning Opportunities: Expand our Transitional Kindergarten (TK) program to include all students who will turn 5 by	All	All	1. Increase instructional minutes for students. Hire a part time TK teacher. Continue to partner with College Options and other college outreach programs/opportunities. Continue to partner with SERRF, First 5 and other outreach programs. If funds permit,	Extended day learning opportunities: More instructional time. TK--Four to five year old students will have a more structured early learning opportunity increasing school readiness and success in kindergarten. Expanding our TK program also allows our PreSchool to provide increased services to 0-3 year olds in the district.	Students will have more time at school. TK: Four to five year old students will have a more structured early learning opportunity increasing school readiness and success in kindergarten. Expanding our TK program also allows our PreSchool to provide increased services to 0-3 year olds in the district. Music and PE	All students will have more time in school. TK: Four to five year old students will have a more structured early learning opportunity increasing school readiness and success in kindergarten. Expanding our TK program also allows our PreSchool to provide increased services to 0-3 year olds in the district. Music and PE	Conditions of Learning, Pupil Outcomes, Engagement-- Priority 5, 6, 7, and 8

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	May 1st. Increase the school day for all students. As funding permits, hire a part or full time Physical Education (PE) and/or music teacher. Continue partnering with College Options and other college outreach programs/opportunities. Provide SES services, SERRF, Summer SERRF, and Early Back. Partner with First 5. Employ a CDS teacher and 2 instructional aides to work in the CDS classroom with students that have not demonstrated success either academically or behaviorally or both in the regular education setting.			hire a PE and/or music teacher. Continue to offer extended day learning opportunities including CDS. Pursue bringing The Royal King Dance production to Gerber School. 2. Continue to provide extended day learning opportunities for all students. Hire a part time PE teacher. Continue to employ a part time TK teacher. 3. Continue to	SERRF, Summer SERRF, Early Back CDS--offers an alternative setting for 4-8 grade students that have not been successful in the regular education setting Music and PE Teacher: Students will have more enrichment opportunities. College Outreach: Increase student college and career readiness	Teacher: Students will have more enrichment opportunities.	Teacher: Students will have more enrichment opportunities.	

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				provide extended day learning opportunities for all students. Hire a part time music teacher. Continue to employ a part time TK teacher and a part time PE teacher.				
Need: Provide an engaging school culture that inspires learning and promotes college and career readiness. Increase parent and student engagement. Metric: 21st Century Learning Common Core Parent Survey	Parent Involvement: The Gerber Elementary School District will promote the involvement of parents and community members in the education of all students. We will update the Parental Involvement Policy during the 2014-2015 school year. School will improve and increase parent outreach strategies each year as measured by attendance at Back to School Night and No Excuses University (NEU) Parent Forums/Title 1 meetings. The district's goal is to increase the	All	All	1. Update Parent involvement Policy. Measure parent attendance rates for Back to School Night and the NEU Parent Forum by sign-in sheets. LCAP 3 year plan is to increase the attendance rate from the	Increased school parent involvement. Parents will be better informed and connected to the school. We believe that bridging the gap between home and school will result in increased overall academic achievement for all students. Increase student engagement by	Increased school parent involvement. Parents will be better informed and connected to the school. We believe that bridging the gap between home and school will result in increased overall academic achievement for all students. College and career going	Increased school parent involvement. Parents will be better informed and connected to the school. We believe that bridging the gap between home and school will result in increased overall academic achievement for all students. College and career going	Engagement: Priority 3, 5 and 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	attendance rate at Back to School Night and NEU Parent Forums by at least 6% each year with a goal of 70% overall parent/guardian attendance rate by the 2016-2017 school year. The parent attendance rate for the 2013-2014 school year was 52%. The district will provide multiple ways for parental involvement including but not limited to: Back to School Night, Open House, Student Awards Assemblies, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if sponsored by a university), Movie Nights, School Site Council, ELAC/DELAC, Family Nights, Nurturing Parenting Classes, First 5 Pupil Engagement: Continue to be a member of the No Excuses University network. Build a positive school culture			current 52% to 70% by the 2016-2017 school year. The district's yearly goal for the next three (3) years is to increase the parent attendance rate by at least 6% each year until an attendance rate of no less than 70% is attained. At the point when there is a 70% attendance rate new yearly goals will be established. Membership of the NEU network (school culture) Implementation of Rachel's	creating a college and career going culture; increasing student connectedness to the school and community; and provide a consistent school-wide positive behavior support system	culture Increase student connectedness to the school and community Provides a consistent school-wide positive behavior support system	culture Increase student connectedness to the school and community Provides a consistent school-wide positive behavior support system	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	including a positive behavior support system (Nurtured Heart). Promote an anti-bullying culture. Use Rusty May (anti-bullying message) daily for all students TK-8. As funding permits, provide age appropriate Rachel's Challenge assemblies for students and community.			Challenge (student centered--student/community engagement).

Results from Healthy Kids Survey Beginning implementation of the Nurtured Heart Approach (system centered--positive behavior support system/school-wide). Advanced training in June 2014.

2. Measure parent attendance rates for Back to School Night and the | | | | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				NEU Parent Forum by sign-in sheets. LCAP 3 year plan is to increase the attendance rate from the current __% to 70% by the 2016-2017 school year. The district's yearly goal for the next two (2) years is to increase the parent attendance rate by at least 6% each year until an attendance rate of no less than 70% is attained. At the point when there is a 70% attendance rate new yearly goals will be established.				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				Membership of the NEU network (school culture) Implementation of Rachel's Challenge (student centered--student/community engagement). Results from Rachel's Challenge student survey. Results from the Healthy Kids Survey. Full implementation of the Nurtured Heart Approach (system centered--positive behavior support system/school				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				-wide). Implementation 3. Measure parent attendance rates for Back to School Night and the NEU Parent Forum by sign-in sheets. LCAP 3 year plan is to increase the attendance rate from the current __% to 70% by the 2016-2017 school year. The district's yearly goal for this year is to increase the parent attendance rate by at least __% to reach the overall 3 year goal of				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				70%. Membership of the NEU network (school culture) Continue to build on Rachel's Challenge (student centered-- student/community engagement). Results from Rachel's Challenge student survey. Results from the Healthy Kids Survey. Nurtured Heart (system centered-- positive behavior support system/school -wide).				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Increase technology infrastructure and awareness. Implement CCSS and prepare for CASPP. Update Technology Plan.

Metric: 21st Century Learning Common Core Tech Plan | The district will hire a technology teacher and update the Technology Plan during the 2013-2014 and 2014-2015 school years. The new Technology Plan will identify how technology will be implemented and supported over the next three years. The plan will align to the implementation of the common core state standards, CASPP, Science, Technology, Engineering, and Math (STEM), enrichment/engagement activities for students, and professional development for staff, students, and parents. | All | All | 1. Hire a technology teacher. Update and implement technology plan. 2. Continue to employ a full time technology teacher. 3. Continue to employ a full time technology teacher. Upgrade technology based on Technology Plan. | Student awareness and skill in technology and STEM will increase, better preparing them for 21st Century Learning, college and careers. Students will be strongly supported as they learn the new standards and prepare for the CASPP. Teachers and staff will be better trained and supported as they implement the common core state standards and prepare for the new accountability system (CASPP). | Teachers will be better trained and supported as they continue to implement the common core state standards and prepare students for the CASPP. | Teachers will be better trained and supported as they continue to implement the common core state standards and prepare students for the CASPP. | All: Priorities 2 & 7 |
| Need: Implement the Common Core State Standards K-8 and prepare for full implementation of | The Gerber Elementary School District will implement the California Common Core State Standards (CCSS) and test all students in grades | All | All | 1. Teacher implementation. CASPP test results. 2. Teacher | Students will be better prepared for common core, 21st Century Learning, college, and careers. | Students will be better prepared for college and careers. | Students will be better prepared for college and careers. | Conditions of Learning: Priority 2 Pupil Outcomes: Priority 4 and 8 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
CASPP Metric: Common Core CASSP	3-8 using the CASPP during the 2013-2014 school year.			implementation. CASPP test results. 3. Teacher implementation. CASPP test results.				
Need: Provide ongoing professional development to staff Metric: APY-PI Year 2 Common Core CASSP PD Survey	Conditions of Learning: By June 2017 teachers and administrators will participate in professional learning opportunities that are focused on standards-based/standards-aligned instruction and materials, the implementation of the ELD Standards in tandem with the California Common Core State Standards for ELA/Math, and the use of effective instructional strategies, such as the Gradual Release of Responsibility. Overall literacy and knowledge for the common core standards will increase from 50% to 70% as measured by locally developed tools. Pupil Outcomes: By April	All	All	1. Measure the percentage of teachers/administrators who participated in professional development focused on common core implementation and ELD Standards by using sign-in sheet documentation. Using the locally developed tool, measure teacher/administrator's increase in knowledge of	Students will have teachers and staff that will be better prepared to implement the new common core state standards and CASPP. Teachers will be better prepared to differentiate instruction to meet students individual needs. In addition, teachers and staff will be better prepared to address students social and emotional needs. This will lead to more confident	Teachers will be better prepared to implement and teach the new common core state standards. Teachers will be better prepared to implement the new curriculum.	Teachers will be better prepared to implement and teach the new common core state standards as well implement the new curriculum.	All

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	2017, 100% of teachers and administrators will receive professional development on new curriculum adoption and common core.

Engagement: By June 2017 100% of teachers and administrators will participate in professional development related to improving parent and student engagement and school climate. | | | the ELA-ELD framework. Administrators will monitor CCSS implementation through walk-thrus and observations. 2. Measure the percentage of teachers/administrators who participated in professional development focused on common core implementation and ELD Standards by using sign-in sheet documentation. Using the locally developed tool, measure teacher/administrator's increase in knowledge of | students and higher student achievement. | | | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				common core and ELD standards. Measure the percentage of teachers/administrators who participated in professional development focused on the new curriculum adoption. 3. Measure the percentage of teachers/administrators who participated in professional development focused on common core implementation, ELD and new curriculum. Use the locally developed tool to measure				

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				teacher/administrator's increase in knowledge of the common core and ELD standards and new curriculum adoption.				
Need: Provide support services for our at risk students and English learners. Metric: APY-PI Year 2 CELDT	The Gerber Elementary School District will implement a Response to Intervention (RTI) and English learner development (ELD) model of student support services. Students are identified based on their results from state and local assessments and RTI and ELD is designed to target specific learning deficiencies and help students make growth towards state defined expectations and proficiency levels in ELA, math, ELD and behavior. Supplemental programs	All	All	1. Employ a full time ELD and RTI teacher. Implement RTI and ELD for grades K-8. Employ a full time CDS teacher and two CDS instructional assistants. 2. Hire additional full time RTI teacher 3. Continue to employ 2 full time RTI	At risk students will receive Increased services that are targeted to their specific needs.	At risk students will receive Increased services which will result in higher student achievement.	At risk students will receive Increased services which will result in higher student achievement.	All

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	are used to differentiate instruction for students; these include but are not limited to: HM60 (ELD-- grades K-5); Inside, National Geographic/Hampton Brown (grades 4-8); Reading Mastery (grades 2-8); SIPPS (grades k-2); Renaissance Programs: Accelerated Math, Math Facts in a Flash; Success Maker; Read Naturally; other Math Fact software; and Imagine Learning. The district will operate a Community Day School (CDS) for students in grades 4-8 who are not demonstrating success in the regular education setting.			teachers and one full time ELD teacher				
Need: Provide facilities that are adequate and maintained in good repair to ensure a safe and healthy	Employ staff that are highly qualified. By June 2017, all GUESD facilities will be maintained in good repair pursuant to EC 17002(d).	All	All	1. Employ highly qualified staff and maintain facilities in good repair Publish SARC	Student's will be taught by highly qualified teachers. Students will have a safe, clean, and well	Students are provided a free and appropriate education on grounds that are well kept, safe and inspire learning.	Students will be provided a free and appropriate education on grounds that are well kept, safe and inspire learning.	Priority 1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
student learning environment. Employ staff that are highly qualified. Metric: Williams Review SARC				Pass Williams Review 2. Maintain facilities and operations 3. Continue to maintain and operate a safe learning environment for staff and students	maintained environment to learn.			
Need: Increase quality of and participation in the Cafeteria Program. Metric: Parent survey SSC Cafe Review Cafe participation rate	Increase participation for all students in the Cafeteria Program. Gerber School will explore options that increase offerings to encourage student participation. The district has hired an outside consultant to examine our current program and offer suggestions for improvement. To improve the culture in the cafeteria, the district will consider implementing a Recess Before Lunch program, as well as	All	All	1. Hire a consultant for cafeteria review. Administration will look into the Recess Before Lunch program. Keep Wellness Policy updated and implemented. 2. Keep Wellness Policy updated and	Students will have healthy meal choices that promote healthy lifestyles. Students will discard less food.	Students will have healthy meal choices that promote healthy lifestyles. Students will discard less food.	Students will have healthy meal choices that promote healthy lifestyles. Students will discard less food.	Priority 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	adding visual or auditory experiences for students.			implemented. 3. Keep Wellness Policy updated and implemented.				

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
By June 2017, the percentage of all students making growth towards attaining proficiency in Reading/Language Arts will increase by 5% per year as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Reading/Language Arts.

By June 2017, the percentage of all students making growth towards attaining proficiency in Math will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmark assessment (Renaissance STAR assessments), in | 1, 2, 3, 4, 5, 7, & 8 | Priority One: Basic Conditions/Williams GUESD will also maintain the CSR ratio of 24-1.

2.
Priority One: Basic Conditions/Williams GUESD will also maintain the CSR ratio of 20-1.

3.
Priority One: Basic Conditions/Williams GUESD will also maintain the CSR ratio of 20-1. | | | CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 240000
CSR benefits 3000-3999: Employee Benefits Supplemental 95000 | CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 244800
CSR benefits 3000-3999: Employee Benefits Supplemental 96900 | CSR Salaries 1000-1999: Certificated Personnel Salaries Supplemental 249700
CSR Benefits 3000-3999: Employee Benefits Supplemental 98840 |
| | | Priority Two: Implementation of State Standards, Common Core
To assist in increasing Math and LA proficiency new curriculum will be adopted and purchased that aligns with the common core state standards and teachers will receive professional development on the new curriculum and standards so that it will be effective with students. | | | Curriculum (ELA, math, ELD) and technology 4000-4999: Books And Supplies Other 76567
Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 15000 | Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Other 76567
Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 15000 | Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Other 76567
Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 15000 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
percentage of English learners attaining growth in language proficiency, as measured by the CELDT, will increase by one level each year between kindergarten and sixth grade in order to move toward state-defined expectations for proficiency in English Language Development.		2. Priority Two: Implementation of State Standards, Common Core To assist in increasing Math and LA proficiency new curriculum will be adopted and purchased that aligns with the common core state standards and teachers will receive professional development on the new curriculum and standards so that it will be effective with students. 3. Priority Two: Implementation of State Standards, Common Core To assist in increasing Math and LA proficiency new curriculum will be adopted and purchased that aligns with the common core state standards and teachers will receive professional development on the new curriculum and standards so that it will be effective with students.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
		Priority Three: Parent Involvement The district will host parent informational nights to explain the new curriculum and answer questions. Minimal costs for outreach is expected. 2. Priority Three: Parent Involvement The district will host parent informational nights to explain the new curriculum and answer questions. Minimal costs for outreach is expected. 3. Priority Three: Parent Involvement The district will host parent informational nights to explain the new curriculum and answer questions. Minimal costs for outreach is expected.				Parent Involvement 4000-4999: Books And Supplies Base 100	Parent Involvement 4000-4999: Books And Supplies Base 100	Parent Involvement 4000-4999: Books And Supplies Base 100

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Priority Four: Pupil Acheivement To properly monitor student achievement, computer systems will be maintained and enhanced to allow teachers and administrators the opportunity to have ready access to student data.

2. Priority Four: Pupil Acheivement To properly monitor student achievement, computer systems will be maintained and enhanced to allow teachers and administrators the opportunity to have ready access to student data.

3. Priority Four: Pupil Acheivement To properly monitor student achievement, computer systems will be maintained and enhanced to allow teachers and administrators the opportunity to have ready access to student data. | | | State testing

CELDT

Data management systems 5000-5999: Services And Other Operating Expenditures Base 14500 | State testing

CELDT

Data management systems 5000-5999: Services And Other Operating Expenditures Base 14500 | State testing

CELDT

Data management systems 5000-5999: Services And Other Operating Expenditures Base 14500 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Priority Five: Pupil Engagement Student incentives will continue to be a priority of the district. Student incentives have been proven to help increase student participation and promote academic success. 2. Priority Five: Pupil Engagement Student incentives will continue to be a priority of the district. Student incentives have been proven to help increase student participation and promote academic success. 3. Priority Five: Pupil Engagement Student incentives will continue to be a priority of the district. Student incentives have been proven to help increase student participation and promote academic success.			Student awards 0000: Unrestricted Base 4000	Student awards 0000: Unrestricted Base 4000	Student awards 0000: Unrestricted Base 4000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Multiple Priorities (4 & 8) related to Pupil Achievement: The district will maintain curriculum enhancing software to supplement the core curriculum being taught in the classroom. 2. Multiple Priorities (4 & 8) related to Pupil Achievement: The district will maintain curriculum enhancing software to supplement the core curriculum being taught in the classroom. 3. Multiple Priorities (4 & 8) related to Pupil Achievement: The district will maintain curriculum enhancing software to supplement the core curriculum being taught in the classroom.			Software programs: Renaissance, Pearson, Imagine Learning 5000-5999: Services And Other Operating Expenditures Supplemental 14000	Software programs: Renaissance, Pearson, Imagine Learning 5000-5999: Services And Other Operating Expenditures Supplemental 14000	Software programs: Renaissance, Pearson, Imagine Learning 5000-5999: Services And Other Operating Expenditures Supplemental 14000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Priority Seven: Course Access The district will maintain its current level of curriculum purchases related to math, reading, social studies, science and other core subjects. The district will also achieve student improvement through maintenance of the Media Resource Center staff, books and software. Fiscal outlook permitting, the district would eventually like to see the addition of a PE teacher and restore the music program. The district has committed to an annual technology purchase amount of $10,000 to maintain the level of existing hardware in the district.			Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 18099 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 23000 Media center, music, PE, language 2000-2999: Classified Personnel Salaries Supplemental 20200 Technology (hardware) 4000-4999: Books And Supplies Base 10000	Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 18099 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 23000 Media center, music, PE, language 2000-2999: Classified Personnel Salaries Supplemental 20600 Technology (hardware) 4000-4999: Books And Supplies Base 10000	Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 18099 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 23000 Media center, music, PE, language 2000-2999: Classified Personnel Salaries Supplemental 21020 Technology (hardware) 4000-4999: Books And Supplies Base 10000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		2. Priority Seven: Course Access The district will maintain its current level of curriculum purchases related to math, reading, social studies, science and other core subjects. The district will also achieve student improvement through maintenance of the Media Resource Center staff, books and software. Fiscal outlook permitting, the district would eventually like to see the addition of a PE teacher and restore the music program. The district has committed to an annual technology purchase amount of $10,000 to maintain the level of existing hardware in the district.						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Priority Seven: Course Access The district will maintain its current level of curriculum purchases related to math, reading, social studies, science and other core subjects. The district will also achieve student improvement through maintenance of the Media Resource Center staff, books and software. Fiscal outlook permitting, the district would eventually like to see the addition of a PE teacher and restore the music program. The district has committed to an annual technology purchase amount of $10,000 to maintain the level of existing hardware in the district.						
Engagement: Gerber School has a high percentage of students that are low performing and at risk (SARC). We have a high number of counseling and mental health referrals and we believe that increased services are necessary to	Engagement: Priority 3, 5, and 6	Priority Three: Parent Involvement 2. Priority Three: Parent Involvement 3. Priority Three: Parent Involvement			Parent and community outreach *communication 5000-5999: Services And Other Operating Expenditures Base 1000	Parent and community outreach *communication 5000-5999: Services And Other Operating Expenditures Base 1000	Parent and community outreach *communication 5000-5999: Services And Other Operating Expenditures Base 1000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
ensure students at risk are receiving appropriate referrals and services.

Increase student services; including but not limited to; counseling/student services, parent involvement, and community outreach. Extra counseling/student service time will be used to support 7-8 grade students, at risk and foster youth students, as well as to outreach to local support agencies; such as, mental health and MediCal.

Increase resiliency awareness. Staff will attend the Rachel's Challenge inservice with Tehama County Department of Education and other | | Priority Six: School Climate Parent outreach and information nights regarding Common Core, NEU and Rachel's Challenge will be held to promote parent/student engagement and develop a relationship with parents that will foster an educational partnership focused on improving student achievement.

2.
Priority Six: School Climate Parent outreach and information nights regarding Common Core, NEU and Rachel's Challenge will be held to promote parent/student engagement and develop a relationship with parents that will foster an educational partnership focused on improving student achievement. | | | Parent and community outreach *media/advertising

5000-5999: Services And Other Operating Expenditures Base 100 | Parent and community outreach *media/advertising

5000-5999: Services And Other Operating Expenditures Base 100 | Parent and community outreach *media/advertising

5000-5999: Services And Other Operating Expenditures Base 100 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
services. Implement Nurtured Heart districtwide.		3. Priority Six: School Climate Parent outreach and information nights regarding Common Core, NEU and Rachel's Challenge will be held to promote parent/student engagement and develop a relationship with parents that will foster an educational partnership focused on improving student achievement.					
		Priority Five: Student Engagement 2. Priority Five: Student Engagement 3. Priority Five: Student Engagement			Maintain Counselor/psychology services, will increase as finances permit. 7000-7439: Other Outgo Supplemental 24000	Maintain Counselor/psychology services, will increase as finances permit. 7000-7439: Other Outgo Supplemental 24000	Maintain Counselor/psychology services, will increase as finances permit. 7000-7439: Other Outgo Supplemental 24000
Enrichment: The district has had to decrease enrichment opportunities over the past several years due to budget constraints. We eliminated both a music teacher and a technology aide. We believe that students need a balanced education that provides enrichment opportunities. Our goal is to increase	Conditions of Learning, Pupil Outcomes, Engagement--Priority 5, 6, 7, and 8	Priority One: Basic Conditions/Williams GUESD will increase the instructional day to achieve the goal of increasing Math and LA proficiency by 5%.			Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 95500 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 36300	Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 97410 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 37026	Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 99360 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 37770

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
student enrichment opportunities as funding permits.

Provide Extended Day Learning Opportunities: Expand our Transitional Kindergarten (TK) program to include all students who will turn 5 by May 1st. Increase the school day for all students. As funding permits, hire a part or full time Physical Education (PE) and/or music teacher. Continue partnering with College Options and other college outreach programs/opportunities. Provide SES services, SERRF, Summer SERRF, and Early Back. Partner with First 5. Employ a CDS teacher and 2 instructional aides to work in the CDS classroom with students that have not demonstrated success either academically or behaviorally or both in the regular education setting | | 2.
Priority One: Basic Conditions/Williams
GUESD will increase the instructional day to achieve the goal of increasing Math and LA proficiency by 5%.

3.
Priority One: Basic Conditions/Williams
GUESD will increase the instructional day to achieve the goal of increasing Math and LA proficiency by 5%. | | | | | |
| | | Priority Seven: Course Access
Priority Five: Student Engagement
Priority Six: School Climate
Increasing staff in a variety of areas will increase instructional time and also allow students enrichment opportunities. | | | College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000 | College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000

Transitional Kindergarten Teacher 1000-1999: Certificated Personnel Salaries Supplemental 28000

TK benefits 3000-3999: Employee Benefits Supplemental 10800 | College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000

Transitional Kindergarten Teacher 1000-1999: Certificated Personnel Salaries Supplemental 28560

TK benefits 3000-3999: Employee Benefits Supplemental 11020

Music Teacher 1000-1999: Certificated Personnel Salaries Base 28000

Music Benefits 3000-3999: Employee Benefits Base 10800 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		2. Priority Seven: Course Access Priority Five: Student Engagement Priority Six: School Climate Increasing staff in a variety of areas will increase instructional time and also allow students enrichment opportunities. 3. Priority Seven: Course Access Priority Five: Student Engagement Priority Six: School Climate Increasing staff in a variety of areas will increase instructional time and also allow students enrichment opportunities.						PE Teacher 1000-1999: Certificated Personnel Salaries Base 40000 PE Benefits 3000-3999: Employee Benefits Base 15500
		Priority Eight: Other Student Outcomes The school will continue to provide substitues for two teachers to administer the Physical Fitness Testing until such time as a PE Teacher is hired.			Physical Fitness Test 0001-0999: Unrestricted: Locally Defined Base 400	Physical Fitness Test 1000-1999: Certificated Personnel Salaries Base 400	Physical Fitness Test 1000-1999: Certificated Personnel Salaries Base 400

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		2. Priority Eight: Other Student Outcomes The school will continue to provide substitues for two teachers to administer the Physical Fitness Testing until such time as a PE Teacher is hired. 3. Priority Eight: Other Student Outcomes The school will continue to provide substitues for two teachers to administer the Physical Fitness Testing until such time as a PE Teacher is hired.					
Parent Involvement: The Gerber Elementary School District will promote the involvement of parents and community members in the education of all students. We will update the Parental Involvement Policy during the 2014-2015 school year. School will improve and increase parent outreach strategies each year as measured by	Engagement: Priority 3, 5 and 6	Priority Six: School Climate Priority Five: Pupil Engagement 2. Priority Six: School Climate Priority Five: Pupil Engagement 3. Priority Six: School Climate Priority Five: Pupil Engagement			NEU and Rachel's Challenge Gerber School will sent teams to professional development workshops to enhance and bring back knowledge of these programs and how they will improve the school climate and student engagement. 5000-5999: Services And Other Operating Expenditures Supplemental 15000	NEU and Rachel's Challenge Gerber School will sent teams to professional development workshops to enhance and bring back knowledge of these programs and how they will improve the school climate and student engagement. 5000-5999: Services And Other Operating Expenditures Supplemental 15000	NEU and Rachel's Challenge Gerber School will sent teams to professional development workshops to enhance and bring back knowledge of these programs and how they will improve the school climate and student engagement. 5000-5999: Services And Other Operating Expenditures Supplemental 15000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
attendance at Back to School Night and No Excuses University (NEU) Parent Forums/Title 1 meetings. The district's goal is to increase the attendance rate at Back to School Night and NEU Parent Forums by at least 6% each year with a goal of 70% overall parent/guardian attendance rate by the 2016-2017 school year. The parent attendance rate for the 2013-2014 school year was 52%. The district will provide multiple ways for parental involvement including but not limited to: Back to School Night, Open House, Student Awards Assemblies, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if					Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100	Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100	Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100
		Priority Five: Pupil Engagement Pupil services will be increased as finances permit. The goal being to increase services one day in 14/15. 2. Priority Five: Pupil Engagement Pupil services will be increased as finances permit. The goal being to increase services one day in 15/16 3. Priority Five: Pupil Engagement Pupil services will be increased as finances permit. The goal being to increase services one day in 15/16.			Counselor and Psychological services 7000-7439: Other Outgo Concentration 16000	Counselor and Psychological services 7000-7439: Other Outgo Concentration 16000	Counselor and Psychological services 7000-7439: Other Outgo Concentration 24000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Nurturing Parenting Classes, First 5

Pupil Engagement: Continue to be a member of the No Excuses University network. Build a positive school culture including a positive behavior support system (Nurtured Heart). Promote an anti-bullying culture. Use Rusty May (anti-bullying message) daily for all students TK-8. As funding permits, provide age appropriate Rachel's Challenge assemblies for students and community. | | Priority Three: Parent Involvement Many of the following listed items have no monitary value, however, are important and are listed as goals. Minimal costs for flyers may apply.

2. Priority Three: Parent Involvement Many of the following listed items have no monitary value, however, are important and are listed as goals. Minimal costs for flyers may apply.

3. Priority Three: Parent Involvement Many of the following listed items have no monitary value, however, are important and are listed as goals. Minimal costs for flyers may apply. | | | Parent notification system 5000-5999: Services And Other Operating Expenditures Base 600

Parent education

BTSN event

Online report cards

Online reporting systems and communication

Parent outreach

Community outreach | Parent notification system 5000-5999: Services And Other Operating Expenditures Base 600

Parent education

BTSN event

Online report cards

Online reporting systems and communication

Parent outreach

Community outreach | Parent notification system 5000-5999: Services And Other Operating Expenditures Base 600

Parent education

BTSN event

Online report cards

Online reporting systems and communication

Parent outreach

Community outreach |
| The district will hire a technology teacher and update the Technology Plan during the 2013-2014 and 2014-2015 school years. The new Technology Plan will | All: Priorities 2 & 7 | Priority Seven: Course Access

2. Priority Seven: Course Access

3. Priority Seven: Course Access | | | Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30000 | Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30000 | Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30000 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
identify how technology will be implemented and supported over the next three years. The plan will align to the implementation of the common core state standards, CASPP, Science, Technology, Engineering, and Math (STEM), enrichment/engage ment activities for students, and professional development for staff, students, and parents.					Software Programs	Software Programs 5000-5999: Services And Other Operating Expenditures Supplemental 6000	Software Programs
		Priority Two: Implementation of State Standards 2. Priority Two: Implementation of State Standards 3. Priority Two: Implementation of State Standards			Professional development 5800: Professional/Consulting Services And Operating Expenditures Other 2000 Curriculum (tech) 4000-4999: Books And Supplies Supplemental	Professional development 5800: Professional/Consulting Services And Operating Expenditures Other 2000 Curriculum (tech) 4000-4999: Books And Supplies Supplemental 6000	Professional development 5800: Professional/Consulting Services And Operating Expenditures Other 2000 Curriculum (tech) 4000-4999: Books And Supplies Supplemental
The Gerber Elementary School District will implement the California Common Core State Standards (CCSS) and test all students in grades 3-8 using the CASPP during the 2013-2014 school year.	Conditions of Learning: Priority 2 Pupil Outcomes: Priority 4 and 8	Multiple Priorities 2. Multiple Priorities 3. Multiple Priorities			Priority 4 & 8 ~CASPP testing ~practice tests ~typing programs	Priority 4 & 8 ~CASPP testing ~practice tests ~typing programs	Priority 4 & 8 ~CASPP testing ~practice tests ~typing programs
		Priority Two: Implementation of CCSS Costs for the following goals are included in Action 1, 1.2 2. Priority Two: Implementation of CCSS Costs for the following goals are included in Action 1, 1.2			common core curriculum technology	common core curriculum technology	common core curriculum technology

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Priority Two: Implementation of CCSS Costs for the following goals are included in Action 1, 1.2					
Conditions of Learning: By June 2017 teachers and administrators will participate in professional learning opportunities that are focused on standards-based/standards-aligned instruction and materials, the implementation of the ELD Standards in tandem with the California Common Core State Standards for ELA/Math, and the use of effective instructional strategies, such as the Gradual Release of Responsibility. Overall literacy and knowledge for the common core standards will increase from 50% to 70% as measured by locally developed tools.	All	Costs for the goals have alreay been included in Action 1, 1.2. 2. Costs for the goals have alreay been included in Action 1, 1.2. 3. Costs for the goals have alreay been included in Action 1, 1.2.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Pupil Outcomes: By April 2017, 100% of teachers and administrators will receive professional development on new curriculum adoption and common core. Engagement: By June 2017 100% of teachers and administrators will participate in professional development related to improving parent and student engagement and school climate.							
The Gerber Elementary School District will implement a Response to Intervention (RTI) and English learner development (ELD) model of student support services. Students are identified based on their results from state and local assessments and RTI and ELD is designed to target	All	Priority Four: Student Achievement Priority Seven: Course Access GUESD will maintain ELD, RTI and CDS programs. 2. Priority Four: Student Achievement Priority Seven: Course Access GUESD will maintain ELD, RTI and CDS programs.			ELD Teacher 1000-1999: Certificated Personnel Salaries Concentration 48600 ELD benefits 3000-3999: Employee Benefits Concentration 18500 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 50700 RTI benefits 3000-3999: Employee Benefits Concentration 19300 CDS teacher 1000-1999: Certificated Personnel Salaries Base 80000	ELD Teacher 1000-1999: Certificated Personnel Salaries Concentration 49572 ELD benefits 3000-3999: Employee Benefits Concentration 18870 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 51714 RTI benefits 3000-3999: Employee Benefits Concentration 19686 CDS teacher 1000-1999: Certificated Personnel Salaries Base 81600	ELD Teacher 1000-1999: Certificated Personnel Salaries Concentration 50560 ELD benefits 3000-3999: Employee Benefits Concentration 19250 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 52750 RTI benefits 3000-3999: Employee Benefits Concentration 20080 CDS teacher 1000-1999: Certificated Personnel Salaries Base 83232

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
specific learning deficiencies and help students make growth towards state defined expectations and proficiency levels in ELA, math, ELD and behavior.

Supplemental programs are used to differentiate instruction for students; these include but are not limited to: HM60 (ELD--grades K-5); Inside, National Geographic/Hampton Brown (grades 4-8); Reading Mastery (grades 2-8); SIPPS (grades k-2); Renaissance Programs: Accelerated Math, Math Facts in a Flash; Success Maker; Read Naturally; other Math Fact software; and Imagine Learning.

The district will operate a Community Day School (CDS) for students in grades 4-8 who are not demonstrating success in the | | 3.
Priority Four: Student Achievement
Priority Seven: Course Access
GUESD will maintain ELD, RTI and CDS programs. | | | CDS benefits 3000-3999: Employee Benefits Base 30600

RTI and CDS Aides 2000-2999: Classified Personnel Salaries Supplemental 50000

Aides benefits 3000-3999: Employee Benefits Supplemental 14000 | CDS benefits 3000-3999: Employee Benefits Base 31212

RTI and CDS Aides 2000-2999: Classified Personnel Salaries Supplemental 51000

Aides benefits 3000-3999: Employee Benefits Supplemental 14280 | CDS benefits 3000-3999: Employee Benefits Base 31840

RTI and CDS Aides 2000-2999: Classified Personnel Salaries Supplemental 52020

Aides benefits 3000-3999: Employee Benefits Supplemental 14565 |
| | | Priority Four: Student Achievement
2. Priority Four: Student Achievement
3. Priority Four: Student Achievement | | | Increase instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3100 | Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3100 | Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3100 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
regular education setting.							
Employ staff that are highly qualified. By June 2017, all GUESD facilities will be maintained in good repair pursuant to EC 17002(d).	Priority 1	Priority One: Basic Services/Williams 2. Priority One: Basic Services/Williams 3. Priority One: Basic Services/Williams			Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 140000 benfits 3000-3999: Employee Benefits Base 57500 maintenance supplies 4000-4999: Books And Supplies Base 28000 facilities 5000-5999: Services And Other Operating Expenditures Base 104500	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 142800 benfits 3000-3999: Employee Benefits Base 58650 maintenance supplies 4000-4999: Books And Supplies Base 28000 facilities 5000-5999: Services And Other Operating Expenditures Base 104500	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 145656 benfits 3000-3999: Employee Benefits Base 59825 maintenance supplies 4000-4999: Books And Supplies Base 28000 facilities 5000-5999: Services And Other Operating Expenditures Base 104500
Increase participation for all students in the Cafeteria Program. Gerber School will explore options that increase offerings to encourage student participation. The district has hired an outside consultant to examine our current program and offer suggestions for improvement. To improve the culture in the cafeteria, the district will consider implementing a Recess Before Lunch program, as	Priority 6	Priority Five: Student Engagement Priority Six: School Climate The improvements made to the cafeteria setting are intended to increase meal program participation, but to primarily increase student success by ensuring students are not hungry and therefore, distracted from learning.				Purchase screens for MYP to maximize learning time. 4000-4999: Books And Supplies Base 2000	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
well as adding visual or auditory experiences for students.		2. Priority Five: Student Engagement Priority Six: School Climate The improvements made to the cafeteria setting are intended to increase meal program participation, but to primarily increase student success by ensuring students are not hungry and therefore, distracted from learning. 3. Priority Five: Student Engagement Priority Six: School Climate The improvements made to the cafeteria setting are intended to increase meal program participation, but to primarily increase student success by ensuring students are not hungry and therefore, distracted from learning.					

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
By June 2017, the percentage of all students making growth towards attaining proficiency in Reading/Language Arts will increase by 5% per year as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Reading/Language Arts. By June 2017, the percentage of all students making growth towards attaining proficiency in Math will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmark assessment (Renaissance STAR assessments), in	1, 2, 3, 4, 5, 7, & 8						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
order to move toward state defined expectations for proficiency in Mathematics. By June 2017, the percentage of English learners attaining growth in language proficiency, as measured by the CELDT, will increase by one level each year between kindergarten and sixth grade in order to move toward state-defined expectations for proficiency in English Language Development.							
Engagement: Gerber School has a high percentage of students that are low performing and at risk (SARC). We have a high number of counseling and mental health referrals and we believe that	Engageme nt: Priority 3, 5, and 6						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
increased services are necessary to ensure students at risk are receiving appropriate referrals and services. Increase student services; including but not limited to; counseling/student services, parent involvement, and community outreach. Extra counseling/student service time will be used to support 7-8 grade students, at risk and foster youth students, as well as to outreach to local support agencies; such as, mental health and MediCal. Increase resiliency awareness. Staff will attend the Rachel's Challenge inservice with Tehama County Department of Education and other neighboring schools. Gerber School will consider implementing Rachel's Challenge at the school site through student assemblies, supplemental							

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curriculum, and student support services. Implement Nurtured Heart districtwide.							
Enrichment: The district has had to decrease enrichment opportunities over the past several years due to budget constraints. We eliminated both a music teacher and a technology aide. We believe that students need a balanced education that provides enrichment opportunities. Our goal is to increase student enrichment opportunities as funding permits. Provide Extended Day Learning Opportunities: Expand our Transitional Kindergarten (TK) program to include all students who will turn 5 by May 1st. Increase the school day for all students. As funding permits, hire a part or full	Conditions of Learning, Pupil Outcomes, Engagement--Priority 5, 6, 7, and 8						

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time Physical Education (PE) and/or music teacher. Continue partnering with College Options and other college outreach programs/opportunities. Provide SES services, SERRF, Summer SERRF, and Early Back. Partner with First 5. Employ a CDS teacher and 2 instructional aides to work in the CDS classroom with students that have not demonstrated success either academically or behaviorally or both in the regular education setting.							
Parent Involvement: The Gerber Elementary School District will promote the involvement of parents and community members in the education of all students. We will update the Parental Involvement Policy during the 2014-	Engagement: Priority 3, 5 and 6						

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
2015 school year. School will improve and increase parent outreach strategies each year as measured by attendance at Back to School Night and No Excuses University (NEU) Parent Forums/Title 1 meetings. The district's goal is to increase the attendance rate at Back to School Night and NEU Parent Forums by at least 6% each year with a goal of 70% overall parent/guardian attendance rate by the 2016-2017 school year. The parent attendance rate for the 2013-2014 school year was 52%. The district will provide multiple ways for parental involvement including but not limited to: Back to School Night, Open House, Student Awards Assemblies, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if							

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
sponsored by a university), Movie Nights, School Site Council, ELAC/DELAC, Family Nights, Nurturing Parenting Classes, First 5

Pupil Engagement: Continue to be a member of the No Excuses University network. Build a positive school culture including a positive behavior support system (Nurtured Heart). Promote an anti-bullying culture. Use Rusty May (anti-bullying message) daily for all students TK-8. As funding permits, provide age appropriate Rachel's Challenge assemblies for students and community. | | | | | | | |
| The district will hire a technology teacher and update the Technology Plan during the 2013-2014 and 2014-2015 school years. The new | All: Priorities 2 & 7 | | | | | | |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Technology Plan will identify how technology will be implemented and supported over the next three years. The plan will align to the implementation of the common core state standards, CASPP, Science, Technology, Engineering, and Math (STEM), enrichment/engagement activities for students, and professional development for staff, students, and parents.							
The Gerber Elementary School District will implement the California Common Core State Standards (CCSS) and test all students in grades 3-8 using the CASPP during the 2013-2014 school year.	Conditions of Learning: Priority 2 Pupil Outcomes: Priority 4 and 8						
Conditions of Learning: By June 2017 teachers and administrators will participate in professional learning opportunities that are focused on	All						

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standards-based/standards-aligned instruction and materials, the implementation of the ELD Standards in tandem with the California Common Core State Standards for ELA/Math, and the use of effective instructional strategies, such as the Gradual Release of Responsibility. Overall literacy and knowledge for the common core standards will increase from 50% to 70% as measured by locally developed tools.

Pupil Outcomes: By April 2017, 100% of teachers and administrators will receive professional development on new curriculum adoption and common core.

Engagement: By June 2017 100% of teachers and administrators will participate in professional development related | | | | | | | |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
to improving parent and student engagement and school climate.							
The Gerber Elementary School District will implement a Response to Intervention (RTI) and English learner development (ELD) model of student support services.

Students are identified based on their results from state and local assessments and RTI and ELD is designed to target specific learning deficiencies and help students make growth towards state defined expectations and proficiency levels in ELA, math, ELD and behavior.

Supplemental programs are used to differentiate instruction for students; these include but are not limited to: HM60 | All | | | | | | |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
(ELD--grades K-5); Inside, National Geographic/Hampton Brown (grades 4-8); Reading Mastery (grades 2-8); SIPPS (grades k-2); Renaissance Programs: Accelerated Math, Math Facts in a Flash; Success Maker; Read Naturally; other Math Fact software; and Imagine Learning. The district will operate a Community Day School (CDS) for students in grades 4-8 who are not demonstrating success in the regular education setting.							
Employ staff that are highly qualified. By June 2017, all GUESD facilities will be maintained in good repair pursuant to EC 17002(d).	Priority 1						
Increase participation for all	Priority 6						

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
students in the Cafeteria Program. Gerber School will explore options that increase offerings to encourage student participation. The district has hired an outside consultant to examine our current program and offer suggestions for improvement. To improve the culture in the cafeteria, the district will consider implementing a Recess Before Lunch program, as well as adding visual or auditory experiences for students.							

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Gerber Union Elementary School District has a threshold of 89% unduplicated pupils (84.5% FRLP, 50% EL, 0% Foster Youth) per the 2013-14 CALPADS. Because of this high percentage of needy students, the new Local Control Funding Formula provides districts with additional funds for those students targeted as "in need". These funds are called the supplemental and concentration funds and represent 22.04% of the total LCFF apportioned to GUESD for 2014-15. The percentage of funds are referred to as the Minimum Proportionality Percentage or MPP. The MPP is used as a guide on what to spend on the student population that generates the supplemental and concentration additional funds. At Gerber, due to the high percentage of students that qualify for additional funds, the rural location and limited services available, and district-wide goals for Common Core, it is justified to spend the funds on all students. GUESD will spend $829,700 in supplemental and concentration funds which exceeded the MPP of $520,103 by $309,597 in 2014-15 school year.
GUESD expenditures in supplemental and concentration funds in the 2014-15 year included, but were not limited to:

- Increase instructional minutes by 20 minutes per day with highly qualified teachers to students in grades kindergarten through grade five.
- Maintain the class size reduction (CSR) ratio for grades K - 3 to be a maximum of 24-1.
- RTI intervention services include a RTI teacher and three RTI instructional aides. We also added 8 days to our instructional aide calendar. The RTI support services will provide more targeted support for our most at risk students.
- Purchase common core curriculum for interventions to use with our at risk population which include; Reading Mastery, Hampton Brown Insides, and HM60 (ELD).
- Purchase software interventions for our at risk students which included; Imaging Learning licenses, Math Facts software, Success Maker licenses, and Renaissance.
- Purchase technology for increased intervention, common core implementation, and smarter balanced assessments.
- Provide staff with high quality professional development.
- Increased counseling services. Gerber school increased counseling services by one day. The additional day will be used to target social and behavioral interventions to at risk students.
- A full time ELD teacher and supportive curriculum.
- Supplemental and concentration funds were used to purchase and implement technology at Gerber School. This technology will be used to support at risk students and English learners as they learn the new common core state standards and prepare for the CASPP. New technology will provide intervention and enrichment opportunities for our at risk students and ELs.

Future years will maintain and increase the expenditures listed here. Additions in the out years will include increased technology, addition of a PE teacher, and restoration of the music program as financing allows.

Progress will be continually monitored by administration. Stakeholders will be encouraged to participate in informational nights and to attend board meetings to give feedback and offer suggestions for plan revisions. Targeted growth in goal areas will be monitored and reviewed by administration and the board to ensure the Local Plan is being effectively carried out.

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

The Gerber Union Elementary School District has a threshold of 89% unduplicated pupils (84.5% FRLP, 50% EL, 0% Foster Youth) per the 2013-14 CALPADS. Because of this high percentage of needy students, the new Local Control Funding Formula provides districts with additional funds for those students targeted as "in need". These funds are called the supplemental and concentration funds and represent 22.04% of the total LCFF apportioned to GUESD for 2014-15. The percentage of funds are referred to as the Minimum Proportionality Percentage or MPP. The MPP is used as a guide on what to spend on the student population that generates the supplemental and concentration additional funds. At Gerber, due to the high percentage of students that qualify for additional funds, the rural location and limited services available, and district-wide goals for Common Core, it is justified to spend the funds on all students. GUESD will spend $829,700 in supplemental and concentration funds which exceeded the MPP of $520,103 by $309,597 in 2014-15 school year. However, the services mentioned below are either targeted to, or directly benefit the 89% unduplicated student population.

GUESD expenditures for Low-Income, EL, RFEP, and/or Foster Youth (specifically) included, but were not limited to:

- Increase instructional minutes by 20 minutes per day with highly qualified teachers to students in grades kindergarten through grade five.
- RTI intervention services include a RTI teacher and three RTI instructional aides. The RTI program will provide more targeted support for our most at risk students.
- Increased counseling services. The additional day will be used to target social and behavioral interventions to at risk students.
- A full time ELD teacher and supportive curriculum.
- Supplemental and concentration funds were used to purchase and implement technology at Gerber School. This technology will be used to support at risk students and English learners as they learn the new common core state standards and prepare for the CASPP. New technology will provide intervention and enrichment opportunities for our at risk students and ELs.

The GUESD stakeholders (students, parents, staff, community members, etc...) have expressed their support of the district-wide service model. Administration and the Board will continue to review proportionality, however, it will maintain the district priority of increasing services to all students.

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