

Introduction:

LEA: Gerber Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Jenny Marr, Superintendent/Principal, jmarr@gerberschool.org, 530-385-1041
LCAP Year: 2015-2016, 2016-2017, 2017-2018

Local Control and Accountability Plan and Annual Update Template

Gerber Union Elementary School and Gerber Community Day School serve approximately 400 students in grades TK-8. Gerber Community Day School serves students in grades 4-8 and can have up to 12 students enrolled. A state funded Pre-School is located on campus which feeds into the Gerber School population.

The Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Gerber is one of 14 school districts within the county and feeds into the Red Bluff High School District.

School enrollment has declined over the last several years, but has stayed steady during the 2014-2015 school year at approximately 400 students. The number of limited or non-English speaking students has grown at a faster pace than the general population with over 50% of our students classified as English Learners (EL). During the 2013-2014 school year, approximately 88% of the student body qualified for free or reduced priced lunches.

The mission of Gerber Union Elementary School District is to team with families to create a college-oriented culture where students are safe, respected, and empowered to contribute in a global community. Our vision statement is "Inspiring students to work hard and dream big".

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated 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).	Recommendation 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	Engagement, recommendation and development

<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> ~School Accountability Report Card (SARC) ~CELDT scores ~local assessment results ~state test results ~discipline referrals ~School Culture Survey: parent, teacher, student--Healthy Kids survey. ~attendance rates ~suspension rates ~counseling and mental health referrals <p>4) There have been no changes in the LCAP as a result of written comments or other feedback.</p> <p>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.</p> <p>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.</p>	<p>Data for recommendation and development</p> <p>N/A</p> <p>Approval</p> <p>Review, recommendation</p>
<p>Annual Update:</p> <p>(1, 2 & 5) During meetings that were held regularly throughout the year, SSC and ELAC/DELAC reviewed implementation of the LCAP and made recommendations for changes. New goals were established based on the committee's recommendations.</p> <p>(3 & 6) The data listed below was presented to advisory committees and</p>	<p>Annual Update:</p> <p>SSC and ELAC/DELAC met regularly during the year to develop the LCAP.</p> <p>SSC and ELAC/DELAC reviewed data and used the data to revise goals. The</p>

helped guide recommendations for LCAP goals and priorities.

- ~School Accountability Report Card (SARC)
- ~CELDT scores
- ~local assessment results
- ~state test results
- ~discipline referrals
- ~School Culture Survey: parent, teacher, student--Healthy Kids survey.
- ~attendance rates
- ~suspension rates
- ~counseling and mental health referrals

4) There were no public comments to the LCAP during the 2014-2015 school year.

goals that were identified drove the development of the revised LCAP.

N/A

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

GOAL 1:	All students will achieve academically and have access to high quality instruction, rigor and a college-career preparatory path. Common core and the Smarter Balanced assessments will be implemented school-wide over the next several years.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Identified Need :	Increase overall student achievement for all students including foster youth, English learners, and students who are socioeconomically disadvantaged. Based on local assessments a percentage of students are not reaching proficiency standards in ELA and math resulting in the need for continued focus on student achievement.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	The percentage of students attaining proficiency in Reading/Language Arts will increase by 5% per year as measured by Gerber Elementary School District's local assessments and/or benchmark assessments. The percentage of students attaining proficiency in Math will increase by 5% per year as measured by Gerber Elementary School District's local assessments and/or benchmark assessments. The percentage of English learners (EL) attaining growth in language proficiency will increase and/or meet state targets each year as measured by the CELDT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GUESD will maintain the CSR ratio of 24-1.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 209030 CSR benefits 3000-3999: Employee Benefits Supplemental 80267

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Adopt Common Core curriculum at all grade levels and in all core subjects. Provide professional development opportunities for all staff members.	District	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Other 50000 Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 14622
Maintain student data management system to monitor academic progress.	District	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	State testing CELDT testing subs 1000-1999: Certificated Personnel Salaries Other 3000 Data management systems ~Renaissance ~Aeries 5000-5999: Services And Other Operating Expenditures Base 17000
Offer positive student incentives and celebrate achievements.	District	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Student awards 0000: Unrestricted Base 4000
GUESD will maintain its current level of curriculum purchases related to math, ELA, ELD, social studies, science and other core subjects. The district will adopt and purchase new common core curriculum in each content area as the state approves new adoptions.	District	___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 11250 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 40000

<p>GUESD will maintain curriculum enhancing software to supplement the core curriculum being taught in the classroom.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Software programs (varies): Renaissance, Imagine Learning, Reflex, Lexia, TimezAttack, Spelling City 5000-5999: Services And Other Operating Expenditures Supplemental 25000</p>
<p>The district will achieve student improvement through maintenance of the Media Resource Center staff, books and software.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Media center 2000-2999: Classified Personnel Salaries Supplemental 21145 media center 3000-3999: Employee Benefits Supplemental 4556</p>
<p>Professional Development through P360</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>P360 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2530</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

The overall 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 assessments and/or benchmark assessments.

The overall percentage of all students making growth towards attaining proficiency in Math will increase by 5% per year as measured by Gerber Elementary School District's local assessments and/or benchmark assessments.

The percentage of English learners (EL) 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 (ELD).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GUESD will maintain the CSR ratio of 24-1.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 215300 CSR benefits 3000-3999: Employee Benefits Supplemental 82675
Adopt Common Core curriculum at all grade levels and in all core subjects. Provide professional development opportunities for all staff members.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Other 50000 Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 14622
Maintain student data management system to monitor academic progress.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	State testing CELDT subs 1000-1999: Certificated Personnel Salaries Other 3000 Data management systems 5000-5999: Services And Other Operating Expenditures Base 17000

		(Specify) At Risk	
<p>Offer student incentives and celebrate achievements. Student incentives have been proven to help increase student participation and promote academic success.</p>	District	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Student awards 0000: Unrestricted Base 4000</p>
<p>GUESD will maintain its current level of curriculum purchases related to math, ELA, ELD, 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 and to continue to implement common core.</p>	District	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 11250 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 40000 Media center, music, PE, language 2000-2999: Classified Personnel Salaries Supplemental 21145 3000-3999: Employee Benefits Supplemental 4556 technology (hardware) 4000-4999: Books And Supplies Base 10000</p>
<p>GUESD will maintain curriculum enhancing software to supplement the core curriculum being taught in the classroom.</p>	District	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Software programs (varies): Renaissance, Pearson, Imagine Learning 5000-5999: Services And Other Operating Expenditures Supplemental 25000</p>
<p>The district will achieve student improvement through maintenance of the Media Resource Center staff, books and software.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>media center 2000-2999: Classified Personnel Salaries Supplemental 21145 media center 3000-3999: Employee Benefits Supplemental 4556</p>

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Professional Development through P360		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	P360 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2530

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>The overall 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 assessments and/or benchmark assessments.</p> <p>The overall percentage of all students making growth towards attaining proficiency in Math will increase by 5% per year as measured by Gerber Elementary School District's local assessments and/or benchmark assessments.</p> <p>The percentage of English learners (EL) 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 (ELD).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GUESD will maintain the CSR ratio of 24-1.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 219606 CSR benefits 3000-3999: Employee Benefits Supplemental 84328
Adopt Common Core curriculum at all grade levels and in all core subjects. Provide professional development opportunities for all staff members.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Other 50000

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 14622
Maintain student data management system to monitor academic progress.	District	__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	State testing CELDT 1000-1999: Certificated Personnel Salaries Other 3000 Data management systems 5000-5999: Services And Other Operating Expenditures Base 17000
Offer student incentives and celebrate achievements. Student incentives have been proven to help increase student participation and promote academic success.	District	__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Student awards 0000: Unrestricted Base 4000
GUESD will maintain its current level of curriculum purchases related to math, ELA, ELD, 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 and to continue to implement common core.	District	__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 11250 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 25000 Media center, music, PE, language 2000-2999: Classified Personnel Salaries Supplemental 21145 3000-3999: Employee Benefits Supplemental 4556 Technology (hardware) 4000-4999: Books And Supplies Base 10000
GUESD will maintain curriculum enhancing software to supplement the core curriculum being taught in the	District	__ All ----- OR:	Software programs (varies): Renaissance, Pearson, Imagine Learning 5000-5999: Services And Other Operating

<p>classroom.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Expenditures Supplemental 25000</p>
<p>The district will achieve student improvement through maintenance of the Media Resource Center staff, books and software.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>media center 2000-2999: Classified Personnel Salaries Supplemental 21145 mediacenter 3000-3999: Employee Benefits Supplemental 4556</p>
<p>Professional development through P360</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>P360 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2530</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	GUESD will maintain a safe, positive school culture that supports student and parent engagement and provides student and parent support academically, socially and emotionally.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Students need to be in a safe environment where they are motivated to learn and supported academically, socially and emotionally. GUESD has a high percentage of students that are low performing and at-risk. We have a high number of counseling and mental health referrals each year and recently have had an increase in the number of students referred to special education due to extreme behavior issues or other social/emotional concerns. Our resource program is impacted with an average caseload of between 25-28 students. We believe that increased services are necessary to ensure students at-risk are receiving appropriate referrals and services.

Goal Applies to:	Schools: All				
	Applicable Pupil Subgroups:	All			

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Maintain a safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Student and parent surveys will help measure school culture and connectedness. District will track attendance, suspension, expulsion and chronic absenteeism rates. Our goal is to increase attendance rates and decrease chronic absenteeism rates. Implement a positive behavior support system (Nurtured Heart) that teaches anti-bullying strategies and resiliency awareness. 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 members.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 77000 psych/counseling services 3000-3999: Employee Benefits Supplemental 29568

<p>Implement a positive behavior discipline system.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Positive behavior supports. (Nurtured Heart, Second Step, Super Flex) 5000-5999: Services And Other Operating Expenditures Supplemental 5000</p>
<p>Increase resiliency awareness. Gerber will continue implementing Rusty May, Rachel's Challenge (as funding permits), and other programs and strategies that promote anti-bullying and building self-esteem.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Rusty May and Rachel's Challenge 5000-5999: Services And Other Operating Expenditures Supplemental 8200 Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100</p>
<p>Partner with TCDE, law enforcement, and other agencies to promote a safe, positive school culture and community connectedness.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	
<p>Fiscal outlook permitting, the district would like to restore the music program and hire a part-time music teacher in 2016-2017.</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Maintain a safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Student and parent surveys will help measure school culture and connectedness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 78540 psych/counseling services 3000-3999: Employee Benefits Supplemental 30159
Implement a positive behavior discipline system.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Positive behavior supports. (Nurtured Heart, Second Step, Super Flex)
Increase resiliency awareness. Gerber will continue implementing Rusty May, Rachel's Challenge, and other programs and strategies that promote anti-bullying and building self-esteem.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	NEU and Rachel's Challenge Gerber School will send 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 8200 Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100
Partner with TCDE, law enforcement, and other	District	<input type="checkbox"/> All	

<p>agencies to promote a safe, positive school culture and community connectedness.</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain a safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Student and parent surveys will help measure school culture and connectedness.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Hire a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.</p>	<p>District</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 80110 psych/counseling services 3000-3999: Employee Benefits Supplemental 30763</p>
<p>Implement a positive behavior discipline system.</p>	<p>District</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Positive behavior supports. (Nurtured Heart, Second Step, Super Flex)</p>
<p>Increase resiliency awareness. Gerber will continue implementing Rusty May, Rachel's Challenge, and other programs and strategies that promote anti-bullying and building self-esteem.</p>	<p>District</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>NEU and Rachel's Challenge Gerber School will send 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.</p>

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	5000-5999: Services And Other Operating Expenditures Supplemental 8200 Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100
Partner with TCDE, law enforcement, and other agencies to promote a safe, positive school culture and community connectedness.	District	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	GUESD will create and maintain a Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI) and English Language Development (ELD) for all students TK-8. This system will address the needs of students' academic performance as well as social/emotional/behavior performance. GUESD will provide extended day learning opportunities and will operate a Community Day School (CDS) for students in grades 4-8.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Create a system of support for all students TK-8. GUESD has a high percentage of students that are English learners (EL), socioeconomically disadvantaged, and at-risk academically or socially/emotionally/behaviorally. We believe that extra resources are necessary to meet the needs of all students; in particular, students that are EL, socioeconomically disadvantaged, at-risk, or have behavior or social/emotional needs.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Implement and maintain a MTSS that includes RTI and ELD for all students that need support. Offer extended-day learning opportunities through additional instructional minutes, SES, SERRF, and TK., which will result in increased opportunities and services for students that are struggling with acquiring a second language, academics or social/emotional/behavior.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 81872 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 31439 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3100
Hire a TK teacher to provide early learning opportunities for students.	TK	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Transitional Kindergarten Teacher 1000-1999: Certificated Personnel Salaries Supplemental 77726 TK benefits 3000-3999: Employee Benefits Supplemental 22791

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Offer SES services if required by federal government.	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Tutoring for SES 5800: Professional/Consulting Services And Operating Expenditures Federal 30000
Hire an ELD teacher to support English learners, RTI and MTSS	District	___ All OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	ELD teacher 1000-1999: Certificated Personnel Salaries Concentration 54625 ELD benefits 3000-3999: Employee Benefits Concentration 23295
Hire RSP and RTI teachers to support RTI and MTSS	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	RSP teacher 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 57671 RSP benefits 3000-3999: Employee Benefits Special Education Reimbursement 18485 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 53161 RTI benefits 3000-3999: Employee Benefits Concentration 19334
Hire a CDS teacher to work with students in grades 4-8 that have not been successful in regular education.	CDS grades 4-8	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	CDS teacher 1000-1999: Certificated Personnel Salaries Base 79862 CDS benefits 3000-3999: Employee Benefits Base 23148

		(Specify) At Risk	
Hire instructional assistants to support RTI, MTSS, and CDS	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	RTI and CDS instructional aides 2000-2999: Classified Personnel Salaries Supplemental 50948 Aides benefits 3000-3999: Employee Benefits Supplemental 9750

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Implement and maintain a MTSS that includes RTI and ELD for all students. Offer extended-day learning opportunities through additional instructional minutes, SES, SERRF, and TK., which will result in increased opportunities and services for students that are struggling with acquiring a second language, academics or social/emotional/behavior.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GUESD will increase the instructional day to provide additional learning opportunities.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 83509 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 32068 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3100
Hire a TK teacher	TK	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Transitional Kindergarten Teacher 1000-1999: Certificated Personnel Salaries Supplemental 79280 TK benefits 3000-3999: Employee Benefits Supplemental 23247 Music Teacher 1000-1999: Certificated Personnel Salaries Base 28000 Music Benefits 3000-3999: Employee Benefits Base 10800 PE Teacher 1000-1999: Certificated Personnel Salaries Base 45000

			PE Benefits 3000-3999: Employee Benefits Base 17280
Offer SES services	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	tutoring 5800: Professional/Consulting Services And Operating Expenditures Federal 30000
Hire an ELD teacher to support ELD and MTSS	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	ELD teacher 1000-1999: Certificated Personnel Salaries Concentration 55718 ELD benefits 3000-3999: Employee Benefits Concentration 23761
Hire RSP and RTI teachers to support MTSS	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	RSP teacher 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 58824 RSP benefits 3000-3999: Employee Benefits Special Education Reimbursement 18855 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 54224 RTI benefits 3000-3999: Employee Benefits Concentration 19334
Hire a CDS teacher to work with students in grades 4-8 that have not been successful in regular education.	CDS grades 4-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	CDS teacher 1000-1999: Certificated Personnel Salaries Base 79862 CDS benefits 3000-3999: Employee Benefits Base 23148
Hire RTI and CDS instructional assistants	District	<input type="checkbox"/> All	RTI and CDS instructional aides 2000-2999: Classified

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Personnel Salaries Supplemental 50948 Aides benefits 3000-3999: Employee Benefits Supplemental 9750
TK and kindergarten aides		___ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	2000-2999: Classified Personnel Salaries Base 51815 3000-3999: Employee Benefits Base 18215
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Implement and maintain a MTSS that includes RTI and ELD for all students. Offer extended-day learning opportunities through additional instructional minutes, SES, SERRF, and TK., which will result in increased opportunities and services for students that are struggling with acquiring a second language, academics or social/emotional/behavior.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GUESD will increase the instructional day to provide additional learning opportunities.	District	___ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 85179 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 32709 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3100
Hire a TK teacher , Music and PE Teacher	TK	___ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Transitional Kindergarten Teacher 1000-1999: Certificated Personnel Salaries Supplemental 79280 TK benefits 3000-3999: Employee Benefits Supplemental

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	23247 Music 1000-1999: Certificated Personnel Salaries Base 28840 Music 3000-3999: Employee Benefits Base 11075 PE 1000-1999: Certificated Personnel Salaries Base 45900 PE 3000-3999: Employee Benefits Base 17625
Offer SES services	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	tutoring 5800: Professional/Consulting Services And Operating Expenditures Federal 30000
Hire an ELD teacher to support ELD and MTSS	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	ELD teacher 1000-1999: Certificated Personnel Salaries Concentration 56832 ELD benefits 3000-3999: Employee Benefits Concentration 24236
Hire RSP and RTI teachers to support MTSS	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	RSP teacher 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 60000 RSP benefits 3000-3999: Employee Benefits Special Education Reimbursement 19232 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 55308 RTI benefits 3000-3999: Employee Benefits Concentration 19721
Hire a CDS teacher to work with students in grades 4-8 that have not been successful in regular education.	CDS grades 4-8	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	CDS teacher 1000-1999: Certificated Personnel Salaries Base 79862 CDS benefits 3000-3999: Employee Benefits Base 23148

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Hire RTI and CDS instructional assistants	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	RTI and CDS instructional aides 2000-2999: Classified Personnel Salaries Supplemental 50948 Aides benefits 3000-3999: Employee Benefits Supplemental 9750
TK and kindergarten aides		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	2000-2999: Classified Personnel Salaries Base 51815 3000-3999: Employee Benefits Base 18215

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Increase Parental Involvement districtwide: The Gerber Union Elementary School District (GUESD) will promote the involvement of parents/guardians and community members in the education of all students.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Increased parental involvement. We believe that students will do better in school when their parents/guardians are participants in the learning process. Parent attendance rates at school events, such as parent conferences and Back to School Night (BTSN), has historically been low. In 2013-2014, the overall percentage/guardian attendance rate at BTSN was 52%, in 2014-2015 it was 46%. We believe that bridging the gap between home and school will result with parents/guardians being better informed and connected to the school as well as increase the overall academic achievement for all students. The Parental Involvement Policy, updated during the 2014-2015 school year, outlines multiple opportunities for parents to participate in their child's learning and can be found online or in the main office.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	GUESD will increase parental involvement each year as measured by attendance rates at parent conferences and Back to School Night (BTSN) events. The district's goal is to increase the overall attendance rate at parent conferences and BTSN events by at least 5% each year until we have met at least a 70% overall parent/guardian attendance rate for BTSN and a 100% overall parent/guardian attendance rate for parent conferences.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide multiple communication opportunities between school and home, such as parent notification system, newsletters, BTSN (NEU Forum/Title 1 meeting), Open House, and parent teacher conferences.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Parent notification system 5000-5999: Services And Other Operating Expenditures Base 600 Parent education-language 5800: Professional/Consulting Services And Operating Expenditures Base 2400 BTSN, NEU Forum, Title 1 meeting and other parent meetings Parent Outreach Community Outreach Online report cards

			<p>Online reporting systems and communication</p> <p>Parent Involvement 4000-4999: Books And Supplies Base 100</p>
Maintain an active School Site Council (SSC) and English Language Acquisition Development (ELAC/DLAC) committee to provide input and recommendations to the school board regarding local planning, LCAP development, and budget decisions.	District	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	
GUESD will provide multiple opportunities for parental involvement, such as Back to School Night, Open House, Student Awards Assemblies, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes (in partnership with First 5).	District	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Parent and community outreach</p> <p>*media/advertising</p> <p>5000-5999: Services And Other Operating Expenditures Base 100</p> <p>Parent and community outreach</p> <p>*communication</p> <p>5000-5999: Services And Other Operating Expenditures Base 1000</p>
The ELAC/DELAC committee felt that in order to help bridge language barriers and build communication, offering language courses such as Rosetta Stone or other programs would be beneficial both for parents and staff. They felt that this would also help parents be able to better read with their children and help with homework.	District	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	Second language program
		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: GUESD will increase parental involvement each year as measured by attendance rates at parent conferences and Back to School Night (BTSN) events, such as No Excuses University (NEU) Parent Forums and Title 1 meetings. The district's goal is to increase the overall attendance rate at parent conferences and BTSN events by at least 5% each year until we have met at least a 70% overall parent/guardian attendance rate for BTSN events and a 100% overall parent/guardian attendance rate for parent conferences.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide multiple communication opportunities between school and home, such as parent notification system, newsletters, BTSN (NEU Forum/Title 1 meeting), Open House, and parent teacher conferences.	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	Parent notification system 5000-5999: Services And Other Operating Expenditures Base 600 Parent education-language 5800: Professional/Consulting Services And Operating Expenditures Base 2400 BTSN, NEU Forum, Title 1 meeting and other parent meetings Parent Outreach Community Outreach Online report cards Online reporting systems and communication Parent Involvement 4000-4999: Books And Supplies Base 100
Maintain an active School Site Council (SSC) and English Language Acquisition Development (ELAC/DLAC) committee to provide input and recommendations to the school board regarding local planning, development, and budget decisions.	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	
GUESD will provide multiple opportunities for parental involvement, such as Back to School Night, Open House, Student Awards Assemblies, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Parent and community outreach *media/advertising 5000-5999: Services And Other Operating Expenditures Base 100 Parent and community outreach

nights, and Nurturing Parenting Classes (in partnership with First 5).		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	*communication 5000-5999: Services And Other Operating Expenditures Base 1000
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	GUESD will increase parental involvement each year as measured by attendance rates at parent conferences and Back to School Night (BTSN) events, such as No Excuses University (NEU) Parent Forums and Title 1 meetings. The district's goal is to increase the overall attendance rate at parent conferences and BTSN events by at least 5% each year until we have met at least a 70% overall parent/guardian attendance rate for BTSN events and a 100% overall parent/guardian attendance rate for parent conferences.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide multiple communication opportunities between school and home, such as parent notification system, newsletters, BTSN (NEU Forum/Title 1 meeting), Open House, and parent teacher conferences.	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	Parent notification system 5000-5999: Services And Other Operating Expenditures Base 600 Parent education-language 5800: Professional/Consulting Services And Operating Expenditures Base 2400 BTSN, NEU Forum, Title 1 meeting and other parent meetings Parent Outreach Community Outreach Online report cards Online reporting systems and communication Parent Involvement 4000-4999: Books And Supplies Base 100
Maintain an active School Site Council (SSC) and English Language Acquisition Development (ELAC/DLAC) committee to provide input and	District	<input type="checkbox"/> All ----- OR:	

<p>recommendations to the school board regarding local planning, development, and budget decisions.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	
<p>GUESD will provide multiple opportunities for parental involvement, such as Back to School Night, Open House, Student Awards Assemblies, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes (in partnership with First 5).</p>	<p>District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>	<p>Parent and community outreach *media/advertising 5000-5999: Services And Other Operating Expenditures Base 100</p> <hr/> <p>Parent and community outreach *communication 5000-5999: Services And Other Operating Expenditures Base 1000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Provide college and career pathways that support common core and 21st Century Learning.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	To provide a rigorous academic program that challenges students and prepares them for post-secondary education, careers and 21st Century Learning.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Implement the Common Core State Standards (CCSS) and prepare students for the Smarter Balanced assessments and 21st Century Learning. Increase college and career awareness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement technology and instructional software programs to support common core and 21st Century Learning. MOU with TCDE for technology services.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 34000 Software Programs 5000-5999: Services And Other Operating Expenditures Supplemental 10000
Implement common core state standards	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Professional development 5800: Professional/Consulting Services And Operating Expenditures Other 2000 Curriculum (tech) 4000-4999: Books And Supplies Supplemental 1000

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Hire a technology teacher to help implement the common core standards and prepare students for the CAASPP.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	tech teacher 1000-1999: Certificated Personnel Salaries Supplemental 47695 3000-3999: Employee Benefits Supplemental 18550
College outreach	Grades 7-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000
Continue membership in No Excuses University (NEU) network. Promote college-awareness at all grade levels.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	NEU conferences 5000-5999: Services And Other Operating Expenditures Base 4000 NEU supplies 4000-4999: Books And Supplies Base 500 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 500
The district has committed to an annual technology purchase amount of \$10,000 to maintain the level of existing hardware in the district and to continue to implement common core.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Technology (hardware) 4000-4999: Books And Supplies Base 10000

Purchase technology to implement common core.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Projectors 4000-4999: Books And Supplies Base 80000 Computers 4000-4999: Books And Supplies
	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase college and career awareness. 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement technology and software programs	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 34000 Software Programs 5000-5999: Services And Other Operating Expenditures Supplemental 10000
Implement common core state standards	District	<input type="checkbox"/> All	Professional development

		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u></p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other 2000</p> <p>Curriculum (tech) 4000-4999: Books And Supplies Supplemental 1000</p>
Hire technology teacher	District	<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u></p>	<p>tech teacher 1000-1999: Certificated Personnel Salaries Supplemental 48500</p> <p>3000-3999: Employee Benefits Supplemental 19000</p>
College outreach	Grades 7-8	<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u></p>	<p>College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>
NEU	District	<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u></p>	<p>NEU conferences 5000-5999: Services And Other Operating Expenditures Base 4000</p> <p>NEU supplies 4000-4999: Books And Supplies Base 500</p> <p>NEU support 5800: Professional/Consulting Services And Operating Expenditures Base 500</p>
Purchase technology to implement common core		<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>computers/iPads 4000-4999: Books And Supplies Base 80000</p>

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase college and career awareness. 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement technology and software programs	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 34000 Software Programs 5000-5999: Services And Other Operating Expenditures Supplemental 10000
Implement common core state standards	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Professional development 5800: Professional/Consulting Services And Operating Expenditures Other 2000 Curriculum (tech) 4000-4999: Books And Supplies Supplemental 1000
Hire technology teacher	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	tech teacher 1000-1999: Certificated Personnel Salaries Supplemental 50000 3000-3999: Employee Benefits Supplemental 20000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
College outreach	Grades 7-8	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000
NEU	District	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	NEU conferences 5000-5999: Services And Other Operating Expenditures Base 4000 NEU supplies 4000-4999: Books And Supplies Base 500 NEU support 5800: Professional/Consulting Services And Operating Expenditures Base 500
Purchase technology to implement common core		___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	computers/iPads 4000-4999: Books And Supplies Base 80000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	GUESD facilities will be maintained in good repair pursuant to EC 17002(d).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Provide facilities that are adequate and maintained in good repair to ensure a safe and healthy student learning environment.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Students are provided a free and appropriate education on grounds that are well kept, safe and inspire student learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and grounds	District	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 115241 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 58689 Maintenance supplies 4000-4999: Books And Supplies Base 33500 Facilities 5000-5999: Services And Other Operating Expenditures Base 121647
Maintain a safe and secure campus	District	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Safety measures (video cameras, etc) 4000-4999: Books And Supplies Base 1000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Students are provided a free and appropriate education on grounds that are well kept, safe and inspire student learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and grounds	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 121003 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 61623 Maintenance supplies 4000-4999: Books And Supplies Base 33500 Facilities 5000-5999: Services And Other Operating Expenditures Base 121647

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students are provided a free and appropriate education on grounds that are well kept, safe and inspire student learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and grounds	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 127053 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 63527 Maintenance supplies 4000-4999: Books And Supplies Base 33500 Facilities 5000-5999: Services And Other Operating Expenditures Base 121647

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	GUESD will promote health and fitness by teaching students the importance of eating right, exercising regularly, and making healthy lifestyle choices.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : The parents requested that this be an area of focus. We believe that health and fitness are important for a child's well being and that students will perform better both academically and behaviorally if they are active and healthy.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Students will be equipped to make healthy lifestyle choices. Our school cafeteria will increase offerings to encourage student participation. The district would like to hire a P.E. teacher during the 2016-2017 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for 6-8 grade students twice a week, and fruit bar everyday.	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Cafe fund related expense for Fresh Friday Base 2000
Increase instructional day by 10 minutes to implement Recess Before Lunch Program	District	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Additional supervision staff 2000-2999: Classified Personnel Salaries Base 100
GUESD will pay someone to administer the Physical	District	_ All	Physical Fitness Test 5800: Professional/Consulting Services

Fitness Testing for grades 5 and 7 until such time as a PE Teacher is hired.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	And Operating Expenditures Base 750
If funding permits, GUESD will hire a PE teacher during the 2016-2017 school year	District	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Contract with Cal Fresh to promote healthy choices	District	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Students will be equipped to make healthy lifestyle choices. Our school cafeteria will increase offerings to encourage student participation. Hire a P.E. teacher during the 2016-2017 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for 6-8 grade students twice a week, and fruit bar everyday.	District	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Cafe Base 2000

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Implement Recess Before Lunch Program	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Additional staff 2000-2999: Classified Personnel Salaries Base 100
GUESD will pay someone to administer the Physical Fitness Testing until such time as a PE Teacher is hired.	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Physical Fitness Test Base 750
If funding permits, GUESD will hire a PE teacher during the 2016-2017 school year	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Contract with Cal Fresh to promote healthy choices	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	

		(Specify) At Risk	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will be equipped to make healthy lifestyle choices. Our school cafeteria will increase offerings to encourage student participation. Hire a P.E. teacher during the 2016-2017 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for 6-8 grade students twice a week, and fruit bar everyday.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Cafe Base 2000
Implement Recess Before Lunch Program	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Additional staff 2000-2999: Classified Personnel Salaries Base 100
GUESD will pay someone to administer the Physical Fitness Testing until such time as a PE Teacher is hired.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Physical Fitness Test Base 750
If funding permits, GUESD will hire a PE teacher during the 2016-2017 school year	District	<input type="checkbox"/> All OR:	

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
Contract with Cal Fresh to promote healthy choices	District	_ All _ ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>By June 2017, the percentage of all students making growth towards attaining proficiency in English Language Arts (ELA) 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.</p> <p>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.</p> <p>By June 2017, the percentage of English learners attaining growth in language proficiency, as measured by the CELDT, will increase in order to move toward state-defined expectations for proficiency in English Language Development. Progress will be monitored according to the Annual Measurable Achievement</p>	<p>Actual Annual Measurable Outcomes:</p> <p>According to local benchmark assessments, the percentage of students who made at least 5% growth in ELA was significant. Schoolwide 87.5% of students made at least 5% growth. 81% of our EL subgroup made at least 5% growth and 77.4% of our Special Education subgroup made at least 5% growth.</p> <p>According to local benchmark assessments, the percentage of students who made at least 5% growth in Math was significant. Schoolwide 68.6% of students made at least 5% growth. 70.4% of our EL subgroup made at least 5% growth and 74.1% of our Special Education subgroup made at least 5% growth.</p> <p>Our Title III Accountability Report reports data on the annual measurable achievement objectives (AMAOs) for our English learners. Our data indicate that our EL students are making growth in language proficiency, as measured by the CELDT. AMAO 1 identifies the percentage of ELs making annual progress in learning English. Our AMAO 1 target was 60.5%</p>

<p>Objectives (AMAOs) in the Title III Accountability Report.</p>	<p>and our percentage of students making annual progress in learning English was 62.6%. AMAO 2 identifies the percentage of ELs attaining the English proficient level on the CELDT. This objective breaks EL students into two subgroups; less than 5 years in cohort and more that 5 years in cohort. In the less that 5 years cohort our target was 24.2% and we had 21.5% of students meet this target. The 5 years or more cohort target was 50.9% and we had 67.6% of students meet this target.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services									
Budgeted Expenditures		Estimated Actual Annual Expenditures									
<p>Priority One: Basic Conditions/Williams GUESD will also maintain the CSR ratio of 24-1.</p>	<p>CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 240000 CSR benefits 3000-3999: Employee Benefits Supplemental 95000</p>	<p>Staffed highly qualified teachers and maintained CSR in our TK-3 grade classes.</p>	<p>CSR salaries 1000-1999: Certificated Personnel Salaries Other 336360 CSR benefits 3000-3999: Employee Benefits Other 94757</p>								
<table border="1"> <tr> <td data-bbox="92 711 241 787">Scope of Service</td> <td data-bbox="241 711 567 787">District</td> </tr> <tr> <td colspan="2" data-bbox="92 787 567 1096"> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	District	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1029 711 1176 787">Scope of Service</td> <td data-bbox="1176 711 1512 787">District</td> </tr> <tr> <td colspan="2" data-bbox="1029 787 1512 1096"> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	District	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
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<p>Priority Two: Implementation of State Standards, Common Core To assist in increasing Math and ELA 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.</p>	<p>Curriculum (ELA, math, ELD) and technology 4000-4999: Books And Supplies Other 76567 Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 15000</p>	<p>Adopted and purchased new math curriculum that aligns to common core for K-5 classes. Professional development will take place on 5-8-15. Common core supplemental materials were purchased for ELA and math across all grade levels.</p>	<p>Curriculum purchase 4000-4999: Books And Supplies Other 60899 Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 14622</p>								

Scope of Service	District		Scope of Service	District	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Priority Three: Parent Involvement The district will host a parent informational night to explain the new curriculum and answer questions. Minimal costs for outreach is expected.		Parent Involvement 4000-4999: Books And Supplies Base 100	Held NEU Forum/Title 1 Parent Meeting on August 21, 2014.		Parent involvement 4000-4999: Books And Supplies Base 100
Scope of Service	District		Scope of Service	District	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Priority Four: Pupil Achievement 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	Purchased Renaissance Learning to use will all students as our local data management system. Administered CELDT and CAASPP to appropriate students.		Data management system 5000-5999: Services And Other Operating Expenditures Base 14500

Scope of Service	District		Scope of Service	District	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>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.</p>		<p>Student awards 0000: Unrestricted Base 4000</p>	<p>Purchased incentives and rewards for students doing well academically and behaviorally. Rusty May tee-shirts were purchased to give to students during Student of the Month assemblies.</p>		<p>Student awards 0000: Unrestricted Base 4000</p>
Scope of Service	District		Scope of Service	District	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>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.</p>		<p>Software programs: Renaissance, Pearson, Imagine Learning 5000-5999: Services And Other Operating Expenditures Supplemental 14000</p>	<p>Purchased software programs to supplement core curriculum and provide interventions for at-risk students.</p>		<p>Purchased various software programs: Renaissance, Imagine Learning, Reflex, Lexia, Timez Attack, Spelling City 5000-5999: Services And Other Operating Expenditures Supplemental 14000</p>
Scope of Service	District		Scope of Service	District	
<p><input checked="" type="checkbox"/> All</p>			<p><input checked="" type="checkbox"/> All</p>		

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>									
<p>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.</p>	<p>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</p>	<p>Purchased curriculum for all subject areas. Purchased books and software for the Media Resource Center. Budgeted for a PE and part time music teacher for the 16-17 school year. Purchased technology.</p>	<p>Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 17000 Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 23000 Media center, music, PE, language 2000-2999: Classified Personnel Salaries Supplemental 20892 Technology (hardware) 3000-3999: Employee Benefits Supplemental 4567 Technology (hardware) 4000-4999: Books And Supplies Base 10000</p>								
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Our goals were updated during the 2014-2015 school year and some of our actions and services were moved accordingly. For instance, the anticipated PE and part-time music teacher are still budgeted for the 2016-2017 school year, but fall under different goals in the plan. Most actions, services, and expenditures will continue for the 2015-2016 school year.</p>										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Implement Nurtured Heart districtwide.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Goal Applies to:	Schools: All				
	Applicable Pupil Subgroups:	All			

Expected Annual Measurable Outcomes:	<p>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.</p>	Actual Annual Measurable Outcomes:	<p>GUESD staff participated in the Rachel's Challenge professional development day with TCDE on August 18, 2014. We brought Rachel's Challenge to our students and parents through assemblies and ongoing implementation onsite. Increased psychology/counseling services to 2.5 days per week. In addition to increased counseling time for at-risk students, we have added social group sessions that focus on peer interactions and teaching appropriate behaviors. Continued Nurtured Heart implementation.</p>
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LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Priority Three: Parent Involvement		Parent and community outreach *communication 5000-5999: Services And Other Operating Expenditures Base 1000	Provided parent and community outreach through newsletters, website, and communication system.	Parent and community outreach *communication 5000-5999: Services And Other Operating Expenditures Base 1000
Scope of Service	District		Scope of Service	District

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>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.</p>	<p>Parent and community outreach *media/advertising</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Base 100</p>	<p>NEU Forum/Title 1 Parent Meeting was held on August 21, 2014. Rachel's Challenge community event was held on October 2, 2014.</p>	<p>Parent and community outreach *media/advertising</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Base 80</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="width: 85%; padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="width: 85%; padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District	
Scope of Service	District						
Scope of Service	District						
<p>Priority Five: Student Engagement</p>	<p>Maintain Counselor/psychology services, will increase as finances permit.</p> <hr/> <p>7000-7439: Other Outgo Supplemental 24000</p>	<p>Hired a 2.5 psychologist/counselor</p>	<p>Maintain Counselor/psychology services, will increase as finances permit. 7000-7439: Other Outgo Supplemental 28250</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="width: 85%; padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p>	Scope of Service	District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="width: 85%; padding: 2px;">District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p>	Scope of Service	District	
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<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>GUESD will continue to increase support services for students and parents/guardians. We will hire a full time psychologist/counselor during the 2015-2016 school year, which will increase services by 2.5 days. In addition, we have received a grant that provides extra counseling services and have been able to hire a part time counselor and full time family resource counselor. We will continue to bring Rachel's Challenge to our campus and community.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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<p>Original GOAL 3 from prior year LCAP:</p>	<p>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.</p> <p>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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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. 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</p> <p>Music and PE Teacher: Students will have more enrichment opportunities.</p> <p>College Outreach: Increase student college and career readiness</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>GUESD increased the instructional day by 20 minutes during the 2014-2015 school year to provide additional instructional time for all students, including English learners, socioeconomically disadvantaged and foster youth. We will continue this schedule in future years. GUESD employed a full-time TK teacher during the 2014-2015 school year. GUESD houses the SERRF program on our campus. We will also offer Summer SERRF and Early Back to students during the summer months. GUESD employed a full-time CDS teacher to work with 4-8 grade students that were either expelled or administratively placed in the program. GUESD continued membership in the No Excuses Network of schools. We have partnered with College Options to teach college awareness to 7-8 grade students. In addition, we have partnered with TCDE to offer Latina Leadership to our 8th grade girls. This is a mentoring program that pairs 8th grade girls with college students from the Lambda Theta Nu sorority at CSU, Chico.</p>

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Priority One: Basic Conditions/Williams GUESD will increase the instructional day to achieve the goal of increasing Math and LA proficiency by 5%.</p>	<p>Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 95500</p> <p>Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 36300</p>	<p>GUESD increased the instructional day by 20 minutes during the 2014-2015 school year.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 110443</p> <p>3000-3999: Employee Benefits Concentration 14346</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>	<p>Partnered with College Options to provide college awareness opportunities to 7-8 grade students.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 100</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Priority Eight: Other Student Outcomes The school will continue to provide substitutes for two teachers to administer the Physical Fitness Testing until such time as a PE Teacher is hired.</p>	<p>Physical Fitness Test 0001-0999: Unrestricted: Locally Defined Base 400</p>	<p>Hired someone to administer the Physical Fitness Test to 5th and 7th grade students.</p>	<p>0001-0999: Unrestricted: Locally Defined Base 400</p>								
<table border="1"> <tr> <td data-bbox="100 415 243 492">Scope of Service</td> <td data-bbox="243 415 569 492">District</td> </tr> <tr> <td colspan="2" data-bbox="100 492 569 805"> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	District	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 415 1182 492">Scope of Service</td> <td data-bbox="1182 415 1514 492">District</td> </tr> <tr> <td colspan="2" data-bbox="1031 492 1514 805"> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	District	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
Scope of Service	District										
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>											
Scope of Service	District										
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>											
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through our annual update with stakeholders it was decided to eliminate this goal and roll the budgeted items into new goals for the 2015-2016 school year.</p>										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>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 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</p> <p>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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p> <p>Increase student engagement by 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</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>GUESD continued membership with the NEU network of schools to promote college and career awareness. We brought Rachel's Challenge to our campus and participated in professional development with TCDE and other neighboring districts that centered on anti-bullying and student engagement. GUESD began implementation of Nurtured Heart and other positive behavior support systems, which include Second Step and SuperFlex. We continue to use Rusty May daily with all students in grades TK-8 and brought Rusty for a day of assemblies on January 6, 2015.</p>
<p>LCAP Year: 2014-2015</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Priority Six: School Climate Priority Five: Pupil Engagement</p>	<p>NEU and Rachel's Challenge Gerber School will sent teams to</p>	<p>Sent a team to the NEU conference in October.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental</p>

	<p>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</p> <p>Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500</p> <p>Surveys - copy costs 4000-4999: Books And Supplies Base 100</p>	<p>Brought Rachel's Challenge assemblies and curriculum to Gerber. Provided professional development for staff that centered around Rachel's Challenge.</p>	<p>7900</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 500</p> <p>4000-4999: Books And Supplies Base 100</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Priority Five: Pupil Engagement Pupil services will be increased as finances permit. The goal being to increase services one day in 14/15.</p>	<p>Counselor and Psychological services 7000-7439: Other Outgo Concentration 16000</p>	<p>Funded in Goal 2</p>	<p>7000-7439: Other Outgo Concentration 16000</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Priority Three: Parent Involvement Many of the following listed items have no monetary 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	Purchased subscription to parent notification system		5000-5999: Services And Other Operating Expenditures Base 615
Scope of Service	District		Scope of Service	District	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		GUESD continues to identify Parental Involvement as a high priority and will continue our efforts towards increasing parent involvement and engagement. However, we have shifted many of the expenditures related to student engagement to new goals for the 2015-2016 school year.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	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).	Actual Annual Measurable Outcomes:	GUESD hired a full-time technology teacher to work with students to teach concepts related to STEM and 21st Century Learning. The technology teacher updated the district technology plan during the 2014-2015 school year and helped implement the CAASPP to 3-8 grade students.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Priority Seven: Course Access	Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30000 Software Programs	Purchased technology to help implement common core and CAASPP.	5000-5999: Services And Other Operating Expenditures Supplemental 30000
Scope of Service	District	Scope of Service	District
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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	Provided professional development to staff to help implement the common core standards and CAASPP testing.	5800: Professional/Consulting Services And Operating Expenditures Other 2000 4000-4999: Books And Supplies Supplemental
Scope of Service	District		Scope of Service	District
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will be eliminated and rolled into new goals in 2015-2016.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will be better prepared for common core, 21st Century Learning, college, and careers.	Actual Annual Measurable Outcomes: GUESD is implementing the common core state standards in all grades TK-8. We administered the CAASPP to all students in grades 3-8.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Multiple Priorities	Priority 4 & 8 ~CASPP testing ~practice tests ~typing programs		
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Priority Two: Implementation of CCSS Costs for the following goals are included in Action 1, 1.2	common core curriculum technology		4000-4999: Books And Supplies Concentration 290

<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal is eliminated and will be rolled into new goals in 2015-2016.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	<p>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.</p> <p>Pupil Outcomes: By April 2017, 100% of teachers and administrators will receive professional development on new curriculum adoption and common core.</p> <p>Engagement: By June 2017 100% of teachers and administrators will participate in professional development related to improving parent and student engagement and school climate.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	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 students and higher student achievement.	Actual Annual Measurable Outcomes:	Teachers and administrators have participated in professional development opportunities that focused on common core implementation, new curriculum adoptions, and student engagement.
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LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Costs for the goals have already been included in Action 1, 1.2.			
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was eliminated and rolled into new goals for the 2015-2016 school year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$753,625</u>
<p>The Gerber Union Elementary School District has an unduplicated pupil count of 86.4% (80.7% FRLP, 46.8% EL, 0.7% Foster Youth) per the 2014-15 CALPADS. Because of this high percentage of needy students, GUESD well exceeds the Local Control Funding Formula threshold of 55% to receive additional funds targeted to the unduplicated students labeled as "in need". These additional funds are called the supplemental and concentration funds. As the LCFF is not yet fully funded by the state, the percentage of these funds required to spend is referred to as the Minimum Proportionality Percentage or MPP. For GUESD, this percentage for 2015-16 is 27.47%. The MPP is used as a guide on how much to spend on the students who, because of their status, generate these funds. The goal is that each year the MPP will increase until in the year 2020-21 100% of the supplemental and concentration funds are targeted to specific students. However, due to Gerber's high percentage of students, rural location and limited amount of available services coupled with the district-wide goals for student achievement, it is justified to spend the GUESD targeted funds on all students. If the LCAP was fully funded by the state (which it is not until 2020-21), GUESD would be expected to spend \$980,610 in supplemental and concentration funds. In the 15-16 year, GUESD has budgeted to spend \$1,057,704 in supplemental and concentration funds, well exceeding the MPP and even exceeding the fully funded target. GUESD expenditures on supplemental and concentration funds in the 2015-16 year included, but were not limited to:</p> <ul style="list-style-type: none"> • An increase of 20 minutes to the instructional day. • Maintenance of the class size reduction of a maximum of 24-1 in grades TK-3. • Full implementation of the RTI Program with increases to the number of days of classified support. • Common Core purchases for high risk populations including: Reading Mastery, Hampton Brown Insides, and HM60. • Purchases of software for the at risk populations including: Imagine Learning, Math Facts, Success Maker, and Renaissance. • Technology purchases for increased access and intervention to common core and the Smarter Balanced Assessments/CASPP. • Providing staff with high quality professional development. • Increasing counseling and psychology services to full time beginning in the 2015-16 year. • Maintaining a full time ELD teacher and supportive curriculum. 	

B. In the box below, 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).

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). 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.

27.4	%
7	

The Gerber Union Elementary School District has an unduplicated pupil count of 86.4% (80.7% FRLP, 46.8% EL, 0.7% Foster Youth) per the 2014-15 CALPADS. Because of this high percentage of needy students, GUESD well exceeds the Local Control Funding Formula threshold of 55% to receive additional funds targeted to the unduplicated students labeled as "in need". These additional funds are called the supplemental and concentration funds. As the LCFF is not yet fully funded by the state, the percentage of these funds required to spend is referred to as the Minimum Proportionality Percentage or MPP. For GUESD, this percentage for 2015-16 is 27.47%. The MPP is used as a guide on how much to spend on the students who, because of their status, generate these funds. The goal is that each year the MPP will increase until in the year 2020-21 100% of the supplemental and concentration funds are targeted to specific students. However, due to Gerber's high percentage of students, rural location and limited amount of available services coupled with the district-wide goals for student achievement, it is justified to spend the GUESD targeted funds on all students. If the LCAP was fully funded by the state (which it is not until 2020-21), GUESD would be expected to spend \$980,610 in supplemental and concentration funds. In the 15-16 year, GUESD has budgeted to spend \$1,057,704 in supplemental and concentration funds, well exceeding the MPP and even exceeding the fully funded target. GUESD expenditures on the unduplicated student population in the 2015-16 year included, but were not limited to:

- An increase of 20 minutes to the instructional day.
- Full implementation of the RTI program which ultimately targets at-risk students.
- Increased counseling and psychological services. These services will be used in part to target social and behavioral interventions.
- Maintaining a full time ELD teacher and curriculum.
- Ongoing technology and software purchases to help prepare students for higher achievement as well as provide enrichment opportunities.

The GUESD stakeholders (parents, staff, community members, administration and board) have expressed their support of the district-wide service model and have prioritized increasing services to all students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,397,766.00	1,504,224.00	1,786,347.00	2,006,339.00	2,019,210.00	5,811,896.00
Base	471,400.00	495,640.00	556,237.00	735,043.00	745,357.00	2,036,637.00
Concentration	284,900.00	289,786.00	263,726.00	268,614.00	273,985.00	806,325.00
Federal	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
Other	96,666.00	511,016.00	66,250.00	66,250.00	66,250.00	198,750.00
Special Education Reimbursement	0.00	0.00	76,156.00	77,679.00	79,232.00	233,067.00
Supplemental	544,800.00	207,782.00	793,978.00	828,753.00	824,386.00	2,447,117.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,397,766.00	1,504,224.00	1,786,347.00	2,006,339.00	2,019,210.00	5,811,896.00
	0.00	0.00	2,000.00	2,750.00	2,750.00	7,500.00
0000: Unrestricted	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	12,000.00
0001-0999: Unrestricted: Locally Defined	400.00	400.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	514,800.00	639,128.00	741,642.00	829,757.00	843,917.00	2,415,316.00
2000-2999: Classified Personnel Salaries	213,300.00	207,531.00	190,534.00	269,256.00	275,306.00	735,096.00
3000-3999: Employee Benefits	271,200.00	248,007.00	339,872.00	399,027.00	406,688.00	1,145,587.00
4000-4999: Books And Supplies	155,866.00	143,389.00	227,450.00	226,450.00	211,450.00	665,350.00
5000-5999: Services And Other Operating Expenditures	166,200.00	215,519.00	208,669.00	203,669.00	203,669.00	616,007.00
5800: Professional/Consulting Services And Operating Expenditures	32,000.00	2,000.00	72,180.00	71,430.00	71,430.00	215,040.00
7000-7439: Other Outgo	40,000.00	44,250.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,397,766.00	1,504,224.00	1,786,347.00	2,006,339.00	2,019,210.00	5,811,896.00
		0	0	0	0	0	0
	Base	0.00	0.00	2,000.00	2,750.00	2,750.00	7,500.00
0000: Unrestricted	Base	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	12,000.00
0001-0999: Unrestricted: Locally Defined	Base	400.00	400.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	80,000.00	85,189.00	79,862.00	152,862.00	154,602.00	387,326.00
1000-1999: Certificated Personnel Salaries	Concentration	194,800.00	217,579.00	189,658.00	193,451.00	197,319.00	580,428.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	30,000.00	0.00	36,530.00	36,530.00	36,530.00	109,590.00
7000-7439: Other Outgo	Concentration	16,000.00	16,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental	24,000.00	28,250.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).