

Introduction:

LEA: Grass Valley School District **Contact (Name, Title, Email, Phone Number):** Eric Fredrickson, Superintendent, efredrickson@gvsd.us, 5302734483 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. 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
<p>On August 17, 2015, at the beginning of the school-year district meeting for certificated and classified employees, the superintendent provided information regarding the Local Control Funding Formula (LCFF) and the 2015/16 LCAP goals. The superintendent provided a description of the Eight State Priorities and solicited staff input regarding these priorities.</p> <p>On October 23, 2015, November 13, 2015, December 4, 2015, February 5, 2016, and March 11, 2016, and April 15, 2016, and May 13, 2016 the</p>	<p>This outreach effort provided information regarding the 2015/16 LCAP goals and informed new staff as wells as re-informed existing staff on the Eight State priorities and the stakeholder engagement process. Staff provided feedback to the administration that was helpful in the development the LCAP goals.</p> <p>During these sessions with the GVTA representatives identified the following needs:</p>

superintendent met with the Grass Valley Teacher's Association to "Meet and Confer" regarding the LCAP. During these Interest Based Bargaining sessions the superintendent reviewed the Eight State Priorities and conducted a needs assessment regarding these priorities. GVTA members assisted in the development of a revised LCAP survey for the certificated staff and provided assistance in the development of the 2016-19 LCAP.

At each monthly governing board meeting August 2015 through May 2016, the superintendent shared the progress towards the 2015/16 LCAP goals with the board and solicited board and community input regarding the needs of the District in relation to the state priorities and the goals.

On January 25, 2016, the superintendent met with all of the district's certificated staff to review the progress of the 2015/16 LCAP goals.

Parents attending the District English Learner Advisory Council (DELAC), on February 24, 2016, participated in a discussion of the Eight State Priorities and then took the LCAP Parent Survey in Spanish.

During the week of February 22nd, the District's Certificated and Classified Staff participated in taking the District LCAP Survey. The survey focused on gathering input regarding the Eight State Priorities.

Conditions of Learning: Identified the need for additional professional development and collaboration time. This led to the development of a collaboration committee to research the idea of having weekly collaboration rather than the current structure of twice a month. The goal was also to have more time for teachers to collaborate on both district and site level benchmark assessments to guide instruction.

School facilities: Seek ways to increase school site and classroom security, purchase blinds to cover windows during lockdown, signage, and playground upgrades

Pupil Achievement: A great deal of discussion and actions regarding the implementation of the EL Achieve program for EL Learners and SES students. Based on these conversations numerous modifications were made to better serve these students.

Other Pupil Outcomes: Continued to expand the use of the new Student Data Management System..

School Climate: The work on increasing more frequent collaboration for teachers will provide more opportunities for teachers to fine tune student support programs and engage students in more activities.

This communication with the governing board provided a better understanding of the process for both the board and community. It also provided additional information and guidance for the superintendent in achieving the 2015/16 goals and in the development of the 2016-19 LCAP.

Provided additional input in the development of the progress report and clarification regarding the staffs commitment to the three year plan.

Input from this survey and this meeting was used in the development of the annual progress report and was reviewed by the District Advisory Committee in the development of the 2016-2019 LCAP.

Key Comments and Concerns:

Concerns regarding the implementation of the EL Achieve program in grades K-4. Identified the need to develop a placement assessment to determine which students (EL and EO) should participate in this program. Validated the desire to pilot a new ELA/ELD curriculum during the 2016/17 school year, with the goal of adopting new materials for 2017/18.

Provided valuable input on whether the district should change the school start

During the week of February 22nd, all district parents were contacted via phone and email using the School Messenger Communication System, and by a written notification, to seek their input by asking them to participate in the LCAP Parent Survey. Parents were provided the opportunity to take the survey via the link on the district website or complete a paper copy that was sent home with the written notification.

During the week of March 7th, students in grades three through eight at the Bell Hill Academy, Margaret Scotten Elementary School, and Lyman Gilmore Middle School, participated in the online LCAP Student Survey.

On March 30, 2016, and April 26, 2016, the District Advisory Committee, comprised of teachers, classified staff, parents, students, administrators, a governing board member, and community members met to review all of the data collected from the surveys and input gathered from stakeholder meetings. The superintendent also presented the LCAP Progress Report. During this meeting the committee began to identify the top needs for the LCAP.

times to avoid increased transportation costs due to not being able to share transportation with the high school district. The majority of the staff supported increasing the costs to maintain a school start time that was optimal for student learning.

Indicated that the current STEAM and Global Studies Enrichment programs for K-4 students was not effective. Based on this information these programs will be modified next school year.

There is a need to provide additional time for teacher collaboration to develop benchmark assessments, analyze student data, and guide instructional practices. There is also a need to have more opportunities for professional development.

There is a need to continue to improve the conditions of the school facilities.

Key Comments and Concerns:

Provided valuable input on whether the district should change the school start times to avoid increased transportation costs due to not being able to share transportation with the high school district. The majority of parents supported increasing the costs to maintain a school start time that was optimal for student learning and family schedules.

The parent surveys were very supportive of the goals and programs being supported by the district. Based on this input the goals and services in the LCAP will continue to be maintained.

Key Comments and Concerns

Concerned that students are still experiencing bullying. Much of the bullying revolved around teasing and unkind comments. Some of the comments were culturally and racially insensitive. Additional services and actions will be included in the LCAP.

The desire to have more playground equipment at Gilmore.

After reviewing the surveys and information from the March 30th and April 26th meetings and LCAP progress report, the committee recommended the following modifications and additions to the 2016-19 LCAP

Goal #1: All students will receive Common Core State Standards instruction in the areas of Mathematics and Language Arts and will increase proficiency in these areas through quality instruction and intervention support services

- To meet the needs of the students needing additional mathematics intervention in grades 6-8 purchase Go Math materials for these grades to

supplement the Digits Mathematics curriculum.

- Rather than provide a pull out program for STEAM and Global Studies in grades K-4, it was recommended to modify the program so that each grade level teacher incorporate STEAM and Global Studies curriculum into the regular classroom instruction. Each K-4 school site will develop their own vision on how to implement this change.
- Continue to support stipends for staff to sponsor academic clubs and teams, during, before, and after school.
- Although two STEAM Academies, one for advanced students, and one for struggling students, was created for 6th grade students this year, not all students have the opportunity to participate in this program. It was recommended that it be expanded for all 6th grade students. The committee supported the idea of expanding the program into grade 7 next year.
- That classified staff continue to be included in professional development trainings
- Based upon the recommendation of the ELD/ELA Cabinet, each school site should develop an assessment to determine which students should participate in the EL Achieve Program. A schedule to teach both EL Achieve and other Academic Language curriculum for all students in grades K-5 will be determined by each school site. Each site will also determine which staff need to be trained in the EL Achieve Program.
- New state adopted ELA/ELD curriculum will be piloted during the 2016/17 school year and will be purchased for the 2017/18 school year with the plan for teachers to receive training during the summer of 2017.
- Because of the impact of increased transportation costs next year, the ELD/ELA coordinator position will be reduced to 10 extra days added to a regular teaching assignment for the 2016/17 school year. Those ten days will be funded by the Teacher Effectiveness Grant.
- Continue to provide the additional staff development day that was added during the 2015/16 school year.
- That the district follow the recommendations of the Collaboration Committee and implement weekly collaboration on Wednesdays. Insure that this addition does not reduce instructional minutes for students. Also insure that this time includes time for staff development, meaningful collaboration regarding improving student proficiency, use data driven decisions, and provide time for teachers to prepare for classroom instruction.

- Continue to provide technology hardware, software, connectivity, and the technology staff and data technician
- The district will increase the cost of transportation to avoid having to share transportation or drastically change the start time to insure that school start times remain between 8:00-9:00 and protects optimal learning time and reduces student wait time after school.

Goal #2: Students will receive academic and behavior support

- Maintain the Counselor position that was hired during the 2015/16 school year to continue to provide small group support
- Continue to implement PBIS at all school sites.
- Maintain the current level of para-professional intervention support staff at Scotten and Bell Hill. Due to the increase in transportation costs for the district next year, suspend the recommendation of increasing these hours for the 2016/17 school year.
- That Special Education staffing be based on optimizing student case loads. Research the possibility of eliminating the half-time Special Education Teacher position if case load numbers do not support the position.
- Continue to support the self-contained support classroom staff for grades 5-8
- Continue to support the K-4 counselor and PBIS Behavior Support Team staff
- Student surveys indicated that there is a need to address bullying, unkind behavior and racially insensitive comments among students. Each school site needs to implement programs to promote empathy and cultural sensitivity, through trainings, curriculum, outside resources, and assemblies.
- Continue to support the K-4 Para Professional Recess Support staff to help students that struggle with social relationships and behavior during recess. It was further recommended that the recess supervision staff at Gilmore be trained to provide these types of support as well. It was also noted that Gilmore needs more structured activities during recess, games, equipment etc.
- To further support our foster youth, a Student Support Team (SST) Meeting will be held for each foster youth within 30 days of enrollment.

On May 31, 2016, the District Advisory Committee met for a third time to review the draft of the LCAP document.

On June 14, 2016, a public hearing was held for the LCAP document at a regularly scheduled school board meeting.

Goal #3: All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school

- Continue to implement the District Facility Master Plan
- Continue to develop the vision for a playground/equipment at Gilmore. While this is being done, add small improvements such as tetherball and other low cost options.
- Continue to provide adequate maintenance and custodial staff
- Continue to provide supervisory aides and crossing guards
- Continue to provide the behavior support classroom for the students at Gilmore.
- There is a need to increase the level of parent involvement and create the Outreach Liaison

The District Advisory Committee reviewed Section 2 of the LCAP draft. After making the recommendations and additions provided below, the committee felt that the services and actions outlined in the draft reflected the work of the committee.

1. Modify the STEAM and Global Studies Enrichment time to provide the regular classroom teachers more opportunity to integrate this curriculum and coordinate with their grade level colleagues in providing this instruction.
2. Designate ten of the Collaboration Wednesdays as professional development.
3. Investigate and evaluate the need to purchase additional Chrome Books at Gilmore School to assist with CAASPP testing.
4. Investigate and evaluate the request to hire additional certificated personnel to teach ELD instruction at Scotten School.
5. Extend the systematic supervision training to all classified staff that are responsible for supervision of students.
6. Provide a Foster Youth Toolkit to each school site.
7. Implement the Parent Institute for Quality Education (PQIE) at Gilmore.
8. When selecting the new ELA/ELD materials give close attention to programs that provide instruction that promotes cultural sensitivity, caring, and empathy.

No recommended changes were made during the public hearing.

On June 21, 2016, a week following the public hearing, the LCAP was presented at a special board meeting for approval.

The LCAP was approved by the Governing Board, with a 5-0 vote.

Annual Update:

Met with the District Leadership Team numerous times from January through May to record progress of the 2015/16 goals at each school site and the LEA. A Google Doc progress monitoring tool was developed and used by the Leadership Team to report progress toward the 2015/16 LCAP goals.

Annual Update:

The impact of meeting with this group of stakeholders resulted in the following actions:

1. The spring 2015 CAASPP testing results indicated that there is a need to provide more opportunities, coordination and support for the teachers in developing benchmark assessments in Mathematics and English Language Arts, as well as, professional development in analyzing student data and guiding instruction based on these results.
2. Although two out three schools increased the percentage of student attendance, the goal of increasing attendance by .5% was not met. Continued focus will be made in achieving this goal for 2016/17.
4. The STEAM program at Scotten and the Global Studies Program at Bell Hill Academy did not meet the desired objectives, for the 2016/17 school year STEAM and Global Studies Enrichment will be integrated within the regular classroom setting, or a rotations system will be created among existing staff, rather than hiring additional specialty instructors.
5. The additional professional development day that was added last year was successful in supporting the district certificated and classified staff in building a positive school culture, that focused on increasing empathy for the students that we serve in our district.
6. The re-designation rate of 5% of our EL students on the CELDT, was less than the 17% attained last year. Although the goal of 5% was met there needs to be additional support and resources directed to EL students.
7. Promoting the implementation of the PBIS at Bell Hill and Gilmore after reviewing the SWIS data from Scotten which demonstrated very positive results.

Met with district stakeholders in the District Advisory Committee on March 30, 2016 and April 26, 2016. During these meetings we reviewed the LCAP progress report, and the 2016 LCAP surveys. Based on this information the committee discussed needed changes in the LCAP and identified district needs.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Based on survey information and PBIS data, there is a need to provide additional training for both teachers and students on creating a safe and caring environment. Through professional development, curriculum, and special

- programs there will be more cultural sensitivity and kindness toward students.
- 2. By reviewing survey results it was determined to maintain the existing start times for all the school sites, and contract with Durham transportation to run our own district routes, without sharing with the high school to reduce the wait time for students after school, where many behavior issues would occur. This decision also will provide the district the ability to modify start times and early release days to better meet the needs of the students. Although this decision will increase transportation costs for the district, having the stability of a reasonable start time with flexibility will better serve the students.
- 3. Based on the progress report more emphasis needs to be focused on expanding the parent outreach efforts, the community liaison position was not implemented.
- 4. Continue to provide intervention services that were provided in the prior year LCAP
- 5. There still needs to be more age appropriate playground equipment and activities for the students at Lyman Gilmore Middle School. It was also determined that the playground supervisors at Gilmore need to participate in the "Active Supervision Training".
- 6. Although a recess support aide to assistant was provided for students at Scotten to assist students in their social interactions with other students during recess, this program needs to start earlier in the school year and be consistent in providing this service.

The impact of meeting with this group of stakeholders resulted in the following actions:

- 1. Based on the scores of last spring's CAASPP results, this group identified the need to increase the number of collaboration days from every other Wednesday to every Wednesday to provide more frequent opportunities for teachers to collaborate on developing benchmark assessments, analyzing student data, and guiding instructional practices based on this information.
- 2. Based upon survey information and other measurable outcomes it was determined that additional opportunities for professional development were needed. Ten (10) days were set aside on early release Wednesdays for professional development.
- 3. Based on the SWIS data collected this year, both Gilmore and Bell Hill Academy identified the need for additional behavior support, such as the Behavior Support Program at Scotten School

Met with the Grass Valley Teacher Association IBB Team members each month during the 2015/16 school year. During these meetings the team reviewed the LCAP progress, reviewed the results of the Survey, provided additional feedback from their bargaining unit members and discussed the issues that were generated at the March and April District Advisory Committee meetings.

Met with the District ELA/ELD Committee on April 26, 2016. During these meetings we discussed the current services provide to EL students and the status of ELA/ELD instruction and materials being provided for all students.

Shared the LCAP progress report, LCAP Surveys, the recommendations from the District Advisory Committee, and employee groups with the governing board.

Met with the classified committee on May 17,2016 to review surveys and discuss the LCAP progress report.

Met with the District Advisory Committee on May 31, 2016

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Based on the low percentage of EL students who were proficient on the spring 2015 CAASPP testing and the reduction in the percentage of EL students who were reclassified, the committee supported the implementation of the EL Achieve program, but only for EL students. Each school site will determine which students would benefit the most from participating in the EL Achieve program based on an assessment tool. EL students will receive designated instruction via EL Achieve and integrated instruction via the new piloted ELA/ELD curriculum. It was determined that additional staff, both classified and certificated, will participate in EL Achieve training.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Supported the increase in transportation costs to insure students had the optimal start time for learning, decreased the wait time for students to be picked up after school, and provide additional flexibility for early release days.
2. Supported the change in teacher collaboration days from every other Wednesday to every Wednesday to provide more frequent opportunity for teachers to develop benchmark assessments, analyze student data, and guide instructional practices. Also provided an increase in professional development opportunities.

Based on the successful student behavior results at Scotten the board continued to support of the behavior support and academic intervention programs outlined in the 2016/17 LCAP.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Continue to provide training opportunities for the classified staff.

The impact of meeting with this group of stakeholders resulted in the following actions:

1. Modified the STEAM and Global Studies Enrichment time to provide the regular classroom teachers more opportunity to integrate this curriculum and coordinate with their grade level colleagues in providing this instruction.
2. With the implementation of every Wednesday collaboration days, ten of those days were designated as professional development.

3. The district will investigate and evaluate the need to purchase additional Chrome Books at Gilmore School to assist with CAASPP testing.
4. The district will investigate and evaluate the request to hire additional certificated personnel to teach ELD instruction at Scotten School.
5. Extend the systematic supervision training to all classified staff that are responsible for supervision of students.
6. Provide a Foster Youth Toolkit to every school site.
7. Implement the Parent Institute for Quality Education (PQIE) at Gilmore.
8. When selecting the new ELA/ELD materials give close attention to programs that provide instruction that promotes cultural sensitivity, caring, and empathy.

No recommended changes were made.

The LCAP was approved with a 5-0 vote by the Governing Board

A Public Hearing was held on June 14, 2016.

Approval of the LCAP was placed on the June 21, 2016 Governing Board Agenda

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?

<p>GOAL 1:</p>	<p>All students will receive Common Core State Standards instruction in the areas of Mathematics and Language Arts and will increase proficiency in these areas through quality instruction and intervention support services</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Based on the results of both the state and local Mathematics and English Language Arts assessments, there is a need to fully implement the Common Core State Standards in Mathematics and Language Arts and insure that all students demonstrate increased proficiency.</p> <p>Metric(s):</p> <ul style="list-style-type: none"> Student results on SBAC and District Benchmark Assessments Percentage of students proficient on District and Individual Classroom Teacher Benchmark Assessments Percentage of English Learner (EL) students re-designated on the annual California English Language Development Test (CELDT), or California designated equivalent Highly Qualified Teachers Mis-assignment Audit Academic Performance Indicator (API) results 	
<p>Goal Applies to:</p>	<p>Schools: Bell Hill Academy, Scotten, and Gilmore</p> <hr/> <p>Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016/17

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to have access to standards aligned instructional materials as measured by documentation of purchased materials.</p> <p>Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year CAASPP tests and culminating school based benchmark assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned, as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>Students will continued to have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> <p>Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable.</p> <p>Since our district is a K-8 district we are not measuring the following pupil achievement measurements:</p> <ol style="list-style-type: none"> 1. The percentage of pupils who have successfully completed courses that satisfy the A-G requirements 2. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 3. The percentage of pupils who participate in , and demonstrate college preparedness pursuant to the Early Assessment Program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with standards aligned Mathematics textbooks and materials	K-8	<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)	Continue to provide standards aligned Mathematics instructional materials and additional resources 4000-4999: Books And Supplies Lottery - 6300 \$10,000
All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.	K-8	<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)	Science, Technology, Engineering, Arts, and Mathematics (STEAM) and Global Studies Enrichment instruction will be provided for all Kindergarten through 5th grade students. 1000-1999: Certificated Personnel Salaries Base \$20,000 Continue to provide access to accelerated and enhanced learning programs, such as In-school and after-school academic teams, clubs, and activities. Includes compensation for activity supervisor. 1000-1999: Certificated Personnel

			<p>Salaries Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will continue to be provided to all students in grades 6-8 through enrichment classes and integrated instruction. 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
<p>District staff will participate in professional development and collaboration to support them in the implementation of the mathematics and ELA/ELD curriculum, and to allow them time to develop benchmark assessments, analyze student data, and guide instruction.</p>	<p>K-8</p>	<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>Continue to fund and support the additional professional development day that was added to the contract for the 2015/16 school year. 1000-1999: Certificated Personnel Salaries Base \$38,000</p> <p>Increase the number of early release collaboration/staff development days to once a week to provide more time and opportunity for teachers to collaborate and participate in professional development. Ten of these days will be allocated for professional development. 1000-1999: Certificated Personnel Salaries Base \$200,000</p> <p>Provide professional development for Para Professional Intervention Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>
<p>Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students</p>	<p>K-8</p>	<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>Technology hardware, applications, and software will continue to be provided 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology connectivity will continue to be provided 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$329,197</p> <p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$56,000</p> <p>Investigate and evaluate the need to purchase additional Chrome Books at Gilmore School to assist with CAASPP testing.</p>
<p>Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services.</p>	<p>K-8</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 checked="" type="checkbox"/> Other Subgroups:</p>	<p>Special Education staff will continue to be provided 1000-1999: Certificated Personnel Salaries Special Education \$1,113,723</p> <p>Special Education staff will continue to be provided 2000-2999: Classified Personnel Salaries Special Education \$368,758</p>

		(Specify) Special Education	
<p>Students will continue to receive English Language Development instruction and intervention services</p>	<p>K-8</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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EL Achieve curriculum will be provided for EL students and other students that qualify based upon assessments. 4000-4999: Books And Supplies One-Time Funds \$15,000</p> <p>Continue to provide ELD training for certificated and classified staff 1000-1999: Certificated Personnel Salaries Title II \$10,000</p> <p>English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$184,860</p> <p>English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>Provide an additional 10 days of contract for an ELD Coordinator to assist with the ELD implementation. 1000-1999: Certificated Personnel Salaries One-Time Funds \$5,000</p> <p>Investigate and evaluate the request to hire additional certificated personnel to teach ELD instruction at Scotten School.</p>
<p>As part of the ELA/ELD textbook adoption process selected classrooms will pilot programs</p>	<p>K-8</p>	<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>Staff time for piloting materials 1000-1999: Certificated Personnel Salaries Base \$10,000</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to have access to standards aligned instructional materials as measured by documentation of purchased materials.</p> <p>Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year CAASPP tests and culminating school based benchmark assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned, as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>Students will continued to have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> <p>Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable.</p> <p>Since our district is a K-8 district we are not measuring the following pupil achievement measurements:</p> <ol style="list-style-type: none"> 1. The percentage of pupils who have successfully completed courses that satisfy the A-G requirements 2. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 3. The percentage of pupils who participate in , and demonstrate college preparedness pursuant to the Early Assessment Program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with standards aligned Mathematics textbooks and materials.	K-8	<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)	Continue to provide standards aligned Mathematics instructional materials and additional resources 4000-4999: Books And Supplies Lottery - 6300 \$5,000
All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.	K-8	<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)	Science, Technology, Engineering, Arts, and Mathematics (STEAM) and Global Studies Enrichment instruction will continue to be provided for all Kindergarten through 5th grade students. 1000-1999: Certificated Personnel Salaries Base \$20,000 Continue to provide access to accelerated and enhanced learning programs, such as In-school and after-school academic teams, clubs, and activities. Includes compensation

			<p>for activity supervisor. 1000-1999: Certificated Personnel Salaries Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will continue to be provided to all students in grades 6- 8 through enrichment classes and integrated instruction. 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
District staff will continue to participate in professional development and collaboration to support them in the implementation of the mathematics and ELA/ELD curriculum, and to allow them time to develop benchmark assessments, analyze student data, and guide instruction.	K-8	<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>Continue to fund and support the additional professional development day that was added to the contract for the 2015/16 school year. 1000-1999: Certificated Personnel Salaries Base \$40,000</p> <p>Continue to support the weekly early release collaboration/staff development days that provide more time and opportunity for teachers to collaborate and participate in staff development. 1000-1999: Certificated Personnel Salaries Base \$200,000</p> <p>Continue to provide professional development for Para Professional Intervention Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>
Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students	K-8	<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>Technology hardware, applications, and software will continue to be provided 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology connectivity will continue to be provided 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$330,000</p> <p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$58,000</p>
Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services	K-8	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	<p>Special Education staff will continue to be provided 1000-1999: Certificated Personnel Salaries Special Education \$1,300,000</p> <p>Special Education staff will continue to be provided 2000-2999: Classified Personnel Salaries Special Education \$365,000</p>
Students will continue to receive English Language	K-8	<input type="checkbox"/> All	Continue to provide the EL Achieve curriculum for EL students

<p>Development instruction and intervention services</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>and other students that qualify based upon assessments. 4000-4999: Books And Supplies Lottery - 6300 \$5,000 Continue to provide ELD training for certificated and classified staff 1000-1999: Certificated Personnel Salaries Title II \$5,000 Continue to provide English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$209,000 Continue to provide English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Supplemental/Concentration \$5,000 Continue to provide an additional 10 days of contract for an ELD Coordinator to assist with the ELD implementation. 1000-1999: Certificated Personnel Salaries One-Time Funds \$5,000</p>
<p>Purchase Standards Aligned English Language Arts/English Language Development textbooks and materials</p>	<p>K-8</p>	<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>Purchase Standards Aligned English Language Arts/English Language Development textbooks and materials 4000-4999: Books And Supplies One-Time Funds \$300,000</p>
<p>Provide staff development for both certificated and classified staff for the implementation of the new ELA/ELD textbook materials.</p>	<p>K-8</p>	<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>Provide staff development for certificated staff for the implementation of the new ELA/ELD textbook materials. 1000-1999: Certificated Personnel Salaries Title II \$10,000 Provide staff development for classified intervention staff for the implementation of the new ELA/ELD textbook materials. 2000-2999: Classified Personnel Salaries Base \$5,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to have access to standards aligned instructional materials as measured by documentation of purchased materials.</p> <p>Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year CAASPP tests and culminating school based benchmark assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned, as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>Students will continued to have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> <p>Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable.</p> <p>Since our district is a K-8 district we are not measuring the following pupil achievement measurements:</p> <ol style="list-style-type: none"> 1. The percentage of pupils who have successfully completed courses that satisfy the A-G requirements 2. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher 3. The percentage of pupils who participate in , and demonstrate college preparedness pursuant to the Early Assessment Program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with standards aligned Mathematics textbooks and materials.	K-8	<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)	Continue to provide standards aligned Mathematics instructional materials and additional resources 4000-4999: Books And Supplies Lottery - 6300 \$5,000
All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.	K-8	<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)	Science, Technology, Engineering, Arts, and Mathematics (STEAM) and Global Studies Enrichment instruction will be provided for all Kindergarten through 5th grade students. 1000-1999: Certificated Personnel Salaries Base \$20,000 Continue to provide access to accelerated and enhanced learning programs, such as In-school and after-school academic teams, clubs, and activities. Includes compensation for activity supervisor. 1000-1999: Certificated Personnel

			<p>Salaries Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will continue to be provided to all students in grades 6- 8 through enrichment classes and integrated instruction. 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
<p>District staff will continue to participate in professional development and collaboration to support them in the implementation of the mathematics and ELA/ELD curriculum, and to allow them time to develop benchmark assessments, analyze student data, and guide instruction.</p>	<p>K-8</p>	<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>Continue to fund and support the additional professional development day that was added to the contract for the 2015/16 school year. 1000-1999: Certificated Personnel Salaries Base \$43,000</p> <p>Continue to support the weekly early release collaboration/staff development days that provide more time and opportunity for teachers to collaborate and participate in staff development. 1000-1999: Certificated Personnel Salaries Base \$200,000</p> <p>Continue to provide professional development for Para Professional Intervention Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>
<p>Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students</p>	<p>K-8</p>	<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>Technology hardware, applications, and software will continue to be provided 4000-4999: Books And Supplies Base \$20,000</p> <p>Technology connectivity will continue to be provided 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$333,000</p> <p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$59,000</p>
<p>Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics and Language Arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services</p>	<p>K-8</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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Special Education staff will continue to be provided 1000-1999: Certificated Personnel Salaries Special Education \$1,315,000</p> <p>Special Education staff will continue to be provided 2000-2999: Classified Personnel Salaries Special Education \$372,000</p>
<p>Students will continue to receive English Language Development instruction and intervention services</p>	<p>K-8</p>	<p><input type="checkbox"/> All OR:</p>	<p>Continue to provide the EL Achieve curriculum for EL students and other students that qualify based upon assessments.</p>

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Lottery - 6300 \$2,000 Continue to provide ELD training for certificated and classified staff 1000-1999: Certificated Personnel Salaries Base \$1,000 Continue to provide English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$212,000 Continue to provide English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies Supplemental/Concentration \$5,000 Continue to provide an additional 10 days of contract for an ELD Coordinator to assist with the ELD implementation. 1000-1999: Certificated Personnel Salaries One-Time Funds \$5,000
Continue to provide Standards Aligned English Language Arts/English Language Development textbooks and materials	K-8	<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)	Continue to provide Standards Aligned English Language Arts/English Language Development textbooks and materials 4000-4999: Books And Supplies Lottery - 6300 \$6,000
Continue to provide staff development for both certificated and classified staff during the second year of the implementation of the new ELA/ELD textbook materials.	K-8	<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)	Continue to provide staff development for certificated staff for the implementation of the new ELA/ELD textbook materials. 1000-1999: Certificated Personnel Salaries Title II \$5,000 Continue to provide staff development for classified intervention staff for the implementation of the new ELA/ELD textbook materials. 1000-1999: Certificated Personnel Salaries Base \$1,000

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

GOAL 2:	Students will receive academic and behavior support.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input 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
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Identified Need :	<p>Need:</p> <p>Based staff, parent, and student LCAP Surveys, and PBIS data, there is a need to increase student behavior supports to ensure that the school climate is safe, caring, encourages students to attend school, and is conducive for learning.</p> <p>Based on data from both state CAASPP test results and local benchmark assessments, there is a further need to provide academic intervention services for students who are not making adequate yearly progress in proficiency.</p> <p>Metrics:</p> <p>Annual LCAP Surveys: Compare the percentage of responses relating to this need with the previous year's survey</p> <p>Data from School-wide Information System (SWIS), discipline logs and suspension and expulsion rates</p> <p>Results from the California Healthy Kids Survey</p> <p>P2 Average Daily Attendance Report</p> <p>School Attendance Review Board (SARB) Referrals</p> <p>Middle School Dropout Rates</p> <p>Student results on SBAC and District Benchmark Assessments</p> <p>Percentage of students proficient on District and Individual Classroom Teacher Benchmark Assessments</p> <p>Percentage of English Learner (EL) students re-designated on the annual California English Language Development Test (CELDT), or California designated equivalent</p> <p>Academic Performance Indicator (API) results</p> <p>Since our district is a K-8 district we are not measuring the following measurements:</p> <ol style="list-style-type: none"> 1. High school drop out rates 2. High school graduation rates
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Goal Applies to:	Schools: Bell Hill Academy, Scotten Elementary, Gilmore Middle School <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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LCAP Year 1: 2016/17

Expected Annual Measurable Outcomes:	<p>The number of student referrals for major offenses, suspension and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)</p> <p>The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.</p> <p>The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%. Maintain below a 1% Middle School drop out rate.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT).</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Students will continue to be provided with Behavior Support Services	K-8	<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)	Continue to implement PBIS 4000-4999: Books And Supplies Supplemental/Concentration \$2,000
Students will continue to be provided academic intervention support by intervention staff and supplemental materials	K-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 type="checkbox"/> Other Subgroups: (Specify)	Response to intervention period will continue to be provided or grades 6-8 1000-1999: Certificated Personnel Salaries Base \$79,000 Maintain the number of hours for Para professional Intervention Support Staff for Scotten School, and Bell Hill Academy. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$199,767 Continue to maintain 100% Highly Qualified teachers with no misassignments 1000-1999: Certificated Personnel Salaries Base \$6,043,340 Continue to maintain sufficiency in standards aligned instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$48,000 Continue to provide Certificated intervention staff 1000-1999: Certificated Personnel Salaries Title I \$67,000
Students with significant academic deficiencies and/or	5-8	<input type="checkbox"/> All	Continue to provide certificated staff for a self-contained

<p>significant behavior issues will continue to be provided targeted intervention services</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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>student support class room for students in grades 5-8 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$78,000 Continue to provide Classified staff for a self-contained student support class room for students in grades 5-8 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$41,988</p>
<p>Students with severe academic and behavior deficiencies will continue to be provided specific intervention</p>	<p>K-4</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) <u>Special Education</u></p>	<p>School Counselor 1.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$81,382 PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$115,553 PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$54,555</p>
<p>Continue to provide support for students who struggle with social relationships and behavior during recess</p>	<p>K-8</p>	<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>Continue to provide Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration 11,000 Provide systematic supervision training for classified staff that have supervision responsibilities. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1,000</p>
<p>Provide additional supports for Foster Youth</p>	<p>K-8</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hold Student Study Team (SST) meetings for every foster youth student within 30 days of enrollment in a district program. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000 Provide a Foster Youth Toolkit to each school site. 4000-4999: Books And Supplies Supplemental/Concentration \$500.00</p>
<p>Students will be provided transportation services that will support a school start time that is optimal for student learning, a release time that reduces student wait time, and flexibility to provide early release collaboration days</p>	<p>K-8</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Grass Valley School District will contract with Durham Transportation to provide dedicated buses for the district, not sharing with another district, to insure that students are provided a start time that is optimal for learning, less time wait</p>

for teachers.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	for students after school, thus reducing negative behaviors, and providing flexibility for early release collaboration days for teachers. Additional cost: 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$180,000
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The number of student referrals for major offenses, suspension and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS) The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report. The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%. Maintain below a 1% Middle School drop out rate. Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts. 5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT). Students will continue to receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet. Meet or exceed Academic Performance Indicator (API) growth target as applicable
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Students will continue to be provided with Behavior Support Services	K-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to implement PBIS 4000-4999: Books And Supplies Supplemental/Concentration \$2,000
Students will continue to be provided academic Intervention support by intervention staff and supplemental materials	K-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) <u>Special Education</u>	Response to intervention period will continue to be provided for grades 6-8 1000-1999: Certificated Personnel Salaries Base \$79,000 Continue to maintain the number of hours for Para professional Intervention Support Staff for Scotten School, and Bell Hill Academy. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$511,000 Continue to maintain 100% Highly Qualified teachers with no misassignments 0000: Unrestricted Base \$6,100,000 Continue to maintain sufficiency in standards aligned

			<p>instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$48,000</p> <p>Continue to provide Certificated intervention staff 1000-1999: Certificated Personnel Salaries Title I \$67,000</p>
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided targeted intervention services	5-8	<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) Special Education</p>	<p>Continue to provide Certificated staff for a self-contained student support class room for students in grades 5-8 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$80,000</p> <p>Continue to provide Classified staff for a self-contained student support class room for students in grades 5-8 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$43,500</p>
Students with severe academic and behavior deficiencies will continue to be provided with specific interventions	K-4	<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) Special Education</p>	<p>School Counselor 1.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$82,000</p> <p>PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$110,000</p> <p>PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$56,000</p>
Continue to provide support for students who struggle with social relationships and behavior during recess	K-8	<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>Continue to provide Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration 12,000</p> <p>Continue to provide systematic supervision training for classified staff with supervision responsibilities. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1,000</p>
Provide additional supports for Foster Youth		<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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Continue to hold Student Study Team (SST) meetings for every foster youth student within 30 days of enrollment in a district program. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000</p> <p>Continue to insure that Foster Youth Toolkits are provided to school sites. 4000-4999: Books And Supplies Supplemental/Concentration \$500</p>

		(Specify)	
<p>Students will continue to be provided with transportation services that support a school start time that is optimal for student learning, a release time that reduces student wait time, and flexibility to provide early release collaboration days for teachers.</p>	<p>K-8</p>	<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>Grass Valley School District will continue to contract with Durham Transportation to provide dedicated buses for the district, not sharing with another district, to insure that students are provided a start time that is optimal for learning, less time wait for students after school, thus reducing negative behaviors, and providing flexibility for early release collaboration days for teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$180,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>The number of student referrals for major offenses, suspension and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS) The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report. The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%. Maintain below a 1% Middle School drop out rate. Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts. 5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT). Students will continue to receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet. Meet or exceed Academic Performance Indicator (API) growth target as applicable</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All Students will continue to be provided with Behavior Support Services</p>	<p>K-8</p>	<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>Continue to implement PBIS 4000-4999: Books And Supplies Supplemental/Concentration \$2,000</p>
<p>Students will continue to be provided academic Intervention support by intervention staff and supplemental materials</p>	<p>K-8</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</p>	<p>Response to intervention period will continue to be provided for grades 6-8 1000-1999: Certificated Personnel Salaries Base \$79,000 Continue to maintain the number of hours for Para</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	<p>professional Intervention Support Staff for Scotten School, and Bell Hill Academy. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$512,000</p> <p>Continue to maintain 100% Highly Qualified teachers with no misassignments 1000-1999: Certificated Personnel Salaries Base \$6,150,000</p> <p>Continue to maintain sufficiency in standards aligned instructional materials 4000-4999: Books And Supplies Lottery - 6300 \$48,000</p> <p>Continue to provide Certificated intervention staff 1000-1999: Certificated Personnel Salaries Title I \$67,000</p>
<p>Students with significant academic deficiencies and/or significant behavior issues will continue to be provided targeted intervention services</p>	<p>5-8</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) <u>Special Education</u></p>	<p>Continue to provide Certificated staff for a self-contained student support class room for students in grades 5-8 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$80,000</p> <p>Continue to provide Classified staff for a self-contained student support class room for students in grades 5-8 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$44,000</p>
<p>Students with severe academic and behavior defencles will continue to be provided with specific interventions</p>	<p>K-4</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) <u>Special Education</u></p>	<p>School Counselor 1.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$83,000</p> <p>PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111,000</p> <p>PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$57,000</p>
<p>Continue to provide support for students who struggle with social relationships and behavior during recess</p>	<p>K-8</p>	<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>Continue to provide Para professional Recess Support Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$12,000</p> <p>Continue to provide systematic supervision training for classified staff with supervision responsibilities. 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$500</p>

<p>Provide additiional supports for Foster Youth</p>	<p>K-8</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to hold Student Study Team (SST) meetings for every foster youth student within 30 days of enrollment in a district program. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,000 Continue to insure that a Foster Youth Toolkit is provided to each school site. 4000-4999: Books And Supplies Supplemental/Concentration \$500</p>
<p>Students will continue to be provided with transportation services that support a school start time that is optimal for student learning, a release time that reduces student wait time, and flexibility to provide early release collaboration days for teachers.</p>	<p>K-8</p>	<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>Grass Valley School District will continue to contract with Durham Transportation to provide dedicated buses for the district, not sharing with another district, to insure that students are provided a start time that is optimal for learning, less time wait for students after school, thus reducing negative behaviors, and providing flexibility for early release collaboration days for teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$180,000</p>

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

<p>GOAL 3:</p>	<p>All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Based on data provided in the staff, parent, and student LCAP surveys, and the annual FIT report, there is a need to maintain district facilities to ensure that the facilities are safe, and conducive for learning. Based on data provided in the staff, parent, and student LCAP surveys, there is also a need to provide further outreach to parents and community to support student learning. Metrics: Annual LCAP Surveys: Compare the percentage of responses relating to this need with the previous year's survey Results from annual the Facility Inspection Tool Williams Act Audit Data from School-wide Information System (SWIS), discipline logs and suspension and expulsion rates Results from the California Healthy Kids Survey P2 Average Daily Attendance Report School Attendance Review Board (SARB) Referrals Middle School Dropout Rates</p>	
<p>Goal Applies to:</p>	<p>Schools: Bell Hill Academy, Scotten Elementary, Gilmore Middle School Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016/17

Expected Annual Measurable Outcomes: Students will continue to have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning as measured by the annual inspection tool and LCAP Surveys.
 There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.
 The number of student referrals for major offenses, suspensions and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)
 The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.
 The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.
 The level of parental involvement, including parents of unduplicated pupils, and individuals with exceptional needs, on the District Advisory Committee, will be maintained and the percentage of parents that participate in the annual parent LCAP survey will increase by 2%.
 Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.
 Maintain below a 1% Middle School drop out rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with a safe and conducive learning environment	K-8	<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)	Continue to implement the district priorities outlined in the Facility Master Plan. 5000-5999: Services And Other Operating Expenditures Capital Facilities \$5,000 Continue to provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$850,000 Continue to provide Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$136,000
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided facilities for targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Continue to provide a Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000
Increase the level of communication for improved parent involvement to support student learning	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Provide staff to implement a comprehensive Home-to -School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000 Continue to provide technology resources for parent outreach

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base \$1,000
Provide support and training for parents to prepare them to support their children in pursuing college and career options.	5-8	<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 type="checkbox"/> Other Subgroups: (Specify)	Select and train ten (10) staff members at Gilmore, through consultation services by the Parent Institute for Quality Education (PIQE). 1000-1999: Certificated Personnel Salaries Base \$5,000
Enhance school facilities to support student learning and provide a safe school environment	5-8	<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)	Continue to develop a new playground vision at Gilmore School 1000-1999: Certificated Personnel Salaries Base \$500 Increase the amount of playground resources for students, while new playground vision at Gilmore is being developed. 4000-4999: Books And Supplies One-Time Funds 1,000
Staff and students will be provided with training and supports that will enhance cultural sensitivity and promote a school culture of caring, a better understanding and appreciation of diversity, empathy and safety.	K-8	<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)	Staff Training 1000-1999: Certificated Personnel Salaries Base \$3,000 Student Assemblies, materials, and classroom instruction 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$8,000 During the selection of the new ELA/ELD instructional materials, close attention will be given to selecting materials that integrate cultural sensitivity, caring, and empathy into the instruction.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Students will continue to have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning as measured by the annual inspection tool and LCAP Surveys.
 There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.
 The number of student referrals for major offenses, suspensions and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)
 The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.
 The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.
 The level of parental involvement, including parents of unduplicated pupils, and individuals with exceptional needs, on the District Advisory Committee, will be maintained and the percentage of parents that participate in the annual parent LCAP survey will increase by 2%.
 Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.
 Maintain below a 1% Middle School drop out rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with a safe and conducive learning environment	K-8	<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)	Continue to implement the district priorities outlined in the Facility Master Plan. 5000-5999: Services And Other Operating Expenditures Capital Facilities \$5,000 Continue to provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$851,000 Continue to provide Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$137,000
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided facilities for targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Continue to provide a Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000 Continue to provide technology resources for parent outreach. 5900: Communications Base \$1,000
Increase the level of communication for improved parent involvement to support student learning	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Continue to provide staff to implement a comprehensive Home-to -School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide support and training for parents to prepare them to support their children in pursuing college and career options.	5-8	<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 type="checkbox"/> Other Subgroups: (Specify)	The Gilmore Parent Institute for Quality Education (PIQE) team will coordinate training for parents. 1000-1999: Certificated Personnel Salaries Base \$5,000
Continue to enhance school facilities to support student learning and provide a safe school environment	5-8	<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)	Begin to implement the vision of a new playground at Gilmore School 6000-6999: Capital Outlay Capital Facilities 10,000 Continue to increase the amount of playground resources for students, while new playground vision at Gilmore is being developed. 4000-4999: Books And Supplies Base \$500
Staff and students will continue to be provided with training and supports that will enhance cultural sensitivity and promote a school culture of caring, a better understanding and appreciation of diversity, empathy and safety.	K-8	<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)	Staff Training 1000-1999: Certificated Personnel Salaries Base \$1,000 Student Assemblies, materials, and classroom instruction 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$8,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Students will continue to have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning as measured by the annual inspection tool and LCAP Surveys.
 There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.
 The number of student referrals for major offenses, suspensions and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)
 The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.
 The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.
 The level of parental involvement, including parents of unduplicated pupils, and individuals with exceptional needs, on the District Advisory Committee, will be maintained and the percentage of parents that participate in the annual parent LCAP survey will increase by 2%.
 Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.
 Maintain below a 1% Middle School drop out rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to be provided with a safe and conducive learning environment	K-8	<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)	Continue to implement the district priorities outlined in the Facility Master Plan. 6000-6999: Capital Outlay Capital Facilities \$5,000 Continue to provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$853,000 Continue to provide Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$138,000
Students with significant academic deficiencies and/or significant behavior issues will continue to be provided facilities for targeted intervention services	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Continue to provide a Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000
Continue to ncrease the level of communication for improved parent involvement to support student learning	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Continue to provide staff to implement a comprehensive Home-to -School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000 Continue to provide technology resources for parent outreach

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5900: Communications Base \$1,000
Provide support and training for parents to prepare them to support their children in pursuing college and career options.	5-8	<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 type="checkbox"/> Other Subgroups: (Specify)	The Gilmore Parent Institute for Quality Education (PIQE) team will continue to coordinate training and support for parents. 1000-1999: Certificated Personnel Salaries Base \$5,000
Continue to enhance school facilities to support student learning and provide a safe school environment	5-8	<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)	Fully implement the vision of a new playground at Gilmore School 6000-6999: Capital Outlay Capital Facilities \$40,000
Staff and students will continue to be provided with training and supports that will enhance cultural sensitivity and promote a school culture of caring, a better understanding and appreciation of diversity, empathy and safety.	K-8	<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)	Staff Training 1000-1999: Certificated Personnel Salaries Base \$1,000 <hr/> Student Assemblies, materials, and classroom instruction 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$8,000

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.

Original GOAL 1 from prior year LCAP:	All students will receive Common Core State Standards instruction in the areas of Mathematics and Language Arts and will increase proficiency in these areas through quality instruction and intervention support services	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Bell Hill Academy, Scotten, and Gilmore Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Students will continue to have access to standards aligned instructional materials as measured by documentation of purchased materials.</p> <p>Students will continue to be provided with instruction, that aligns with the Common Core State Standards, and the English Language Development Standards, from well-trained and qualified staff, as measured by student performance on the SBAC and benchmark assessments.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT) and English Language(EL) reclassification rate will be maintained.</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned, as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Sufficiency in standards aligned instructional materials will continue to be maintained.</p> <p>Students will continued to have access to a broad course of study as measured by the annual LCAP progress report and surveys.</p> <p>Programs will continue to be developed and provided to the</p>	<p>Actual Annual Measurable Outcomes:</p> <p>No Williams Act complaints were filed regarding insufficient instructional materials.</p> <p>All students were provided with standards aligned instructional materials in mathematics. Grades K-5 Go Math, Grades 6-8 Digits, CPM purchased for 8th grade honors math.</p> <p>Last Spring was the baseline for the CAASPP Results:</p> <p>CAASPP Results Bell Hill: CAASPP Results All Students ELA Grade 3 55% Grade 4 27% Math Grade 3 60% Grade 4 27% English Lang. Learners ELA Grade 3 12% Grade 4 0% Math Grade 3 30% Grade 4 0% Low SES ELA Grade 3 53% Grade 4 22% Math</p>

district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.

Meet or exceed Academic Performance Indicator (API) growth target as applicable.

Since our district is a K-8 district we are not measuring the following pupil achievement measurements:

1. The percentage of pupils who have successfully completed courses that satisfy the A-G requirements
2. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
3. The percentage of pupils who participate in , and demonstrate college preparedness pursuant to the Early Assessment Program

Grade 3 61%
 Grade 4 26%
 Scotten:
 CAASPP Results
 All Students
 ELA
 Grade 3 36%
 Grade 4 23%
 Math
 Grade 3 44%
 Grade 4 22%
 English Lang. Learners
 ELA
 Grade 3 0%
 Grade 4 0%
 Math
 Grade 3 0%
 Grade 4 0%
 Low SES
 ELA
 Grade 3 29%
 Grade 4 15%
 Math
 Grade 3 38%
 Grade 4 15%
 Students W. Disabil.
 ELA
 Grade 3 16%
 Grade 4 5%
 Math
 Grade 3 46%
 Grade 4 5%
 Gilmore:
 CAASPP Results
 All Students
 ELA
 Grade 5 36%
 Grade 6 32%
 Grade 7 41%
 Grade 8 37%
 Math
 Grade 5 26%
 Grade 6 30%
 Grade 7 34%

Grade 8 29%
English Lang. Learners
ELA
Grade 5 0%
Grade 6 0%
Grade 7 0%
Grade 8 0%
Math
Grade 5 0%
Grade 6 0%
Grade 7 0%
Grade 8 0%
Low SES
ELA
Grade 5 28%
Grade 6 26%
Grade 7 29%
Grade 8 24%
Math
Grade 5 10%
Grade 6 24%
Grade 7 25%
Grade 8 24%
Students W. Disabil.
ELA
Grade 5 0%
Grade 6 10%
Grade 7 0%
Grade 8 0%
Math
Grade 5 0%
Grade 6 0%
Grade 7 8%
Grade 8 5%
District:
CAASPP Results
All Students
ELA
Grade 3 36%
Grade 4 32%
Grade 5 36%
Grade 6 32%
Grade 7 41%
Grade 8 37%

Grade 8 37%
 Math
 Grade 3 36%
 Grade 4 32%
 Grade 5 36%
 Grade 6 32%
 Grade 7 41%
 Grade 8 37%

Benchmark Assessments

English Language Arts

Grade	T1	T2	Percent Improvement
K	393	571	45%
1	3726	5631	51%
1 DI	1867	2643	42%
2	7630	9368	23%
2 DI			
3			
4	220751	224265	2%
5	1445	2517	74%
6	592	673	14%
7	576	668	16%
8	185791	189975	2%

Mathematics

Grade	T1	T2	Percent Improvement
K	1468	3000	104%
1	2130	3155	48%
2	2766	3772	36%
3	2382	3423	44%
4	1894	2321	23%
5	2030	2507	24%
6			
7			
8	811	1382	71%

California English Language Development Test (CELDT) and English Language(EL) reclassification rate
 Total numbers for students designated Fluent English Proficient (RFEP/IFEP):
 14/15 = 17%
 15/16 = 5%

In 14/15, students were redesignated based on classroom performance and benchmark assessments. In 15/16, CAASPP

		<p>scores were included as a factor for redesignation. As noted by the California Department of Education, "Because 2015 is the first year of the new tests and because they are substantially different from their predecessors, Torlakson said the (CAASPP) results will serve as a baseline from which to measure future progress and should not be compared to results from the state's previous assessments, the(STAR) program."</p> <p>The Highly Qualified Teachers Data Sheet indicated the 100% of the district's teachers are Highly Qualified.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Students will continue to be provided with standards aligned mathematics textbooks, and teacher developed and supplemental standards aligned Language Arts materials.</p>	<p>Continue to provide standards aligned Mathematics instructional materials and additional resources 4000-4999: Books And Supplies Lottery - 6300 \$10,000</p>	<p>Provided standards aligned instructional materials in mathematics. Grades K-5 Go Math, Grades 6-8 Digits, CPM purchased for 8th grade honors math.</p>	<p>Math Curriculum 4000-4999: Books And Supplies Lottery - 6300 \$10,983</p>
	<p>Purchase standards aligned supplemental materials for English Language Arts instruction 4000-4999: Books And Supplies Lottery - 6300 \$5,000</p>	<p>Provided standards aligned supplemental materials for English Language Arts instruction.</p> <p>Bell Hill: used Open Court as well as supplemental Common Core Standards-based materials for Language Arts, including Common Core Plus in Grade 3, Ready Common Core in Grade 4. All grades, K-4, use Scholastic Newsletter and Science Spin to provide vocabulary-rich, complex informational text. Dual Immersion teachers in grades 2 and 3 used Cengage supplemental materials (Bien Diche, de Viaje) for language arts instruction.</p> <p>Scotten: Open Court as well as supplemental materials for Language Arts, including Ready Common Core in Grade 4, Standards</p>	<p>ELA Curriculum - Consumables 4000-4999: Books And Supplies Lottery - 6300 \$32,421</p>

		<p>Plus for 3rd grade, Imagine It in Grades K and 1, Scholastic Newsletter for informational text</p>	
<p>Scope of Service</p> <p style="text-align: center;">K-8</p> <hr style="border-top: 1px dashed black;"/> <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> <p style="text-align: center;">K-8</p> <hr style="border-top: 1px dashed black;"/> <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>All students will continue to be provided access to a broad course of study and accelerated/enhanced learning experiences, during school and outside school hours, that will prepare them for college and/or career.</p>	<p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrichment classes and Global Studies Enrichment classes will continue to be provided for all Kindergarten through 5th grade students, under the direction of a STEAM and GSE Coordinators 2000-2999: Classified Personnel Salaries Base \$20,000</p> <p>Continue to provide access to accelerated and enhanced learning programs, such as In-school and after-school academic teams, clubs, and activities. Includes compensation for activity supervisor. 1000-1999: Certificated Personnel Salaries Lottery - 1100 \$40,000</p> <p>Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities will be provided to all students in grades 6-8 through enrichment classes and integrated instruction. 1000-1999: Certificated</p>	<p>Bell Hill: Global Studies instruction continues in all classrooms, grades K - 4. Students study the land, people and cultures of target continents/countries. Enrichment units include music, storytelling, arts, foods, and dance. This year we participated in the planning year of the Artists in the Schools program. GSE (Global Studies Enrichment) classes in art and movement were regularly scheduled throughout the year. The Principal coordinated the GSE program at Bell Hill. Students in 4th grade are invited to participate in the after school Speech Club. This year, two Bell Hill 4th graders made it to the tournament finals. The after school Science Club is open to students in grades 2-4 who are interested in learning about our local watershed. The after school Alphabet Club is open to Kindergarten through 2nd grade student.</p> <p>Scotten: STEAM enrichment occurs on</p>	<p>STEAM/GSE Bell Hill & Scotten 2000-2999: Classified Personnel Salaries Title II \$22,750</p> <p>Club Advisors and Afterschool Activities 1000-1999: Certificated Personnel Salaries Lottery - 1100 50,977</p> <p>STEAM Gilmore 1000-1999: Certificated Personnel Salaries Base \$50,000</p>

	<p>Personnel Salaries Base \$50,000</p>	<p>a regular basis in Kindergarten through 4th grade. The STEAM rotation and program was coordinated by the principal and staff; especially in the beginning of the year to develop a schedule, rotation of students and integration with classroom curricula. Students receive keyboarding, visual art, rhythm and movement, brain gym and engineering. After School cross country and track for 4th grade as well as after school clubs such as the Lego, Peacemakers and Bird Club provide additional extension and enhanced learning experiences for students.</p> <p>Lyman Gilmore: offers STEAM enrichment in 5th grade regularly. STEAM teachers take classes and teach enrichment in the areas of Science, Technology, Engineering, Arts and Mathematics. As part of a 3-year STEAM Academy rollout in grades 6 through 8, 6th grade has started their two strand academy; at-risk and honors. The at-risk strand is for students who struggle accessing their education due to extrinsic, or intrinsic, issues. These students are identified by their 5th grade teachers. The STEAM Academy uses project based learning, along with other STEAM curriculum, prepare students to be ready for high school and college and career ready. The 6th grade STEAM Academy has been extremely effective this year in providing hands-on project based enrichment to students who have exceeded the standards and need an accelerated curriculum. The at-risk strand has been beneficial to students who were struggling to access their education due to extrinsic, or intrinsic, issues.</p>	
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<p>Scope of Service</p> <p>K-8</p>		<p>Scope of Service</p> <p>K-8</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><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>District staff will participate in professional development to support them in the implementation of the newly adopted mathematics curriculum</p>	<p>Increase the number of professional development days by increasing the number of work days in the teacher's contract. 1000-1999: Certificated Personnel Salaries Base \$105,000</p> <p>Continue to provide teacher collaboration time through early release days, common prep time, STEAM for grades K-5 5700-5799: Transfers Of Direct Costs Title II \$370,000</p> <p>Provide professional development for classified para professional intervention support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>	<p>The additional day that was added last school year for professional development continued to be funded for this school year.</p> <p>Collaboration time continued to be provided through early release days and common prep time was provided.</p> <p>Professional Development for the classified Para Professional intervention support staff was provided by the Title I teacher on a regular basis throughout the school year.</p>	<p>Additional Professional Development Day 1000-1999: Certificated Personnel Salaries Base \$105,000</p> <p>Collaboration Time 5700-5799: Transfers Of Direct Costs Title II \$45,000</p> <p>Collaboration/Professional Development Days 1000-1999: Certificated Personnel Salaries Title I \$55,879</p> <p>Para Professional Intervention Staff Training 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p>
<p>Scope of Service</p> <p>K-8</p>		<p>Scope of Service</p> <p>K-8</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><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>Students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model for students</p>	<p>Continue to provide technology hardware, applications, and software 4000-4999: Books And Supplies Base \$20,000</p>	<p>Bell Hill: Staff was provided opportunity to attend Google conferences. 18 additional Chromebooks were purchased for classroom use to support curriculum-enhancing programs such as Accelerated Reader, Lexia and ST Math. A pilot set of Kindle Fires and intervention applications were purchased for classroom use. Teachers share a classroom set of iPads. Students in grades 1-4 have computer lab twice per week; Kindergarten students are scheduled once per week. During computer lab time, students work on curriculum-based projects, keyboarding, Lexia, ST Math, and practice for the CAASPP online assessment (grades 3-4). Lyman Scotten: Additional classroom Chromebooks were purchased out of site funds this year to be piloted in 1st and 3rd grade. Up to 15 Ipads per grade level are shared for student applications especially using Lexia, ST Math and other applications for letter recognition, literacy, writing and math. Students are scheduled in Scotten's iPad lab once a week as well as the computer lab #2 weekly. Students work on keyboarding in the labs with an intensified focus in 2nd through 4th grade to prepare them for online state testing. Gilmore: Continues to be a 1:1 iPad school. All 6th through 8th grade students have an iPad that they check out in the morning and check-in in the afternoon. Each 5th grade student is provided an iPod. 40 ChromeBooks, on a rolling cart, are used, primarily, by the 5th grade students but are available to all students and teachers. An up-to-date</p>	<p>Ongoing Technology Costs 4000-4999: Books And Supplies One-Time Funds \$20,000</p>
	<p>Technology connectivity will continue to be provided 5000-5999: Services And Other Operating Expenditures Base \$30,000</p>		<p>Ongoing Connectivity 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000</p>
	<p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$301,000</p>		<p>Technology Staff 2000-2999: Classified Personnel Salaries Base \$301,000</p>
	<p>Technology data technician 2000-2999: Classified Personnel Salaries Base \$53,000</p>		<p>Technology Data Technician 2000-2999: Classified Personnel Salaries Base \$53,000</p>

		<p>and operational computer lab, run by a site technician, provides students with computer access during their school day. Lyman Gilmore is currently exploring the replacement of outdated iPads that the students currently use. The logical change would be to switch to Chromebooks given that the high school has their students also using Chromebooks</p> <p>Technology connectivity continued to be provided.</p> <p>Technology staff continued to be provided.</p> <p>A Technology Data Technician continued to be provided.</p>	
<p>Scope of Service K-8</p> <hr/> <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>Scope of Service K-8</p> <hr/> <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>Students with disabilities will participate in general education to the maximum extent possible. Educational needs in mathematics and language arts are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services</p>	<p>Special Education staff will continue to be provided. 1000-1999: Certificated Personnel Salaries Special Education \$1,100.00</p> <p>Special Education staff will continue to be provided. 2000-2999: Classified Personnel Salaries Special Education \$361,000</p>	<p>Special Education staff continued to be provided.</p>	<p>Certificated Special Education Staff 1000-1999: Certificated Personnel Salaries Special Education \$1,100,000</p> <p>Classified Special Education Staff 2000-2999: Classified Personnel Salaries Special Education \$370,000</p>

Scope of Service	K-8	Scope of Service	K-8
<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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>	
<p>Students will receive English Language Development instruction and intervention services</p>	<p>The ELA/ELD district committee will begin the implementation of a researched-based ELD program with the goal of purchasing and implementing the program 4000-4999: Books And Supplies One-Time Funds \$20,000</p> <p>Provide ELD training for certificated and classified staff 5700-5799: Transfers Of Direct Costs One-Time Funds \$10,000</p> <p>English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$207,000</p> <p>English Language Development (ELD) instructional materials that align with the 2012 ELD standards. 4000-4999: Books And Supplies One-Time Funds \$20,000</p> <p>Provide an ELA/ELD Coordinator during the training/implementation phase of the ELA/ELD adoption 1000-1999: Certificated Personnel Salaries One-Time Funds \$82,248</p>	<p>Bell Hill: Systematic ELD program was purchased. Participating staff (9 of 11 certificated staff) received 5 days of training throughout the year, beginning in September 2015. Implementation of the program began in October 2015. 30 minutes of Systematic ELD instruction is scheduled 5 days per week in grades K-4. Students are placed in fluid ELD groups according to language proficiencies. Initial placement was through a quick oral assessment. Currently, staff are creating and piloting a more accurate assessment tied to ELD standards from EL Achieve. Once an assessment is approved, it will be used for ELD placements in the fall of 2016. Teachers who are not teaching ELD this year are teaching academic vocabulary through a program called Interactive Read Alouds and have received materials and training opportunities.</p> <p>Scotten: 30 minutes of EL Achieve Systematic ELD instruction is scheduled 5 days per week. Participating staff received 5 days of professional development during the school year. Systematic ELD curriculum materials were purchased and implemented. Students</p>	<p>EL Achieve Training 5000-5999: Services And Other Operating Expenditures One-Time Funds \$12,262</p> <p>EL Achieve Curriculum 4000-4999: Books And Supplies One-Time Funds \$42,710</p> <p>ELD Coordinator 1000-1999: Certificated Personnel Salaries Educator Effectiveness \$85,924</p> <p>English Language Development (ELD) support staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$207,000</p>

		<p>are grouped according to language proficiencies. Teachers not teaching EL Achieve this year teach academic vocabulary through Interactive Read Aloud and have received materials and training. Implementation began in September. Scheduling was difficult so flexibility for full implementation was extended to end of October. Students were initially put in proficiency groups using a quick oral assessment. Concerns were brought to administration about proficiency group placements and scheduling the 30 minutes. Teachers used various other forms of assessment data to adjust groups accordingly. Currently, staff are creating and piloting a more accurate assessment tied to ELD standards from EL Achieve. Once an assessment is tested and approved, it will be used for ELD placements as well as Academic Language placements for students with a high level of proficiency in English Language Development in a Academic Language Program.</p> <p>Gilmore: English Language Development support staff continue to provide students with ELD support and intervention. This is done through push-in and pull-out models. 5th grade teachers will be ELD trained prior to the 2016-17 school year to implement the district approved ELD curriculum at the start of the 2016-17 school year.</p>									
<table border="1"> <tr> <td data-bbox="96 1260 243 1338">Scope of Service</td> <td data-bbox="243 1260 569 1338">K-8</td> </tr> <tr> <td colspan="2" data-bbox="96 1338 569 1492"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners </td> </tr> </table>	Scope of Service	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			<table border="1"> <tr> <td data-bbox="1031 1260 1178 1338">Scope of Service</td> <td data-bbox="1178 1260 1514 1338">K-8</td> </tr> <tr> <td colspan="2" data-bbox="1031 1338 1514 1492"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners </td> </tr> </table>	Scope of Service	K-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		
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<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)					
The ELA/ELD Committee will begin the ELA/ELD textbook adoption process.	Professional Development costs and committee member release time 1000-1999: Certificated Personnel Salaries Title II \$5,000	Gilmore, Scotten, and Bell Hill: Teachers will pilot new ELA materials this spring and next fall and winter. An ELA adoption committee will be formed this spring and recommendations for adoption will be in spring of 2017.	ELA Committee 1000-1999: Certificated Personnel Salaries Title II \$5,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">K-8</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	K-8		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">K-8</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	K-8	
Scope of Service	K-8						
Scope of Service	K-8						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on the data collected and the many discussions that were held regarding that date, it was determined that there was a need to modify the way the STEAM enrichment programs were implemented at the K-4 schools sites. It was also determined that there was a need to increase the amount of collaboration time for teachers so that more time could be spent on developing benchmark assessments, analyzing student data to guide instruction, and provide more time for professional development. It was also determined that it was important to move forward with the ELA adoption process, with the goal of having adopted materials by the 2017/18 school year. It was also determined that further training was needed on ELD instruction and after the first year of implementation that the ELA/ELD coordinator position could be reduced. <ol style="list-style-type: none"> 1. The structure of STEAM enrichment will be redesigned to be integrated into the regular curriculum, rather than by hiring specialty instructors to provide a pull-out system. 2. Increase the amount of teacher collaboration time by changing to a weekly collaboration rather than collaboration every two weeks. This increased and more frequent collaboration time will provide more opportunity for teachers to develop benchmark assessments, review student data to drive instructional practices, and allow more time for teachers to plan lessons and activities together. 3. Moving closer to providing English Language Arts materials that align with the Common Core Standards. By piloting available programs the district will be able to adopt the best program for our students by the 2017/18 school year. 4. By continuing professional development in the area of English Language Development, our staff will be better prepared to meet the needs of our EL students. 5. After the first year of the implementation of the EL Achieve program, it was determined that the ELA/ELD Coordinator position could be reduced to ten contract days rather than a full contract plus ten days. 						

	6. By providing additional mathematics resources, teachers will be better prepared to meet the needs of students who need further intervention in mathematics.
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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:	Students will receive academic and behavior support.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify																																								
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Expected Annual Measurable Outcomes:	<p>The number of student referrals for major offenses, suspension and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)</p> <p>The average daily attendance (ADA) for students will increase by 0.5%, as measured on P2 Attendance Report.</p> <p>The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.</p> <p>Maintain below a 1% Middle School drop out rate.</p> <p>Students will demonstrate a 5% proficiency growth rate on the end of the year culminating assessments in Mathematics and Language Arts.</p> <p>5% of English Learner (EL) students will be re-designated on the annual California English Language Development Test (CELDT).</p> <p>Students will continue to receive instruction from highly qualified teachers that are appropriately assigned as measured by the Highly Qualified Teachers Data Sheet.</p> <p>Meet or exceed Academic Performance Indicator (API) growth target as applicable</p>	<p>Actual Annual Measurable Outcomes:</p> <p>SWIS Data: Number of referrals for Major Offenses (August 1 - April 30)</p> <table border="1"> <thead> <tr> <th>Site</th> <th>2014/15</th> <th>2015/16</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>Bell Hill:</td> <td>70</td> <td>129</td> <td>46% Increase</td> </tr> <tr> <td>Scotten:</td> <td>705</td> <td>644</td> <td>8% Decrease</td> </tr> <tr> <td>Gilmore:</td> <td>553</td> <td>534</td> <td>3% Decrease</td> </tr> </tbody> </table> <p>Number of student suspensions:</p> <table border="1"> <thead> <tr> <th>Site</th> <th>2014/15</th> <th>2015/16</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>Bell Hill:</td> <td>13</td> <td>5</td> <td>61% Decrease</td> </tr> <tr> <td>Scotten:</td> <td>104</td> <td>38</td> <td>63% Decrease</td> </tr> <tr> <td>Gilmore:</td> <td>209</td> <td>151</td> <td>28% Decrease</td> </tr> </tbody> </table> <p>Number of student Expulsions:</p> <table border="1"> <thead> <tr> <th>Site</th> <th>2014/15</th> <th>2015/16</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>Gilmore:</td> <td>4</td> <td>2</td> <td>50% Decrease</td> </tr> </tbody> </table> <p>P2 ADA: 1,156.09 this is an increase of 6.72 ADA over 2014/15. ADA 94.89% of enrollment. This is an increase of .02% over 2014/15</p> <p>Bell Hill: 199.46 ADA 95.73% of enrollment. This is an increase in ADA % by .02%</p> <p>Scotten: 466.83 ADA 94.78% of enrollment. This is an increase in ADA % by .09%</p> <p>Gilmore: 489.80 ADA 94.17% of enrollment. This is a decrease in ADA% by .06%</p>	Site	2014/15	2015/16	Percent Change	Bell Hill:	70	129	46% Increase	Scotten:	705	644	8% Decrease	Gilmore:	553	534	3% Decrease	Site	2014/15	2015/16	Percent Change	Bell Hill:	13	5	61% Decrease	Scotten:	104	38	63% Decrease	Gilmore:	209	151	28% Decrease	Site	2014/15	2015/16	Percent Change	Gilmore:	4	2	50% Decrease
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The number of chronically absent pupils (those who are absent 10% or more) through P2 ADA:

Site	2014/15	2015/16	% Change
Bell Hill:	19 (9.6%)	31 (14.8%)	5.2%
Increase			
Scotten:	71 (14.2%)	61 (12.6%)	1.6%
Decrease			
Gilmore:	71 (13.4%)	82 (15.8%)	2.4%
Increase			

2014/15 Dropout

1 student. This is less than 1% of the the Middle School enrollment.

Last Spring was the baseline for the CAASPP Results:

CAASPP Results

All Students

ELA

Grade 3 55%

Grade 4 27%

Math

Grade 3 60%

Grade 4 27%

English Lang. Learners

ELA

Grade 3 12%

Grade 4 0%

Math

Grade 3 30%

Grade 4 0%

Low SES

ELA

Grade 3 53%

Grade 4 22%

Math

Grade 3 61%

Grade 4 26%

Scotten:

CAASPP Results

All Students

ELA

Grade 3 36%

Grade 4 23%

Math

Grade 7 0%
 Grade 8 0%
 Low SES
 ELA
 Grade 5 28%
 Grade 6 26%
 Grade 7 29%
 Grade 8 24%
 Math
 Grade 5 10%
 Grade 6 24%
 Grade 7 25%
 Grade 8 24%
 Students W. Disabil.
 ELA
 Grade 5 0%
 Grade 6 10%
 Grade 7 0%
 Grade 8 0%
 Math
 Grade 5 0%
 Grade 6 0%
 Grade 7 8%
 Grade 8 5%

California English Language Development Test (CELDT) and English Language(EL) reclassification rate
 Total numbers for students designated Fluent English Proficient (RFEP/IFEP):
 14/15 = 17%
 15/16 = 5%

In 14/15, students were redesignated based on classroom performance and benchmark assessments. In 15/16, CAASPP scores were included as a factor for redesignation. As noted by the California Department of Education, "Because 2015 is the first year of the new tests and because they are substantially different from their predecessors, Torlakson said the (CAASPP) results will serve as a baseline from which to measure future progress and should not be compared to results from the state's previous assessments, the(STAR) program."

The Highly Qualified Teachers Data Sheet indicated the 100% of the district's teachers are Highly Qualified.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All students will receive behavior and support services.	PBIS implementation and training 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000	<p>Bell Hill: BHA received Tier 2 PBIS training this year. A certificated staff member leads the PBIS team, and receives a stipend. Kindergarten teachers are investigating Project Happiness and the Nurtured Heart approach. Several staff attended a Nurtured Heart training and are implementing techniques in the classroom. Counselor support was increased to 2 days per week.</p> <p>Scotten: Scotten has graduated to Tier 3 after an external evaluation. The PBIS team attended Tier 3 training in Placer County. Office Discipline Referrals have already shown a reduction of more than 10% this year. Scotten has received Tier 3 training and continues to implement further interventions with students and training for staff. Our SWIS data shows that suspensions and behavior referrals are fewer.</p> <p>Gilmore: Graduated from PBIS Tier 1 and is now being trained in PBIS Tier 2. SWIS data has shown a decrease in referrals, suspensions, and expulsions when comparing the 2015-16 school year to the 2014-15 SWIS data. The SWIS data has also allowed Lyman Gilmore counselor and psychologist to identify students in need of additional supports and provide counseling services to those students. Tier 2 PBIS targets students in need of intervention in behavior, emotional distress, and social supports.</p>	PBIS Implementation Costs 4000-4999: Books And Supplies Supplemental/Concentration \$2,000

Scope of Service	K-8	Scope of Service	K-8
<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>Students will continue to be provided academic Intervention support by intervention staff and supplemental materials</p>	<p>Response to intervention period will continue to be provided for grades 6-8. 1000-1999: Certificated Personnel Salaries Base \$79,000</p> <p>Para professional Intervention Support Staff will be provided 42 hours per day for Scotten School, and 21 hours per day for Bell Hill Academy 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$206,000</p> <p>Maintain 100% Highly qualified teachers with no misassignments. 1000-1999: Certificated Personnel Salaries Base \$5,500,000</p> <p>Maintain sufficiency in standards aligned instructional material 4000-4999: Books And Supplies Lottery - 6300 \$40,000</p> <p>Continue to provide a half-time Special Education teacher 1000-1999: Certificated Personnel Salaries Special Education \$47,000</p> <p>Certificated intervention staff 1000-1999: Certificated Personnel Salaries Title I \$67,000</p>	<p>Gilmore: Continues to support an RTI period for 6-8 students.</p> <p>Bell Hill: 21 hours per day of Para professional Intervention Support Staff was provided. Students who need intervention support receive individual or small group instruction in programs such as Read Naturally Live and SIPPS. Paraprofessional Intervention Support Staff provide intervention support in Kindergarten, first grade, and second grade classrooms through small group and individual instruction and support. These paraprofessionals have received training in teaching and assessing foundational reading and math skills in English and Spanish.</p> <p>Scotten: 42 hours per day of Para professional Intervention Support Staff was provided. Students needing intensified interventions through Title 1, RSP or in the classroom receive reading support through programs such as Read Naturally and SIPPS. They also receive additional support via K-2 Para Professional Instructional Aides in the classroom. These Para Professionals have received training in teaching and</p>	<p>Response to Intervention period 6-8 1000-1999: Certificated Personnel Salaries Base \$79,000</p> <p>Para Professional Intervention Support Staff Scotten & Bell Hill 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$206,000</p> <p>Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$5,486,613</p> <p>Maintain sufficiency in standards aligned instructional material 4000-4999: Books And Supplies Lottery - 6300 \$44,000</p> <p>Continue to provide half time Special Ed teacher - Scotten 1000-1999: Certificated Personnel Salaries Special Education \$47,000</p> <p>Certificated Intervention Staff - Scotten 1000-1999: Certificated Personnel Salaries Title I \$67,000</p>

		<p>assessments in letter recognition, phonics, site words, reading and math foundational skills.</p> <p>Maintained 100% Highly qualified teachers with no misassignments.</p> <p>Maintained sufficiency in standards aligned instructional material as indicated by no Williams complaints filed.</p> <p>Provided a half-time Special Education Teacher at Scotten.</p> <p>Certificated intervention staff were provided at all sites to provide Title I services.</p>	
<p>Scope of Service</p> <p>K-8</p> <hr/> <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) Special Education</p>		<p>Scope of Service</p> <p>K-8</p> <hr/> <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) Special Education</p>	
<p>Students with significant academic deficiencies and/or significant behavior issues will be provided targeted intervention services</p>	<p>Certificated staff for a self-contained student support classroom for students in grades 5-8. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$73,000</p> <p>Classified staff for a self-contained student support classroom for students in grades 5-8. 2000-2999: Classified Personnel Salaries Supplemental/Concentration</p>	<p>Certificated staff for the Aviator Program, the self-contained student support classroom for students in grades 5-8 continued to be provided.</p> <p>Classified staff, consisting of two Para-professionals, for the Aviator Program, the self-contained student support classroom for students in grades 5-8 continued to be provided.</p>	<p>Aviator Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$70,254</p> <p>Aviator Classified Staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$55,145</p>

		\$38,000		
<p>Scope of Service</p> <p>5-8</p> <hr/> <p><u> </u> 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)</p> <p>Special Education</p>			<p>Scope of Service</p> <p>5-8</p> <hr/> <p><u> </u> 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)</p> <p>Special Education</p>	
<p>Students with severe academic and behavior diffenclees will be provided specific intervention</p>	<p>School Counselor 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$65,000</p> <p>PBIS Behavior Support Team certificated staff 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$106,000</p> <p>PBIS Behavior Support Team classified staff 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$40,000</p>		<p>A School Counselor continued to be provided at the two elementary schools.</p> <p>The PBIS Behavior Support Team certificated staff member continued to be provided at Scotten.</p> <p>The PBIS Behavior Support Team classified staff continued to be provided at Scotten.</p>	<p>School Counselor 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$83,396</p> <p>Certificated Behavior Support Team 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$109,919</p> <p>Classified Behavior Support Team 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$50,728</p>
<p>Scope of Service</p> <p>K-4</p> <hr/> <p><u> </u> 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><u> </u> Other Subgroups: (Specify)</p> <p>Special Education</p>			<p>Scope of Service</p> <p>K-4</p> <hr/> <p><u> </u> 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><u> </u> Other Subgroups: (Specify)</p>	
<p>Provide support for students who struggle with social relationships and</p>	<p>Para professional Recess Support Staff 2000-2999: Classified</p>		<p>The Para professional Recess Support Staff was provided at Scotten, but was</p>	<p>Para-Professional Recess Support Staff 2000-2999: Classified Personnel</p>

behavior during recess	Personnel Salaries Supplemental/Concentration \$12,000	not hired until later in the school year. This support was not utilized at the 5th and 6th grade level.	Salaries Supplemental/Concentration \$3,000								
<table border="1"> <tr> <td data-bbox="111 248 237 313">Scope of Service</td> <td data-bbox="247 248 552 313">K-6</td> </tr> <tr> <td colspan="2" data-bbox="111 345 552 613"> <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) </td> </tr> </table>	Scope of Service	K-6	<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)			<table border="1"> <tr> <td data-bbox="1045 248 1171 313">Scope of Service</td> <td data-bbox="1182 248 1497 313">K-6</td> </tr> <tr> <td colspan="2" data-bbox="1045 345 1497 613"> <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) </td> </tr> </table>	Scope of Service	K-6	<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)		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing the data and progress toward this goal it was determined to continue to maintain the same level of Para Professional Intervention support staff. It was further determined that the PBIS program is effective and that all schools will continue to implement the program to fidelity. It was determined that the Para Professional Recess Support position was more effective for the K-4 sites, but there was a need to provide systematic supervision techniques training to the recess supervisors in grades 5 and 6. We also determined that more support was needed for Foster Youth. <ol style="list-style-type: none"> 1. The hours for Para Professional Intervention support staff will be maintained for next year. More analysis will be done to determine the effectiveness of these resources before additional hours will be allocated. 2. PBIS implementation will continue with each school moving to the next level. 3. The Para professional Recess Support Staff position will be modified next year just to support the students in grades K-4. Support for students in grades 5 and 6 will be provided by training the existing recess supervisors in systematic supervision techniques. 4. More supports for Foster Youth such as holding Student Study Team (SST) meetings for every foster your student within 30 days of enrollment in a district program. 										

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 3 from prior year LCAP:</p>	<p>All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: <u>Bell Hill Academy, Scotten Elementary, Gilmore Middle School</u> Applicable Pupil Subgroups: <u>All</u></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to have access to clean and safe classrooms, playgrounds, and other school facilities that encourage learning as measured by the annual inspection tool and LCAP Surveys.</p> <p>There will be no more than one Williams Act facility complaints filed on a quarterly basis, as measured by the required Williams Act Quarterly Report.</p> <p>The number of student referrals for major offenses, suspensions and expulsions will continue to decrease by 3% as measured by School-wide Information System (SWIS), which supports the school's Positive Behavior Intervention and Supports Plan (PBIS)</p> <p>The average daily attendance (ADA) for students will increase by 0.25%, as measured on P2 Attendance Report.</p> <p>The number of chronically absent pupils, those pupils who are absent 10 % or more of the school days will be reduced by 1%.</p> <p>The level of parental involvement on the District Advisory Committee will be maintained and the percentage of parents that participate in the annual parent LCAP survey will increase by 2%.</p> <p>Programs will continue to be developed and provided to the district's unduplicated pupils, and individuals with exceptional needs as measured by the annual LCAP progress report and surveys.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>LCAP Surveys indicate My school facilities are in good repair: Parents 91% Somewhat or strongly agreed 6% Disagreed 3% Did not know Certificated Staff 63% Somewhat or strongly agreed 36% Disagreed 2% Did not know Classified Staff 67% Somewhat or strongly agreed 33% Disagreed My classroom (building and furniture) is in good repair: Certificated Staff 68% Somewhat or strongly agreed 32% Disagreed Classified Staff 74% Somewhat or strongly agreed 21% Disagreed 5% Did not know I feel safe at school: Students grades 3-8 57% Yes 22% No 22% Not sure</p> <p>No Williams Act complaints were filed</p>

Maintain below a 1% Middle School drop out rate

SWIS Data:

Number of referrals for Major Offenses (August 1 - April 30)

Site	2014/15	2015/16	Percent Change
Bell Hill:	70	129	46% Increase
Scotten:	705	644	8% Decrease
Gilmore:	553	534	3% Decrease

Number of student suspensions:

Site	2014/15	2015/16	Percent Change
Bell Hill:	13	5	61% Decrease
Scotten:	104	38	63% Decrease
Gilmore:	209	151	28% Decrease

Number of student Expulsions:

Site	2014/15	2015/16	Percent Change
Gilmore:	4	2	50% Decrease

P2 ADA:

1,156.09 this is an increase of 6.72 ADA over 2014/15.

ADA 94.89% of enrollment. This is an increase of .02% over 2014/15

Bell Hill:

199.46 ADA 95.73% of enrollment. This is an increase in ADA % by .02%

Scotten:

466.83 ADA 94.78% of enrollment. This is an increase in ADA % by .09%

Gilmore:

489.80 ADA 94.17% of enrollment. This is a decrease in ADA% by .06%

The number of chronically absent pupils (those who are absent 10% or more) through P2 ADA:

Site	2014/15	2015/16	% Change
Bell Hill:	19 (9.6%)	31 (14.8%)	5.2% Increase
Scotten:	71 (14.2%)	61 (12.6%)	1.6% Decrease
Gilmore:	71 (13.4%)	82 (15.8%)	2.4% Increase

Parent Participation on the LCAP Survey

404 parents participated in the survey

40 parents participated in the Spanish survey

Gilmore:

	2014/15 Dropout 1 student
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will be provided with a safe and conducive learning environment	<p>Implement the priorities to be identified in the Facility Master Plan. 5800: Professional/Consulting Services And Operating Expenditures Capital Facilities \$10,000</p> <p>Continue to provide Maintenance and Custodial Staff to keep the facilities and grounds clean and in good repair 2000-2999: Classified Personnel Salaries Base \$842,000</p> <p>Supervisory Aides and Crossing Guards 2000-2999: Classified Personnel Salaries Base \$115,000</p>	<p>Gilmore Locker Room Remodeled Lighting Project District Support Building: By moving various support staff from school sites (Technology, EL, ELD/ELA, Before and After School Program)creates additional room for student services and classroom space. Maintenance and Custodial Staff continued to be provided to keep the facilities and grounds clean and in good repair.</p> <p>Supervisory Aides and Crossing Guards continued to be provided.</p>	<p>Capital Improvements - Gilmore Gym Lockers 6000-6999: Capital Outlay Base \$34,342.23</p> <p>Architect Fees - District Support Services Building 6000-6999: Capital Outlay Capital Facilities \$12,305</p> <p>Maintenance Staff 2000-2999: Classified Personnel Salaries Base \$842,000</p> <p>Supervisory Aides & Crossing Guards 2000-2999: Classified Personnel Salaries Base \$115,000</p>
<p>Scope of Service: K-8</p> <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>Scope of Service: K-8</p> <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>	
Students with significant academic deficiencies and/or significant behavior issues will be provided facilities for targeted intervention	Provide a Behavior Support classroom facility 5000-5999: Services And Other Operating Expenditures Base \$6,000	The Behavior Support classroom facility continued to be provided.	Behavior Support Classroom 5000-5999: Services And Other Operating Expenditures Base \$6,000

services				
Scope of Service	5-8		Scope of Service	5-8
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
Increase the level of communication for improved parent involvement to support student learning		Provide staff to implement a comprehensive Home-to -School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000 Continue to provide technology resources for parent outreach 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000	Little progress was made in providing staff to implement a comprehensive Home-to -School Liaison Program. Two staff at Scotten implemented a small outreach program. Other forms of parent outreach have been implemented: Scotten: Doughnuts with Dads and Muffins with Moms this spring to bring increase more parent involvement. The district has continued to provide technology resources such as School Messenger, a district website, and Survey Monkey for parent outreach.	
Scope of Service	K-8		Scope of Service	K-8
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
			Home/School Liaison Program 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$500 Parent Outreach 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000	

<p>Enhance school facilities to support student learning and provide a safe school environment</p>	<p>Install security cameras at Bell Hill Academy 6000-6999: Capital Outlay Capital Facilities \$30,000</p> <p>Develop a new playground vision at Gilmore School 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Security cameras were installed at Bell Hill.</p> <p>Little progress was made in developing a vision for a new playground at Gilmore.</p>	<p>Bell Hill Security Cameras 6000-6999: Capital Outlay Capital Facilities \$13,780</p>
<p>Scope of Service: K-4</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: K-4</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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based upon data from the LCAP surveys and the annual FIT inspection it was determined to provide more support for the prop 39 implementation. We also felt that as the vision for the Gilmore playground is developed, there was a need to provide some low cost playground equipment for the students. Also based on survey and PBIS data there is a continuing need to promote a more positive school culture that focuses on caring, empathy, and cultural sensitivity. It was also determined that more effort needed to be made to support parent outreach.</p> <ol style="list-style-type: none"> 1. Projects in the Master Facility Plan will continue to be implemented. To assist in this implementation, a .5 FTE will be allocated out of Prop 39 funds for an energy efficiency manager to assist in managing district projects. 2. A committee will be formed to create the vision for a new Gilmore playground. In the meantime, more playground resources, that are not expensive, will be provided for students next year. 3. It was identified through the LCAP surveys that there is a need to enhance cultural sensitivity and further promote a school culture that is caring, empathetic, and safe. To achieve this goal staff and students will be provided training and supports in these areas. 4. To further support parent outreach, a team of Gilmore staff will be provided training and consultation from the Parent Institute for Quality Education (PIQE) with the goal of this team providing parent training and support. 		

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>\$1,428,110</u>
<p>GVSD will offer a variety of programs and support services principally directed to English Learners, Low-income students, and Foster Youth. These include: additional counseling services (K-4), Behavior Support (K-4), self-contained classroom for high-risk academic and behavior students (5-8), staff dedicated to support our English Learners, and Para-professional intervention staff time in classrooms. School-wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. The District recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the funds are primarily directed to serve unduplicated pupils, there may be other students in need that the district can not ignore. By providing the services identified without limitations, GVSD will serve all students. The full list of expenditures is aligned with the goals of the GVSD Local Control Accountability Plan and addresses the needs of our district's English Learners, Low-income students and Foster Youth.</p>	

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.

16.0	%
<p>Based on the Minimum Proportionality Percentage (MPP), Grass Valley School District must increase or improve services by 16.00% in 2016/17. The district plans to expend approximately \$1,283,937 in supplemental and concentration grant funding in the 2016/17 fiscal year. This is an increase in services by approximately 50% over 2015/16. The services to be provided in 2016/17 include:</p> <ul style="list-style-type: none"> * Behavior Support (Behavior Intervention Team (K-4) and Aviator Program (5-8) * English Learner Support Services * Counselor/s (K-4) * Para-Professional Intervention Support Staff 	

- *Additional Staff Development
- *Maintaining optimal learning time

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016/17	2017-18	2018-19	2016/17- 2018-19 Total
All Funding Sources	9,010,248.00	9,933,888.23	10,530,123.00	11,404,500.00	11,213,000.00	33,147,623.00
Base	7,125,000.00	7,102,955.23	7,872,037.00	7,928,500.00	7,985,000.00	23,785,537.00
Capital Facilities	40,000.00	26,085.00	5,000.00	15,000.00	45,000.00	65,000.00
Common Core	0.00	0.00	0.00	0.00	0.00	0.00
Educator Effectiveness	0.00	85,924.00	0.00	0.00	0.00	0.00
Lottery - 1100	40,000.00	50,977.00	40,000.00	40,000.00	40,000.00	120,000.00
Lottery - 6300	55,000.00	87,404.00	58,000.00	58,000.00	61,000.00	177,000.00
One-Time Funds	132,248.00	74,972.00	21,000.00	305,000.00	5,000.00	331,000.00
Special Education	419,000.00	1,517,000.00	1,482,481.00	1,665,000.00	1,687,000.00	4,834,481.00
Supplemental/Concentration	757,000.00	792,942.00	974,605.00	1,311,000.00	1,318,000.00	3,603,605.00
Title I	67,000.00	122,879.00	67,000.00	67,000.00	67,000.00	201,000.00
Title II	375,000.00	72,750.00	10,000.00	15,000.00	5,000.00	30,000.00
						30,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016/17	2017-18	2018-19	2016/17- 2018-19 Total
All Expenditure Types	9,010,248.00	9,933,888.23	10,530,123.00	11,404,500.00	11,213,000.00	33,147,623.00
0000: Unrestricted	0.00	0.00	0.00	6,100,000.00	0.00	6,100,000.00
1000-1999: Certificated Personnel Salaries	6,236,248.00	7,396,462.00	7,970,498.00	2,105,000.00	8,267,000.00	18,342,498.00
2000-2999: Classified Personnel Salaries	2,200,000.00	2,230,623.00	2,238,125.00	2,583,500.00	2,597,500.00	7,419,125.00
4000-4999: Books And Supplies	115,000.00	152,114.00	101,500.00	386,000.00	88,500.00	576,000.00
5000-5999: Services And Other Operating Expenditures	36,000.00	18,262.00	31,000.00	31,000.00	26,000.00	88,000.00
5700-5799: Transfers Of Direct Costs	380,000.00	45,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00	31,000.00	189,000.00	188,000.00	188,000.00	565,000.00
5900: Communications	0.00	0.00	0.00	1,000.00	1,000.00	2,000.00
6000-6999: Capital Outlay	30,000.00	60,427.23	0.00	10,000.00	45,000.00	55,000.00

Total Expenditures by Object Type and Funding Source
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Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016/17	2017-18	2018-19	2016/17- 2018-19 Total
All Expenditure Types	All Funding Sources	9,010,248.0 0	9,933,888.2 3	10,530,123. 00	11,404,500. 00	11,213,000. 00	33,147,623. 00
0000: Unrestricted	Base	0.00	0.00	0.00	6,100,000.0 0	0.00	6,100,000.0 0
1000-1999: Certificated Personnel Salaries	Base	5,735,000.0 0	5,720,613.0 0	6,453,840.0 0	400,000.00	6,555,000.0 0	13,408,840. 00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	0.00	85,924.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Lottery - 1100	40,000.00	50,977.00	40,000.00	40,000.00	40,000.00	120,000.00
1000-1999: Certificated Personnel Salaries	One-Time Funds	82,248.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
1000-1999: Certificated Personnel Salaries	Special Education	58,000.00	1,147,000.0 0	1,113,723.0 0	1,300,000.0 0	1,315,000.0 0	3,728,723.0 0
1000-1999: Certificated Personnel Salaries	Supplemental/Concentr ation	249,000.00	264,069.00	280,935.00	278,000.00	280,000.00	838,935.00
1000-1999: Certificated Personnel Salaries	Title I	67,000.00	122,879.00	67,000.00	67,000.00	67,000.00	201,000.00
1000-1999: Certificated Personnel Salaries	Title II	5,000.00	5,000.00	10,000.00	15,000.00	5,000.00	30,000.00
2000-2999: Classified Personnel Salaries	Base	1,331,000.0 0	1,311,000.0 0	1,371,197.0 0	1,381,000.0 0	1,383,000.0 0	4,135,197.0 0
2000-2999: Classified Personnel Salaries	Special Education	361,000.00	370,000.00	368,758.00	365,000.00	372,000.00	1,105,758.0 0
2000-2999: Classified Personnel Salaries	Supplemental/Concentr ation	508,000.00	526,873.00	498,170.00	837,500.00	842,500.00	2,178,170.0 0
2000-2999: Classified Personnel Salaries	Title II	0.00	22,750.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	20,000.00	0.00	20,000.00	20,500.00	20,000.00	60,500.00
4000-4999: Books And Supplies	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery - 6300	55,000.00	87,404.00	58,000.00	58,000.00	61,000.00	177,000.00
4000-4999: Books And Supplies	One-Time Funds	40,000.00	62,710.00	16,000.00	300,000.00	0.00	316,000.00
4000-4999: Books And Supplies	Supplemental/Concentr ation	0.00	2,000.00	7,500.00	7,500.00	7,500.00	22,500.00
5000-5999: Services And Other Operating Expenditures	Base	36,000.00	6,000.00	26,000.00	26,000.00	26,000.00	78,000.00
5000-5999: Services And Other Operating Expenditures	Capital Facilities	0.00	0.00	5,000.00	5,000.00	0.00	10,000.00

5000-5999: Services And Other Operating Expenditures	One-Time Funds	0.00	12,262.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	One-Time Funds	10,000.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Title II	370,000.00	45,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	3,000.00	31,000.00	1,000.00	0.00	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Capital Facilities	10,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	0.00	0.00	188,000.00	188,000.00	188,000.00	564,000.00
5900: Communications	Base	0.00	0.00	0.00	1,000.00	1,000.00	2,000.00
6000-6999: Capital Outlay	Base	0.00	34,342.23	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Capital Facilities	30,000.00	26,085.00	0.00	10,000.00	45,000.00	55,000.00

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).