



**Grass Valley School District**

**Special Meeting of the Board of Trustees**

**5:30 p.m. Open Session**

**Date: January 24, 2017**

**District Administration Office  
10840 Gilmore Way  
Grass Valley, CA 95945**

**Agenda**

**Paula Roediger, Board President  
Frank Bennalack, Board Clerk  
Tom Pettit, Board Member  
Jeanne Michael, Board Member  
Bonnie Taylor, Board Member**

**A. Call To Order**

**B. Adoption Of The Agenda**

**ACTION**

**C. Discussion Of Non-Agendized Items Brought Up By Members of The Public**

**Discussion**

This is an opportunity for members of the audience to address the Board on non-agenda items. Agenda items may either be addressed at this time or when the items come up for discussion. The Board cannot discuss or take action on non-agenda items tonight, but items may be put on an agenda at a later Board meeting for discussion and/or action.

**D. Consideration/Approval Of Temporary Certificated Contract: Jennifer Cox, Special Education Teacher For The Remainder Of The 2016/17 School Year**

**ACTION**

(pg. 1)

**E. Consideration/Approval Of Revisions To The Single Site Plans For Student Success For The 2016/2017 School Year For Lyman Gilmore And Bell Hill Academy Schools**

**ACTION**

(pgs. 2-74)

**F. Consideration/Approval Of Invoice For Extra Site Work From Freschi Construction, Inc. For The District Support Services Building Project, Total Cost \$13,000.00**

**ACTION**

(pg. 75)

**G. Discussion/Information On District Facilities Projects And Maintenance Needs**

**Information**

The Board will review the facilities projects and maintenance needs identified throughout the District.

**H. Consideration/Approval Of Direction For Facilities Projects And Maintenance Needs, Including Funding, In The District**

The Board will consider direction and process for needed facilities maintenance and repairs throughout the District.

ACTION

**I. Future Agenda Items**

- Board Workshop - Facilities

Information

**J. Future Board Meetings/Activities**

- 01/27/17 Friday – IBB Meeting 8:30 a.m.
- 02/01/17 Wednesday – Health Benefits Committee Meeting 3:30 p.m.
- 02/08-10/17 Wed/Th/Fri, Superintendent’s Symposium in Palm Springs
- 02/14/17 Tuesday, Regular Board Meeting (Open Session 6:30 p.m.)
- 02/24/17 Friday, IBB Meeting (8:30am – 3:30pm)

Information

**K. Adjourn To Closed Session, If Necessary**

**L. Adjournment**

Posted: 01/20/17

This agenda was posted at least 24 hours in advance of the meeting at the Grass Valley School District Administrative Offices, 10840 Gilmore Way, Grass Valley, CA 95945. It was also posted at each school sites: Lyman Gilmore Middle School, Margaret G. Scotten School, Bell Hill Academy, Grass Valley Charter School.

Materials prepared in connection with an item on the public meeting agenda are available for public inspection at the meeting.

Writings that are public records, part of this regular meeting’s Open Session, and distributed to all or a majority of the Governing Board less than 72 hours prior to this meeting will be made available to the public during regular business hours at the District Office, and may be posted on the District’s website at [www.gvsd.us](http://www.gvsd.us)

If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the District Office at (530) 273-4483 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132).]

# The Single Plan for Student Achievement

**School:** Lyman Gilmore Middle School  
**CDS Code:** 29-66332-6027122  
**District:** Grass Valley Elementary School District  
**Principal:** Christopher Roberts  
**Revision Date:** January 2, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Chris Roberts  
**Position:** Principal  
**Phone Number:** (530) 273-8479  
**Address:** 10837 Rough and Ready Hwy.  
Grass Valley, CA 95945  
**E-mail Address:** croberts@gvgsd.us

**The District Governing Board approved this revision of the SPSA on Pending 01/24/17.**

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## School Vision and Mission

### Lyman Gilmore Middle School's Vision and Mission Statements

Lyman Gilmore Middle School welcomes over 500 students each morning. With a dedicated staff that values the whole child, Gilmore hosts a wealth of academic and enrichment options. Electives include computer animation, Gilmore News Network, dance, band, art, musical theater, foods, computer programming, coding, robotics, STEAM, and more. Academic options include high school level math (Algebra and Geometry equivalent) available in 8th grade, honors courses, and a learning center with multiple resources. Lyman Gilmore has been recognized as a California Distinguished School, a Title One Academic Achieving School, and has been ranked, through various measures, as in the top 1% to 15% of middle schools in California. We live up to our mission statement, which reads, "Lyman Gilmore Middle School is a safe, nurturing, stimulating, and adventurous learning community dedicated to ensuring that all learners are respected, encouraged, and supported in their academic, social, and personal growth.

### Principal's Message

"Flying into the future," the Lyman Gilmore Middle School motto, harkens back to the school's namesake, Lyman Gilmore, Jr., an aviation pioneer who claimed he achieved "powered free flight" prior to the Wright brothers. His airfield, site of the first commercial airport west of the Mississippi, is now home to the campus of Lyman Gilmore Middle School. Built in 1968, Gilmore serves over 500 students from over 72 square miles.

The motto describes our mission – preparing young students for their future. Educators at Gilmore take this unique stage of human development into account as we prepare our students to "take off" for successful horizons. From our extensive model technology program with ipads for students, to the widest array of middle grade elective courses offered in Nevada County, to the effective variety of specialized programs to meet the unique needs of individual students, we strive to help students realize the future of their choice. Gilmore graduates fill the ranks of student government, performing arts groups, athletic teams, and honors/AP courses at our local high schools and move on to such places as MIT, Stanford, Berkeley, and Princeton. Many also stay to make homes in our beautiful area, and we are pleased to see so many alumni return as parents and teachers of new students.

Lyman Gilmore prides itself on meeting the needs of the "whole child" and providing a well-rounded, balanced education. Every weekday morning, different clubs and activities (Gilmore News Network, Math Club, Interact and various sports teams to name a few) meet before school. Everyday after school, a host of other activities takes place, (including our free after-school program) providing students an opportunity to explore, learn and grow in a safe, stimulating environment. Equal pride is also taken in student academic growth. We take our state test scores very seriously (CAASPP) and for that reason have set goals that are specifically directed toward improving test scores and better preparing our students for high school academia.

Like our students, the Lyman Gilmore staff is continually challenged to learn and to grow, to be part of creating a future that is inspiring and hopeful. Lyman Gilmore, Jr. was part of creating a future of possibilities that few could even dream. The school that bears his name is pleased to carry on that legacy.

Gilmore's Vision Statement is: "As lifelong learners, we are empowered to succeed, have confidence in our potential, and see the world as a place full of opportunities."

District Mission Statement: Together.....Inspiring success in every child.

The Grass Valley School District is a multi-faceted community passionately committed to developing personal excellence and preparing each individual for the future through a strong academic program enhanced by a wide range of innovative choices in a responsive and safe environment.

District goals are ~

We will acknowledge, project, and communicate our strengths and values throughout the community to enhance public image.

We will actively involve families, schools, businesses, senior citizens, and the community at large to create a cooperative partnership that is enriching and mutually beneficial.

We will create a cohesive and supportive school community.

We will aggressively seek alternative funding sources for the Grass Valley School District.

We will provide an articulated, quality educational program that defines what students should learn, know, and be able to do, with outcomes, which can be effectively assessed and reported.

We will seek ways and means to increase the use of instructional technology as a learning and productivity tool.

We will create an educational environment that addresses the social, emotional, and physical needs of our students.

## School Profile

Lyman Gilmore School is a middle school with approximately 500 fifth through eighth grade students. We offer strong visual and performing arts and academic programs that are not offered countywide. All teachers are credentialed and all staff are highly qualified. All teachers are qualified to teach English Language Learners in the subjects that they teach and are appropriately credentialed and placed for their job assignments. The school has a psychologist, counselor, part time speech and language therapist, special education teachers and a Title 1 teacher and staff support. We have a robust after school program that serves over 100 students annually. English Learners receive additional support from a classified aide as well as their teacher. The school has a library and 2 computer labs that serve all students and all 6th through 8th grade students use iPads daily with 5th graders using iPod touches and ChromeBooks daily. Recently, the district purchased more Chromebooks to better prepare our students for high school (Nevada Union High School is a one-to-one ChromeBook school). A class set of Chromebooks has been purchased for each grade level (K-8). A full time Assistant Principal and Principal are the administrators of the school. The school holds regular celebration assemblies for school spirit, student acknowledgment for PBIS, and to highlight our technology program with the Gilmore News Network. Students are recognized for academics, attendance at assemblies and can earn points for their involvement in various categories to become a member of Block G; a group of students that have become involved various opportunities on campus and students Gilmore feels are well-rounded students. The school is currently using SWIS (School-Wide Information System) to track student behavior and is in their third year of PBIS (Positive Behavior Intervention Support) implementation. In January 2017, staff will be trained in Tier 3 PBIS training. This is provided by the Nevada County Office of Education.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The staff, students and parents are surveyed at least annually through the California Healthy Kids (and staff) Survey (7th graders), Safe Schools/Healthy Students and the Grass Valley School District's LCAP survey. This survey data is used to provide guidance and improve programs to district leadership for the school and aide in the creation of the LCAP. Other surveys are used throughout the school year with staff, students, and parents in order to make decisions in areas of school business, school culture, school rules, etc. Survey Monkey is one online form of surveys that is used to conduct this business. Any survey data collected is used specifically to help better Lyman Gilmore Middle School and the Grass Valley School District.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration practices formal and informal classroom observations and walkthroughs on a regular basis. Formal observations are conducted annually for temporary and probationary teachers and on a rotating schedule for tenured teachers. Weekly classroom walkthroughs, informal discussions with teachers and goal setting meetings are part of the evaluation process. School administration makes a point, and schedules, classroom visits as part of their normal weekly schedule. In conducting these visits school administration has found that, on the Gilmore Campus, there are extremely qualified and highly effective educators. Their focus and attention are squarely on their students and clear in speaking with the students and how they feel about their teachers.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or

general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

##### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- With the adoption of Common Core in the State of California, Standardized Testing and Reporting (STAR) has been replaced by the California Assessment of Student Proficiency and Progress (CAASPP). This testing process began in the 2014-15 school year. This past year, Lyman Gilmore, along with schools across the state, was administered the CAASPP. This is the second year that Lyman Gilmore Middle School has used the CAASPP for assessment purposes and to drive instruction.
- California English Learner Development Test for English Learners
- Adopted Curriculum in all curricula with publisher assessments and teacher created benchmark assessments, given once a trimester (for a total of at least 3 benchmark assessments) in Illuminate (our district's new data collection tool).
- Math teachers are using the CAASPP Interim Benchmark Assessments to assess their students three times a year, along with grade level formative assessments. This test is a good way to prepare students for the end of the year CAASPP test.
- ELA teachers are using grade level adopted benchmarks to assess their students each trimester. They also use grade level formative assessments and their results to drive instruction.

##### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Benchmark assessments based upon curricula, key standards developed from CAASPP release questions, and cumulative assessments.

Regular classroom daily/weekly/monthly curriculum assessments

Common Core based assessments given in both formative and summative forms/The assessments are typically given as benchmark assessments at the end of a unit of instruction or at the end of each trimester.

CAASPP Interim Benchmark Assessments (given each trimester).

#### Staffing and Professional Development

##### 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers and staff are highly Qualified and NCLB compliant per ESEA and now ESSA (Every Student Succeeds Act--signed by President Obama on December 10, 2015)

##### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are sufficiently credentialed and professional development is provided mostly by GVSD personnel and some outside sources, including the Nevada County Superintendent of Schools.

##### 5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is provided to support the curriculum which is aligned to common core state standards. Staff development in the Common Core Standards has been one focus this year as well as Technology. Lyman Gilmore staff wrote and were awarded a \$28,000 staff development grant for implementing iPads in our classrooms. This money has been spent towards staff development in, not only iPad instruction, but all forms of development with using technology to enhance student learning in the classroom. Each year, with the help of the GVSD Director of Professional Development, GVSD staff are guided in selecting and participating in professional development opportunities that focus and reflect the vision of the school district. Lyman Gilmore Middle School is no exception. LGMS staff have focused on STEAM related professional development, along with subject area content, in order to better prepare their students for the CAASPP and for high school academia.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The principal and support staff provide instructional assistance and coaching through assessing needs via classroom walkthroughs, observations, evaluations and teacher requests.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time is set aside with provided release time every Wednesday that school is in session. Grade level collaborations are the norm and cross grade level articulation and subject matter collaboration occur on as an as needed basis.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All adopted curriculum is state and district approved and aligns with the California State Standards. The current curriculum is in the process of being evaluated to determine whether or not it aligns with the newly adopted Common Core Standards. At this point, only Math curriculum, that's fully aligned with Common Core Standards, has been adopted by Lyman Gilmore Middle School. 5th grade adopted Go Math (Houghton Mifflin). 6th through 8th grade adopted Digits (Pearson) with 8th grade, also, adopting CPM (College Preparatory Mathematics) for honors programs. All these textbooks are Common Core aligned. Common Core materials for ELA were released in November 2015 and Lyman Gilmore teachers have been piloting them since Spring of 2016. Full adoption could take place as early as Spring 2017. ELD (English Language Development) curriculum has been adopted and is currently being implemented in the 5th grade, with 6th-8th grade to start in the next several years. ELAchieve is the current curriculum being used at the 5th grade level with three 5th grade being trained this year.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Language Arts and Math have the highest number of instructional minutes. Enrichment and Intervention are offered, one period a day, for all 6th-8th grade students in core subject areas of math, science, English language arts, and history to compliment each students already rich education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Each grade level has developed pacing guides for math and language arts and all core subjects. The year's curricula is paced to end by CAASPP testing (usually in early May) so students are prepared to take the CAASPP. These pacing guides also coincide with district benchmark assessments given at the end of each trimester (at least).

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials for each student are available and appropriate. Due to the state and federal budget crisis funds such as the Instructional Materials Fund (IMF) have been eliminated or drastically reduced. Keeping up-to-date materials in good condition is a challenge. Budget cuts however have been made as far away from the classroom as possible. The Local Control Funding Formula (LCFF) offers relief to these cuts and the budget is looking up.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are approved by the State Board of Education; although materials are becoming outdated in some grade levels due to the state and federal funding crisis. With the LCFF, funding allocations are being made by school districts and these outdated materials are being replaced with Common Core materials. Math textbooks, aligned to Common Core Standards, we adopted in 2014 and are currently in use. English Language Arts textbook adoption is scheduled to take place in the Spring of 2017.

### Opportunity and Equal Educational Access

#### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All curricula have extension and intervention lessons that teachers use regularly. Students also receive intervention in Math and Language Arts to help underperforming students through our Title 1 support and programs such as REACH, Soar to Success, Lexia, IXL Math and Reflex Math.

#### 14. Research-based educational practices to raise student achievement

In addition to research based state adopted curriculum and Common Core adopted curriculum, we also use research validated programs such as REACH, Lexia, IXL Math and Reflex Math to further improve student achievement.

### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources throughout our county are available to assist under-achieving schools and families in need. The county Safe Schools/Healthy Families provides a Family Resource Center. We also have multiple agencies that work together such as Child Protective Services, Grass Valley Police Department, Juvenile Probation, Child Advocates, local Rotary and church groups and the County Office of Education.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our site and district councils involve all stakeholder representatives in planning and evaluating our programs. In addition to voting members these groups have additional parents that come to provide input and learn about the school and district.

### Funding

#### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as Title 1, English Language Learner and Economic Impact Aide (EIA) support underperforming students in language arts and math. Support is provided through a Title 1 teacher and a part time EIA and ELL aide with research validated programs such as REACH, Lexia, IXL Math, Reflex Math and Soar to Success.

#### 18. Fiscal support (EPC)

We receive state, federal, local funds. Our district office provides support through weekly meetings with the district leadership team which includes the Superintendent, Director of Business Services and Director of Special Education and Categorical Programs. These leaders attend state and county budget meetings to support schools and the district with the latest information on the recently ever-changing budget.

## **Description of Barriers and Related School Goals**

Diminishing state and federal funds as well as declining student enrollment are major barriers to the school's progress toward its goals. The school completely relies on existing resources and is in need of up to date resources and technologies and staffing has been reduced. These barriers have imparted the responsibility on existing staff to accomplish higher expectations with unfunded mandates. Teachers have taken on more responsibility outside the classroom, decreasing what had previously been collaboration and planning time. Despite these barriers, however, staff at Lyman Gilmore Middle School are constantly looking for ways to improve school culture, improve student achievement, and improve the overall appearance and reputation of the school. With changes in school staff, this includes teachers, administrators, and support staff, Gilmore has improved greatly in all these areas. Barriers still exist in improving the above mentioned areas due to lack of support at home, lack of adult involvement of our students, and the socio-economic issues many of our students face. With almost a 70% free and reduced lunch clientele, many Lyman Gilmore

students face poverty and an absence of parental education in their homes. The LCFF and LCAP have provided some relief in many areas where barriers exist.

## School and Student Performance Data

CAASPP Results (All Students)

## English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	134	140	130	129	124	129	97.0	92.1
Grade 6	128	138	124	130	123	130	96.9	94.2
Grade 7	123	130	117	122	113	122	95.1	93.8
Grade 8	146	114	137	109	131	109	93.8	95.6
All Grades	531	522	508	490	491	490	95.7	93.9

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	2468.4	2480.9	11	18	25	20	18	25	41	37
Grade 6	2497.4	2506.7	5	20	27	20	34	28	34	32
Grade 7	2526.4	2523.7	9	7	32	34	21	32	35	27
Grade 8	2537.6	2556.8	7	8	30	40	35	25	24	27
All Grades	N/A	N/A	8	13	28	28	27	27	33	31

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	17	22	41	43	41	34
Grade 6	6	20	53	41	41	39
Grade 7	13	16	48	52	39	33
Grade 8	14	21	51	50	28	29
All Grades	12	20	48	46	37	34

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	14	19	40	40	41	42
Grade 6	14	17	49	44	37	40
Grade 7	17	16	47	54	36	31
Grade 8	18	19	50	48	24	33
All Grades	16	18	46	46	34	36

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	10	12	60	68	30	20
Grade 6	11	12	75	73	14	16
Grade 7	10	12	68	63	22	25
Grade 8	8	14	66	68	21	18
All Grades	10	12	67	68	22	20

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	19	20	52	61	28	19
Grade 6	14	29	67	53	20	19
Grade 7	22	16	50	62	28	22
Grade 8	14	26	55	52	24	22
All Grades	17	22	56	57	25	20

**Conclusions based on this data:**

1. Although scores, in most areas, made improvements from last year's results, there is still room for improvement across the board. In 2015, 36% of students were at "standard exceeded" or "standard met" with 64% either "standard nearly met" or "standard not met". In 2016, that number went up, slightly, to 41% of students who were at "standard exceeded" or "standard met" with 59% either at "standard nearly met" or "standard not met". With the school currently piloting state adopted ELA curriculum, aligned to the Common Core Standards, and a goal to adopt by the Spring of 2017, Lyman Gilmore Middle School expects to see their progress/results continue to improve year after year.
2. 59% of Lyman Gilmore students are not meeting standards in ELA. Only 41% are meeting/exceeding standards.

## School and Student Performance Data

CAASPP Results (All Students)

## Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	134	140	128	130	125	130	95.5	92.9
Grade 6	128	138	122	129	122	128	95.3	93.5
Grade 7	123	130	119	125	115	123	96.7	96.2
Grade 8	146	114	138	110	137	110	94.5	96.5
All Grades	531	522	507	494	499	491	95.5	94.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	2457.3	2465.4	3	7	13	15	37	31	45	47
Grade 6	2496.4	2504.7	10	15	20	18	37	29	33	38
Grade 7	2530.4	2518.3	11	14	23	19	35	35	28	33
Grade 8	2532.0	2540.8	12	13	17	25	32	23	38	40
All Grades	N/A	N/A	9	12	18	19	35	30	36	40

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	8	10	29	33	62	57
Grade 6	17	18	33	34	48	48
Grade 7	17	18	42	37	42	45
Grade 8	20	24	35	27	45	49
All Grades	16	17	34	33	49	50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	6	8	41	34	53	58
Grade 6	10	15	47	44	43	41
Grade 7	19	15	48	47	33	38
Grade 8	12	12	52	60	36	28
All Grades	11	12	47	46	41	42

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5	3	8	53	48	43	44
Grade 6	8	15	54	53	37	32
Grade 7	17	11	70	63	14	25
Grade 8	13	15	53	55	34	30
All Grades	10	12	57	55	32	33

**Conclusions based on this data:**

1. Although scores in many areas improved from last year's results, it's clear that Math is an area of concern, not only for Lyman Gilmore Middle School but, for the entire district. Having arrived at this conclusion, the Grass Valley School District has determined to add the majority of their focus, in the areas of professional development and collaboration, to addressing this issue and improving math scores districtwide. To this end, monthly, math teachers will be reporting out to the school board the progress made by a cohort group of 10 students, per grade level in an effort to improve test scores in math. These students were selected by teachers through last year's CAASPP results and collaboration discussion. They're students that came in at "standard nearly met" on the CAASPP last year and have been identified as students that, teachers felt, underperformed on the CAASPP.
2. In 2015, 27% of students were at "standard exceeded" or "standard met" with 73% either "standard nearly met" or "standard not met". In 2016, that number went up, slightly, to 31% of students who were at "standard exceeded" or "standard met" with 69% either at "standard nearly met" or "standard not met".

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
5	10			40	30	57	30	40	29	10	30		10		14
6		14	9	50	43	27	25	29	27	25		27		14	9
7	25		17	42	***	50	8	***	17	17		17	8	***	
8	***	17		***	50	50		8			8	25	***	17	25
<b>Total</b>	17	9	7	41	41	43	17	25	21	14	13	18	10	13	11

#### Conclusions based on this data:

1. Progress of students, from 2014-15 to 2015-16, remained steady in the areas of "advanced" or "early advanced" at 50% of all students who took the test, 5th-8th grades.
2. Progress of students, from 2014-15 to 2015-16, remained steady in the areas of "intermediate" or "early intermediate" at 38% to 39% respectively.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
5	9			36	30	50	27	40	25	18	30		9		25
6		14	9	50	43	27	25	29	27	25		27		14	9
7	23		13	38	20	38	8	20	13	15		13	15	60	25
8	20	15		20	46	50		8			8	25	60	23	25
<b>Total</b>	15	9	6	36	37	39	15	23	19	15	11	16	18	20	19

#### Conclusions based on this data:

1. Of the 35 students tested, 45% tested at an advanced or early advanced levels.
2. Of the 35 students tested, 35% tested at intermediate or early intermediate levels.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: 5th-8th Grade Benchmark Common Core Assessments in Mathematics and ELA</b>
<b>LEA GOAL:</b>
Develop and continually improve a well-articulated 5-8 educational program
<b>SCHOOL GOAL #1:</b>
<p>5th Grade Math &amp; L. Arts Goals: The class average will show 5% or higher growth between September and March of the 2016-17 school year on Math and ELA Benchmarks.</p> <p>6th Grade ELA/Humanities Goal: Language arts at the sixth grade level promotes continued proficiency in the communication skills of students. At this level, listening and speaking strategies require students to gather and process oral information and to effectively express themselves orally in a variety of situations. Reading objectives strive to promote the development of various vocabulary and comprehension skills that foster recreational reading from a variety of genres, authors, and resources. Students will be exposed to broader and more complex material. For example, they will explore how imagery and style affect the reader.</p> <p>In the sixth grade, emphasis is given to develop effective writing skills, including prewriting, drafting, revising, editing, and publishing compositions that are error-free and demonstrate proficiency in mechanics and usage. Students will have many opportunities for imaginative writing of stories and poems but will also gain the necessary skills for producing polished reports and essays.</p> <p>STAR Reading Test—Administered a minimum of four times throughout the school year. Students will progress at least one grade level in their IRL (Independent Reading Level) over the course of the school year. Sixth Grade Language Arts teachers will maintain a robust and challenging reading program within their class. Students will be expected to read for a minimum of 30-minutes per day over five-days per week. Sixth Grade Language Arts teachers will also allow ample time for students to select books at their ZPD (Zone of Proximal Development), and will monitor student choice and encourage students to challenge themselves in their reading.</p> <p>Sixth grade language arts teachers will maintain a robust and challenging reading program within their class. Students will be expected to read for a minimum of 30-minutes per day over five-days per week. Sixth grade language arts teachers will also allow ample time for students to select books at their ZPD (Zone of Proximal Development), and will monitor student choice and encourage students to challenge themselves in their reading.</p> <p>Benchmark Assessments—Benchmark assessments will be administered three times per year at the discretion of Sixth Grade Language Arts teachers. Students will show growth toward proficiency in the anchor standards selected for the benchmark assessment.</p> <p>Writing—Students will write three paragraph assessments per year. Summary, How-To, and Persuasion will be assessed one in each trimester. Students will be scored on a four point rubric.</p> <p>CAASPP—Administered once per year to monitor the progress of student achievement and evaluate the effectiveness of ELA curriculum.</p>

#### 6th Grade Math ~

Goal~ All students will make a 20% increase in their Benchmark CAASPP scores from the first time they take it in November to the second time in March. 70% of Students will be 60% mastery in the 6th grade Khan Academy by the end of the year, which is used as self directed learning.

#### 7th Grade Goals for ELA and Math:

Language Arts: By the end of the third trimester, 70% or more of students will score Standards Nearly Met, Standards Met, or Above Standard on the Reading section of the CAASPP. 65-70% of students will score Standards Nearly Met, Standards Met, or Above Standard on the Writing section of the CAASPP. 85% of students will score Standards Nearly Met, Standards Met, or Above Standard on the Listening section of the CAASPP. 85% of students will score Standards Nearly Met, Standards Met, or Above Standard on the Research section of the CAASPP. These goals reflect an increase of approximately 10% over this year's 7th grade class's 6th Grade achievement based on last year's CAASPP scores in Reading and Writing and maintenance goals in the areas of Listening and Research. We are using the CAASPP interim assessments at the beginning of the year and during the second trimester to evaluate students' progress and to plan instruction accordingly.

#### Math: 7th Grade Math Goals for Lyman Gilmore

Students will complete 80% to 100% of Go Math or Digits curriculum.

Students will make a 20% increase on CAASPP from the middle of the year benchmark to the end of year benchmark.

Eighty percent of the students will be at or above 40% mastery on Khan Academy or IXL by the end of the year.

#### 8th Grade Goals for ELA and Math:

ELA/Humanities: Reading Standards: CCSS.ELA-LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Benchmark Assessment: STAR test (taken each trimester to measure growth) GOAL: Each student will set a personal goal for where their reading level will be at the end of the year. Our grade level goal will be, for each student reading below 10.0 G.E., to improve at least 1 full grade level on their G.E. by the end of the year.

#### Benchmark Assessment:

In 8th grade, we have two major benchmark growth indicators:

- 1) Student's CAASPP scores for their 8th grade year will be compared to their CAASPP scores from 7th grade. All students, regardless.
- 2) A test will be given twice a year that is based on the CAASPP Interim assessment. It will be given the month of school and again at the end of the 2nd trimester. All students, regardless of level, will show 7% growth on this measure.

#### Math:

1. The core of Grade 8 standards is built upon the following foundational CCSS MA.8.EE.1, MA.8.EE.2 and MA.8.F.1. As such teachers will utilize periodic unit assessments and tri-annual CAASPP reports to monitor students growth, needs for support and achievement of 85% proficiency or 15% content growth.
2. Targeted students will be provided an RTI period to focus on remediation of mathematic skills and foundational knowledge.
3. Utilize IXL for the implementation and remediation of content standards. Students will achieve an IXL Smart Score of 80 or above in all IXL topic contents, specifically focusing on the following modules "Y-Linear Equations" and "W-One Variable Equations" associated with focused CCSS re Goal 1.

**Data Used to Form this Goal:**

5th grade: Results from 5th grade common benchmark assessments, aligned with the Common Core Standards, given at the end of each unit of instruction. Specifically the second and third (final) benchmarks during the school year. These will most likely be given in early Spring (second benchmark) and early May (third and final benchmark). CAASPP Results.

6th Grade: Results from 6th grade common benchmark assessments aligned with the Common Core Standards given at the end of each unit of instruction. SALLI assessment results. Last year's benchmarks (second and third) in ELA and Math given in 5th grade. CAASPP Results. All students will take the CAASPP Benchmark assessments twice throughout the year prior to taking the end of the year CAASPP. This is in preparation for taking the test at the end of the year. It will allow the teachers to assess the student achievement, while getting the practice needed on how to test on the computer and what they questions will be like.

7th Grade: Results from 7th grade common benchmark assessments aligned with the Common Core Standards given at the end of each unit of instruction. Benchmarks given during 6th grade year in both Mathematics and English Language Arts. Common Core science and social studies aligned common assessments given at the end of each unit of instruction. SBAC Results.

8th Grade: 1) Results from the STAR reading test (to be given at least 3 times during the school year) 2) Results from the Illuminate CAASPP based holistic assessment given at the beginning of the year and again at the end of the 2nd trimester. 3) Results from both the 7th and 8th grade state CAASPP test. 4) Progress will be monitored by common core aligned unit tests throughout the school year.

**Findings from the Analysis of this Data:**

EL student subgroup has scored significantly lower over the past several years. Also reporting low were the socio-economically disadvantaged subgroup. A focus will be given to these students in the area of EL support staff and Title One support staff at Lyman Gilmore Middle School.

**How the School Will Evaluate the Progress of this Goal:**

5th-8th Grade: Benchmark and Illuminate (data collection tool) regular assessments. CAASPP Results.

6th Grade: Weekly, Daily and other regular informal and formal assessments which include, but aren't limited to, benchmark assessments.

Language arts at the sixth grade level promotes continued proficiency in the communication skills of students. At this level, listening and speaking strategies require students to gather and process oral information and to effectively express themselves orally in a variety of situations. Reading objectives strive to promote the development of various vocabulary and comprehension skills that foster recreational reading from a variety of genres, authors, and resources. Students will be exposed to broader and more complex material. For example, they will explore how imagery and style affect the reader. In the sixth grade, emphasis is given to develop effective writing skills, including prewriting, drafting, revising, editing, and publishing compositions that are error-free and demonstrate proficiency in mechanics and usage. Students will have many opportunities for imaginative writing of stories and poems but will also gain the necessary skills for producing polished reports and essays.

Specific measurable assessments used to achieve the Sixth Grade Language Arts Goal

**STAR Reading Test**

Administered a minimum of four times throughout the school year. Students will progress at least one grade level in their IRL (Independent Reading Level) over the course of the school year. Sixth Grade Language Arts teachers will maintain a robust and challenging reading program within their class. Students will be expected to read for a minimum of 30-minutes per day over five-days per week. Sixth Grade Language Arts teachers will also allow ample time for students to select books at their ZPD (Zone of Proximal Development), and will monitor student choice and encourage students to challenge themselves in their reading.

**Benchmark Assessments**

Benchmark assessments will be administered three times per year at the discretion of Sixth Grade Language Arts teachers. Students will show growth toward proficiency in the anchor standards selected for the benchmark assessment.

**Writing**

Students will write three paragraph assessments per year. Summary, How-To, and Persuasion will be assessed one in each trimester. Students will be scored on a four point rubric.

Weekly, daily and other formal and informal assessments which include, but are not limited to the benchmark assessments.

Identifying 11 focus students. These students tested very near to the next level, and will guide the instruction in hopes to push them into the next level, but also picking up the other students along the way. Those students will be placed in an RTI class second trimester, where they will be given direct instruction on the standards that are difficult while getting extra support in the areas where they have fallen behind in the school years prior.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th Grade: All students will work with IXL Math Program a minimum of 40 minutes a week on average, Students not meeting expectations will lose elective and instead work with classroom teacher for remediation. Students at Basic or Below will use IXL Math 4-5 times a week as computer access is available.	8/2016-6/2017	5th Grade Teachers/students, and school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	378,564
5th Grade: All students will take ELA benchmark assessments. Students not attaining proficiency will be given remediation through one of several remediation venues including, but not limited to, extra time with classroom teacher/remediation expert and EL support staff where appropriate.	8/2016-6/2017	5th Grade Teachers/students, and school administration	Certificated Staff - included above	1000-1999: Certificated Personnel Salaries	LCFF - Base	
5th Grade: Particular focus will be given toward students who previously scored in the basic range in last years benchmark assessments as well as any formative/summative assessments given during the current and previous years.	8/2016-6/2017	5th Grade Teachers/students, and school administration	Certificated Staff - included above	1000-1999: Certificated Personnel Salaries	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6th Grade: All students will take math benchmark assessments. Students not attaining proficiency will be given remediation through one of several remediation venues (RTI, additional math class support, IXL Math and, remediation class on during early release afternoons). An additional language arts period is in the schedule for all students. Math Skills class (an additional math class) will serve, for most students, as sufficient remediation.	8/2016-6/2017	6th Grade Teachers/students, and school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	461,388
6th Grade: Particular focus will be given toward students who previously scored in the basic range in last years common core aligned benchmark assessments (given once a trimester).	8/2016-6/2017	6th Grade Teachers/students, and school administration	Certificated Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	
6th Grade: Teachers will give the students an initial benchmark in writing and use the data to offer remediation to students that fall into the basic to below basic testing group. Writing assessments will be offered in the winter as well to give teachers, and students, a good collection of data for student placement and remediation. Finally, a spring assessment will be given to meet the goal.	8/2016-6/2017	6th Grade Teachers/students, and school administration	Certificated Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	
7th Grade: Using last years benchmark data, as well as teacher evaluations, in both math and language arts, teachers will identify students who placed below proficient to determine which students need remediation in specific areas of need. Teachers have been given an RTI period to pull students in for	8/2016-6/2017	7th Grade Teachers/students, and school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	676,292

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
remediation and other support.						
7th Grade: Teachers will create a common core aligned science benchmark assessment to be given at the end of each unit of instruction. The data will be disaggregated to find a class average. The disaggregated data will also be used to provide struggling students with added support. Teachers have been given an RTI period to pull students in for remediation and other support.	8/2016-6/2017	7th Grade Teachers/students, and school administration	Certificated Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	
7th Grade: Teachers will create a common core aligned social studies benchmark assessment to be given at the end of each unit of instruction. The data will be disaggregated to find a class average. The disaggregated data will also be used to provide struggling students with added support. Teachers have been given an RTI period to pull students in for remediation and other support.	8/2016-6/2017	7th Grade Teachers/students, and school administration	Certificated Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	
8th Grade: Language Arts:  1. Focus on the three genres as outlined in the Common Core State Standards: Narrative, Persuasive, and Report of Information.  2. A common writing assessment will be administered for a writing sample in each genre. These will be used as a baseline as well as data for collaboration and direction of curriculum.  3. Develop a common rubric for each	8/2016-6/2017	8th Grade Teachers/students, and school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	400,780

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>genre of writing to ensure a standardization of expectations and assessment.</p> <p>4. All teachers will utilize the Step-Up to Writing program to ensure a common method of instruction.</p> <p>5. Common rubrics will be used in 8th grade to provide scaffolding as well as accurate assessment of student progression.</p> <p>6. Utilize student collaboration in meeting goals.</p>						
<p>8th Grade: Math:</p> <p>1. Focusing on CCSS: CCSS.MA.8.EE.UCB - Understand the connections between proportional relationships, lines, and linear equations. CCSS.MA.8.8.EE.7 - Solve linear equations in one variable. &amp; CCSS.MA.8.8.F.3 - Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Teachers will give benchmark assessments, through Illuminate, at the end of each trimester to determine each student's growth and area of support.</p> <p>2. Teachers have been given an RTI period to pull students in for remediation and other support as it</p>	8/2016-6/2017	8th Grade Teachers/students, and school administration	Certificated Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
relates to mathematics. Students will be pulled in during this RTI time to receive remediation in areas of need.						
<p>8th Grade: Science:</p> <ol style="list-style-type: none"> <li>1. Create a focus on subject vocabulary to enhance student understanding of domain specific vocabulary.</li> <li>2. Develop and utilize project based units that require student collaboration, exploration, and problem solving skills.</li> <li>3. Coordinate with Language Arts teachers to align Report of Information with Common Core Standards, and reinforce this writing style in a cross curriculum approach.</li> </ol>	8/2016-6/2017	8th Grade Teachers/students, and school administration	Certificated Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	
<p>8th Grade: Social Studies:</p> <ol style="list-style-type: none"> <li>1. Continue coordination with Language Arts teachers in working with Greek and Latin roots, and use them to help students decode complex vocabulary.</li> <li>2. Have students identify "target" words from texts to clarify and decode their meaning. Use current event articles from a variety of media that also illustrate the principles in the Constitution and how they influence the functioning of our government.</li> </ol>	8/2016-6/2017	8th Grade Teachers/students, and school administration	Certificated Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Investigate using Schoology or Socrative for administering the Constitution Test. This will provide us with an efficient assessment tool, and it will start moving students towards proficiency with the testing technology that will be used for Common Core assessments.</p> <p>4. Utilize written texts from multiple sources to help students utilize and cite multiple sources in expressing their own opinions in written form.</p>						
Title 1 staff members will provide small group and individual push-in/pull-out reteach and skill development for students performing below grade.	8/2016-6/2017	Title 1 staff members	.5 Title 1 Teacher	1000-1999: Certificated Personnel Salaries	Title I	51,408
			.75 Title 1 Aide	2000-2999: Classified Personnel Salaries	Title I	18,939
Teachers will use Intervention programs such as Lexia and Renaissance Learning to provide targeted intervention for students performing below grade level.	8/2016-6/2017	Certificated Teachers, Title 1 staff members	Lexia	5000-5999: Services And Other Operating Expenditures	Title I	2,295
			Renaissance Learning	5000-5999: Services And Other Operating Expenditures	Title I	5,106
All instructional staff will participate in professional development, in their area of expertise, to increase their knowledge in their subject area as well as have tools to assist students performing below grade level. Professional development can be provided by the Grass Valley School District or through an outside agency or county office of education.	8/2016-6/2017	Certificated Teachers, instructional classified staff, Title 1 staff.	Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	20,000

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Culture and Student Behavior</b>
<b>LEA GOAL:</b>
Providing a Safe and Nurturing School Environment that is conducive to learning
<b>SCHOOL GOAL #2:</b>
<ol style="list-style-type: none"> <li>1. Full Implementation of PBIS (Positive Behavior Intervention Support) and cut suspensions in half for the whole school year and decrease referrals by half compared to last years student behavior data collected specific to student suspensions, expulsions, and overall referrals to school administration.</li> <li>2. Improve school spirit and culture by engaging students and staff with student council driven spirit events such as school assemblies, school rallies, school athletics, school clubs, and other school activities.</li> </ol>
<b>Data Used to Form this Goal:</b>
Suspension data, SWIS (School Wide Intervention System) data based on number of referrals. This data can be disaggregated by type of behavior, location and day of week. Student surveys specific to school spirit and culture. Healthy Kids Survey data.
<b>Findings from the Analysis of this Data:</b>
The Grass Valley School District Interest Based Bargaining Unit determined that school behavior has been unfavorable. The concern has specifically been targeted to the school's suspension rate and expulsion rate. School culture has been a concern of school administration for several years. Although school spirit and culture has been on the rise and most teachers feel that the school is better than ever, there's still room to improve in specific areas (i.e. participation in school athletics, generating school spirit through all-school rallies, etc.)
<b>How the School will Evaluate the Progress of this Goal:</b>
Through continual analysis by Principal, Assistant Principal, and regular teacher and aide meetings as well as school site council. We will also use information through meeting individually with students and parents during behavior modification with students and meetings with parents such as SST's, IEP's, Behavior Support Plans and Behavior Panel hearings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The PBIS Committee and Site Council will consistently plan, monitor, and evaluate the program to ensure that the goal is being met. If it's determined that the goal is not on track for completion, the committee and site council will meet to determine areas of concern and next steps for success.	8/2016-6/2017	PBIS Committee, School Administration, Gilmore Site Council, and classroom teachers	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
Under the direction of the Gilmore's Leadership Elective Class Teacher/Student Council Teacher Leader as well as the Student Body President, Gilmore's Student Council will schedule regular school activities (specifically schoolwide rallies, grade level assemblies, schoolwide activities, and all-school dances) targeting school spirit and culture.	8/2016-6/2017	Gilmore's Leadership Elective Class Teacher/Student Council Teacher Leader, the Student Body President, Gilmore's Student Council, teachers, and school administration.	Associated Student Body	4000-4999: Books And Supplies	ASB	1,000
				4000-4999: Books And Supplies	Site Based Gifts and Donations	1,000
Provide students with the opportunity to earn spirit gear (t-shirts, sweatshirts, etc.) through participation in school activities (spirit week, school athletics, school dances, etc.)	8/2016-6/2017	Gilmore's Leadership Elective Class Teacher/Student Council Teacher Leader, the Student Body President, Gilmore's Student Council, teachers, and school administration.	Associated Student Body	4000-4999: Books And Supplies	ASB	200
				4000-4999: Books And Supplies	Site Based Gifts and Donations	200
Students, and staff, will receive acknowledgment for their implementation of PBIS and the school wide behavior expectations of: Be Safe, Be Respectful, Be Responsible, Be Ready to Learn.	8/2016-6/2017	PBIS Team, Lyman Gilmore Staff	Associated Student Body	4000-4999: Books And Supplies	ASB	500
				4000-4999: Books And Supplies	Site Based Gifts and Donations	500

**Planned Improvements in Student Performance**

**School Goal #3**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School-Wide Attendance Improvement:</b>
<b>LEA GOAL:</b>
Providing a Safe and Nurturing School Environment that is conducive to learning and encourages students to attend school more regularly
<b>SCHOOL GOAL #3:</b>
During the 2016-17 school year, Lyman Gilmore Middle School will improve its attendance rate to 95% overall with an additional improvement of 1% from those with chronic absenteeism.
<b>Data Used to Form this Goal:</b>
Attendance reports can be attained daily, weekly, and by trimester through Illuminate's attendance reporting module. A focus will be placed on EL (English Learners), homeless students, student of low socio-economic means, and Title 1 students.
<b>Findings from the Analysis of this Data:</b>
Through improvements in school culture and student behavior (Planned Improvements: Goal #2), Lyman Gilmore Middle School anticipates an improvement in school attendance as well. The goal school-wide goals go hand in hand in creating a positive school environment for all students and staff. Lyman Gilmore Middle School has consistently experienced an attendance rate of 94%, unable to get over that attendance threshold. In conjunction with the Grass Valley School District LCAP (Local Control Accountability Plan), attendance remains a high priority at Lyman Gilmore Middle School.
<b>How the School will Evaluate the Progress of this Goal:</b>
School officials will constantly monitor school attendance rates through Illuminate's online database.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a positive and safe learning environment through PBIS (Positive Behavior Supports and Intervention) Implementation with fidelity.	8/2016-6/2017	PBIS Committee, School Administration, Gilmore Site Council, and classroom teachers.	Certificated Staff - Included in prior goal	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Working with juvenile probation/truancy outreach, consistently hold meetings with parents and students that reach letter #2 in the SARB (School Attendance Review Board) process.	8/2016-6/2017	School Administration and Juvenile probation/truancy outreach.	Administrative Staff - 20%	1000-1999: Certificated Personnel Salaries	LCFF - Base	50,390
Working with juvenile probation/truancy outreach, school administration will do home visits to students who are chronic truants or those that reach letter #2 in the SARB process.	8/2016-6/2017	School Administration and juvenile probation/truancy outreach.	Administrative Staff - Included Above	1000-1999: Certificated Personnel Salaries	LCFF - Base	
Provide students with the opportunity to earn spirit gear (t-shirts, sweatshirts, etc.) through participation in school activities (spirit week, school athletics, school dances, etc.)	8/2016-6/2017	Gilmore's Leadership Elective Class Teacher/Student Council Teacher Leader, the Student Body President, Gilmore's Student Council, teachers, and school administration.	Associated Student Body - Included in prior goal	0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined	ASB Site Based Gifts and Donations	
Students, and staff, will receive acknowledgment for their implementation of PBIS and the school wide behavior expectations of: Be Safe, Be Respectful, Be Responsible, Be Ready to Learn. Students will receive positive acknowledgement through consistent attendance.	8/2016-6/2017	PBIS Team, Lyman Gilmore Staff	Associated Student Body - Included in prior goal	4000-4999: Books And Supplies 4000-4999: Books And Supplies	ASB Site Based Gifts and Donations	

**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: improvement for EL Student performance in English Language acquisition, Math, and Language Arts</b>
<b>LEA GOAL:</b>
All students will increase proficiency in Mathematics and Language Arts through quality instruction in the Common Core State Standards and Intervention support services.
<b>SCHOOL GOAL #4:</b>
80% of 5th-8th grade English learners will increase their English Language proficiency level as measured on the CELDT and eighth graders identified as EL will increase their ELA proficiency level by an average of 10% as measured by the CAASPP.
<b>Data Used to Form this Goal:</b>
CELDT and ELA data from the CAASPP.
<b>Findings from the Analysis of this Data:</b>
There is a large gap between English learners and all other student groups on the CAASPP. The CELDT data shows slow growth in English proficiency and no students being redesignated English proficient.
<b>How the School Will Evaluate the Progress of this Goal:</b>
Assessment scores, number of students re-designated

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide designated individual or small group instruction every day using the EL Achieve program or the designated lessons from the ELA/ELD curriculum being piloted.	9/30/16-5/30/17	Teachers, principal, EL manager and aides	Certificated teachers will provide direct instruction for ELs at their proficiency level, focusing on all areas of literacy, but with a special focus on writing skills for students at the Intermediate/Advanced Proficiency level-30% allocation - included in staffing cost in previous goal/s Site English Learner Staff English Learner Manager-30%	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Supplemental LCFF - Supplemental	45,700 23,998
Review the criteria to be redesignated Fluent English Proficient and ensure the criteria are aligned to the expectations for the grade level students and do not allow teachers to lower expectations of ELs.	9/30/16-5/30/17	EL manager, District Title III lead, Principal, and teachers	Included Above			
Provide information to EL parents in their native language to assist them in helping their children with language acquisition.	9/30/16-5/30/17	EL Manager and EL aides and teachers	Included Above			
Provide a welcoming environment for EL parents at the school site so they will feel comfortable asking questions and understanding the curriculum and expectations of each grade level	9/30/16-5/30/17	Principal and all school staff	Included Above			

### Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

#### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Performance</b>
<b>SCHOOL GOAL #1:</b>
Provide district-wide professional development in Common Core State Standards for English-Language Arts and Mathematics by offering staff development to improve teaching practices and early release to allow for collaboration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide prescriptive, focused small group language arts instruction to at-risk students (including English Learner, Socioeconomically Disadvantaged, and Foster Youth students) during the school day.	8/2016-6/2017	All staff/students/school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	10,000
			Classified Staff	2000-2999: Classified Personnel Salaries	District Funded	5,000
Provide English Learner (EL) Manager and five support staff to prepare and coordinate CELDT testing, verify EL student documentation cums, monitor EL student placement within master schedule, assist staff (certificated and classified) with strategies for teaching EL students, arrange testing for new students and assist with compliance paperwork for parent-student conference week.	8/2016-6/2017	All staff/students/school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	75,000
			Classified Staff	2000-2999: Classified Personnel Salaries	District Funded	56,000
Provide psychologist assistance to assist staff during SST meetings and IEP meetings, determine Response to Intervention, and evaluate student needs.	8/2016-6/2017	All staff/students/school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	83,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide appropriately-credentialed special education certificated staff to support instruction in reading, math and written language; tutor individual and small groups of students based on IEP goals; administer and score academic testing; write individualized education plans; conduct IEP meetings; and provide direct instructional support.	8/2016-6/2017	All staff/students/school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	350,233
After-school tutoring as part of the plan to exit Program Improvement status.	8/2016-6/2017	All staff/students/school administration	Certificated Staff	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	1,000
Develop and utilize a formative/summative assessment system for the purpose of collecting data to monitor student progress and drive instruction/intervention using: Benchmarks Common Assessments Writing Assessments CELDT P.E. Fitness Test	8/2016-6/2017	All staff/students/school administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	10,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT:</b> Centralized Services for Planned Improvements in Student Performance in Student Performance
<b>SCHOOL GOAL #2:</b>
Teachers will be prepared to accommodate ALL students in their classrooms, regardless of academic level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities – train teachers in schoolwide PLC process and provide Common Core training for new state standard implementation	8/2016-6/2017	Teachers and school administration	Staff Development	5700-5799: Transfers Of Direct Costs	Title I	50,000
BTSA – New teachers, along with their Support Providers participate in a State-approved BTSA Induction Program that leads to full credential certification in California.	8/2016-6/2017	New Teachers, BTSA support staff, and school administration	BTSA Training	5800: Professional/Consulting Services And Operating Expenditures	District Funded	5,000
Staff Development Days – Focus on areas of need based upon analysis of data. Professional development activities include, but are not limited to: Classroom Management EL Strategies/ELD Standards Common Core State Standards Technology Training BTSA Data Collection/Analysis	8/2016-6/2017	All staff, district personnel, and school administration	Staff Development	5700-5799: Transfers Of Direct Costs	Title II Part A: Improving Teacher Quality	50,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Performance</b>
<b>SCHOOL GOAL #3:</b>
Improve school culture through student, staff, and parental involvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Programs include, but are not limited to counseling, mental health services, positive behavioral supports (PBIS), health services, health referrals.	8/2016-6/2017	All staff and school administration	Certificated Staff - Counselor	1000-1999: Certificated Personnel Salaries	District Funded	64,308
Ongoing collaboration with local nonprofits and agencies to address the social-emotional needs of all students, including EL, socioeconomically disadvantaged, and foster youth.	8/2016-6/2017	All staff and school administration	Included in staffing costs			
Provide psychologist and counselor support to address educationally relevant mental health needs of students, including assessment, monitoring, collaboration, and direct service to all students, including EL, socioeconomically disadvantaged, and foster youth.	8/2016-6/2017	All staff and school administration (specifically school psychologist and school counselor)	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	20,000

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	ASB	1,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,967,414.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	69,698.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	1,700.00
1000-1999: Certificated Personnel Salaries	Title I	51,408.00
2000-2999: Classified Personnel Salaries	Title I	18,939.00
5000-5999: Services And Other Operating	Title I	27,401.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASB	1,700.00
LCFF - Base	1,967,414.00
LCFF - Supplemental	74,698.00
Site Based Gifts and Donations	1,700.00
Title I	97,748.00

**Summary of Expenditures in this Plan****Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	2,014,772.00
<b>Goal 2</b>	8,400.00
<b>Goal 3</b>	50,390.00
<b>Goal 4</b>	69,698.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Roberts	X				
Laura Bigham		X			
Julie Wivholm		X			
Michael Day		X			
Lisa Lawell		X			
Tawni Frazier		X			
Alicia Metcalf			X		
Jennifer Hall				X	
Meg Hughes				X	
Zac Mallette				X	
Sarah Smethers				X	
Jesus Hernandez				X	
Heather McNeilly				X	
Susan Callahan				X	
Bryce Nguyen					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>7</b>	<b>1</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

### Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature  
Jesus Hernandez  
 Signature

Signature

Signature

Signature



Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 12, 2016.

Attested:

<u>Christopher Roberts</u> Typed Name of School Principal	 Signature of School Principal	<u>1/12/17</u> Date
<u>Jennifer Hall</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>1.12.17</u> Date

# The Single Plan for Student Achievement

**School:** Bell Hill Academy  
**CDS Code:** 29-66332-0125955  
**District:** Grass Valley  
**Principal:** Deborah Plate  
**Revision Date:** 01/13/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Deborah Plate  
**Position:** Principal  
**Phone Number:** 530 273-2281  
**Address:** 342 South School St.  
Grass Valley, CA 95945  
**E-mail Address:** dplate@gvsd.us

**The District Governing Board approved this revision of the SPSA on Pending 01/24/17.**

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## School Vision and Mission

### Bell Hill Academy's Vision and Mission Statements

Our district mission states that together we will inspire success in every child. At Bell Hill Academy, staff, families, and the community work together to inspire our students to be successful, responsible, respectful members of our global society.

Our Vision statement: BHA students will develop cross-cultural awareness and prepare for success as responsible and contributing citizens in a global society.

Our Mission statement: Bell Hill Academy provides a 21st century education that prepares students for responsible decision-making and citizenship in a global society. We provide learning opportunities and language experiences that broaden students' understanding of world issues. Through rigorous lessons and a variety of cultural experiences, students develop Global Awareness, with a focus on valuing the commonalities and differences among different cultures. We encourage and equip students to be academic risk takers through a curriculum that develops the 21st Century Skills of critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem solving, and information literacy.

## School Profile

Bell Hill Academy is located in a residential neighborhood near historic downtown Grass Valley in the Sierra Nevada Foothills. We are a small, neighborhood K-4 school with an enrollment of approximately 225 students in 10 classrooms. We have a before school program and a fully-enrolled after school program on site. Support staff include a counselor intern, school psychologist, speech and language pathologist, special education teacher and instructional assistant, and Intervention Support Aides in grades K-2.

At Bell Hill Academy, our goal is to prepare K-4 students to be active, knowledgeable citizens of a global society. Through our academically rich Global Studies curriculum and enrichment opportunities, students develop an understanding and respect for their own and other cultures. We focus on skills that our children will need to participate successfully in a global marketplace: critical thinking, collaboration, creativity, and communication. We recognize the importance and benefits of learning to communicate in a second language. In our dual immersion track, core academic instruction is delivered in Spanish in Kindergarten through fourth grade.

Our dual immersion instructional program is unique to Nevada County. Bell Hill Academy's program brings together both Spanish-speaking and English-speaking students in a carefully planned program in which they learn and achieve in two languages. Children from both language groups work and study together throughout the school day. Our program offers English speaking children one of the best opportunities to acquire a necessary second language to a high degree of proficiency. Spanish speaking students have the opportunity to achieve at a high level of proficiency in English, as well as to maintain and fully develop their native language.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff, students, and parents participate in annual surveys including the Safe Schools/Healthy Students survey, and the district School Climate and Local Control Accountability Plan surveys. Survey data is used to provide guidance and improve programs for our school and guide budget decisions. Additionally, the Bell Hill Academy Site Council meets at least 5 times per year, and provides feedback from parents, staff, and community about our school's strengths and areas of improvement. Our district Parent Teacher Club and District English Learner Advisory Committees are additional forums for parents and community members. PTC and DELAC participants also provide feedback to district leadership regarding school strengths and areas of improvement.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Both formal and informal observations are conducted throughout the year by the school administrator. Teachers who have taught in the district for 10 years or more, are NCLB compliant, and have had satisfactory evaluations, are evaluated every 5 years. Temporary and probationary teachers are evaluated annually. During an evaluation year, formal observations are conducted in the areas of Language Arts and/or Mathematics. Observation forms are based on the California Standards for the Teaching Profession. Goal-setting meetings and informal observations or walkthroughs are also part of the evaluation process.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Throughout the school year, teachers review student performance to evaluate the effectiveness of the instructional program, make adjustments, and establish goals for the coming year. Through a review of this data, staff also identify the need for targeted interventions.

Measures used to track student achievement include:

- Common Core Standards based report cards for all students in Kindergarten through grade four
- California Assessment of Student Performance and Progress Standards using Smarter Balanced online assessment for all 3rd and 4th grade students
- California English Learner Development Test scores and Lexia data
- Math and Language Arts benchmark assessments (curriculum assessments) given at the beginning, middle, and end of the year
- Language Arts and Math curriculum assessments and teacher-created assessments(Language: assesments from piloted materials, Harcourt Wonders and HMH Journeys; Math: "GO MATH")
- Beginning of the year Go Math skills inventory assessment; monthly math skills progress monitoring reports
- Accelerated Reader, BPST (Basic Phonics Skills Test), Running Record assessments for reading, literacy, and comprehension
- ST (Spacial Temporal) Math and Lexia online program completion data

The Illuminate Learning Management Software compiles assessment data for teachers to easily adjust, differentiate, and drive instruction and teacher collaboration.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff meet three to four times per month in professional learning communities to set short-term and long-term goals, develop common formative assessments, review student performance data, and plan intervention strategies and practices to ensure that students reach grade level proficiency. Student performance data reviewed include: curriculum (publisher) assessments, Common Core K-4 report cards, district-wide benchmark exams in Language Arts and Math, ST (Spatial Temporal) Math, and Lexia programs. Teachers provide targeted skills instruction to students based upon progress monitoring assessments; results are reported in the Math Intervention Plan. Student performance is reported formally each trimester on standards-based report cards. We are in our third year of Positive Behavior Intervention and Support (PBIS); data on student behavior is used to make decisions for individual students and school-wide programs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Staff are highly qualified per ESEA. Professional development opportunities are provided at staff meetings, and through county and district professional development programs.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Classroom teachers are sufficiently credentialed. Professional development is provided by GVSD and county staff, and by outside experts. Professional development is provided to support the implementation of Common Core State Standards (instructional shifts, strategies, SBAC, lesson planning, ELD) and to train staff in the use of state-adopted instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers meet regularly to discuss Common Core State Standards and student performance relative to the standards. Professional development this year is focused on Reading and Writing, Math, Language Arts curricula (Wonders and Journeys pilots), Illuminate (our online data management system), and Google applications in the classroom. The district has provided professional development opportunities and allocated funds for collaboration, materials, and professional development workshops.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

GVSD supports teacher attendance at district, county, and other workshops and trainings. Teachers are offered release time and are encouraged to visit other classrooms in order to deepen their understanding of instructional strategies and techniques. Nevada County instructional coaches are available to provide academic and classroom management support for teachers. The principal and support staff provide instructional assistance and coaching by evaluating needs via assessments, classroom walkthroughs, and teacher requests. Classroom instructional assistants receive training in behavior techniques and instructional strategies in order to better support classroom teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday, teachers are provided collaboration time to meet in site, grade level, or subject area teams. During scheduled collaboration time, teachers review student work, plan instruction, share strategies, and create common assessments. Ten of the collaboration Wednesdays are designated for teacher professional development, and teachers are provided additional release time for professional development as needed. BHA staff meets throughout the year to plan the incorporation of a Global Studies curriculum into Common Core Standards based lessons.

This year, we have identified mathematics instructional strategies as an area of focus. Teachers are using monthly progress monitoring data to determine effectiveness of strategies.

## Teaching and Learning

### 8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All subject area lessons, assessments, and report cards are being updated to meet the CCSS. This year, all teachers are piloting state-adopted Language Arts curricula (Wonders, Journeys), and will adopt for the 2017/18 school year. Teachers supplement Science, and Social Studies curricula with common core materials in order to align instruction and assessments with the NGSS and CCSS (e.g. Scholastic periodicals, readworks.org). Current, state-adopted Common Core Standard curriculum is used for Mathematics instruction (Go Math!).

### 9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers and administration analyze our academic programs and protect core academic time from interruptions to better adhere to the recommended instructional minutes for Language Arts and Math. All English Learners (including all students in the dual immersion program) receive 30 minutes of English Language Development every day. In addition to dedicated core curriculum time, students receive additional Language Arts and Math support through Lexia and ST Math programs throughout the day. EL students who need additional support receive 30 additional minutes of small group instruction before school and/or after school. Students also receive remedial support during our Out of School Time program.

### 10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level teams developed CCSS pacing guides for math and language arts. The intervention team (Title 1, Special Education, ELL support) meets regularly with staff to assess the needs of students and schedule targeted instruction as appropriate. Intervention support is provided on a push-in or pull-out basis as needed. Time is scheduled into the school day and before and after school for targeted math and Language Arts intervention for individuals and small groups.

### 11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to Common Core standards-based materials in Mathematics (Go Math!) and Language Arts. We are piloting ELA materials this year (Wonders, Journeys). The district-adopted Go Math! program provides supplementary materials to address all learning levels. The piloted Language Arts curricula (Wonders, Journeys) provide supplementary materials to address all learning levels in the language of instruction. Supplemental software is available to assess comprehension (Renaissance Learning). Additionally, supplemental software provides support at all learning levels in reading (Lexia), and mathematics (ST Math, Kahn Academy). English language development is provided to all students through designated ELD components in the piloted curricula.

### 12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used meet the current requirements of the California Department of Education.

### Opportunity and Equal Educational Access

#### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable underperforming students to meet standards include:

- Remedial support in the language of instruction provided by classified staff before, during, and after school
- ELD support before, during, and after school (includes translating services)
- Lexia and ST Math online programs to support struggling learners
- Parent volunteers assist students in class
- Kindergarten through second grade instructional assistants provide small group support in the classroom
- Student Success Team meetings held as needed to assist students/parents with ideas and guidelines for assistance at home and at school
- Speech and resource (RSP) staff assist students as needed with programs such as Read Naturally, Signs for Sound, Mastering Math Facts, Language for Learning
- School counselor intern provides emotional and behavioral support
- Curriculum-based extension and intervention materials

#### 14. Research-based educational practices to raise student achievement

Bell Hill Academy uses curricula and supplemental materials with a research base of support. In addition to state adopted curricula, we also use research validated programs such as Lexia and ST Math to further improve student achievement. Our Title 1 program uses researched-based programs such as SIPPS, Read Naturally, and Signs for Sound to raise student achievement. Instructional practices, such as leveled groupings in the classroom, help students better achieve in language arts and math. Instructional assistants receive training in literacy strategies to support students in the classroom.

### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Many resources are available through the school, district, and community to assist under-achieving students. These services include but are not limited to:

- A parent/school compact signed by parents
- Tutoring support for ELL students provided by high school volunteers
- Out of School Program from 7:00a.m - 6:00 p.m. for student academic, recreational, and enrichment activities
- Family Resource Center services for family, parent, and student counseling, guidance, and support
- Student Success Team meetings to assess and assist students, with faculty and parent input
- Ongoing parent communication via phone calls, emails, and Parent/Teacher Conferences
- Special Education, Title 1, psychologist, and speech services
- Second Step instruction in the classroom for resiliency education
- Enrichment field trips
- "Red Folder" notes/communication system for parent/school communication
- Parent volunteers in classrooms
- After-school tutoring
- Meetings with parents of Dual Immersion EL students to provide support and guidance
- Character/Citizenship incentives provided by Soroptimist International partners
- Attendance incentives provided by a local community member
- Counseling support for students
- Reading Clubs after school

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our School Site Council, District Site Council, English Learner Advisory Committee and District English Learner Advisory Committee involve all stakeholder representatives in planning and evaluating our programs and approving our goals. Site Council reviews benchmark testing data and student attendance data. SSC/ELAC/DELAC meetings and PTC meetings provide opportunities for parent input. Parent volunteers and community volunteers support student learning in the classroom. All communication from school is sent home in both English and Spanish.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as Title 1, LCFF (including Supplemental concentration), Child Development/ASES, Title 2, and Special Education are used to support underperforming students academically, socially, and emotionally.

Staff services and resources provided through categorical funds include:

- additional intervention support for targeted students (including English Learners) students before and during school
- supplemental materials such as Accelerated Reader (English and Spanish), Read Naturally Live, ST Math and Lexia
- additional intervention provided by Counselor Intern, RSP and Speech personnel, and Psychologist
- teacher trainings and professional development

18. Fiscal support (EPC)

Federal, state, and local funds are allocated through our district Local Control Accountability Plan. District leadership (Superintendent, Director of Business Services, Director of Categorical Programs, site administrators) meets weekly to review program and processes. District leaders attend state and county budget meetings to support schools and the district with the latest budget and LCAP information.

Our Parent Teacher Club and Schools Foundation for the Arts and Sciences provide funding to support enrichment activities and general classroom needs of all classes.

## **Description of Barriers and Related School Goals**

Barriers to attaining school goals include:

- Fluctuating student enrollment
- Student absences and tardies
- Student mobility
- Family difficulties, which directly impacts student motivation and availability to learn
- Increase in number of English Language Learners.

School goals addressing the identified barriers include:

- measures to improve school culture and attendance rates, and decrease number of behavior referrals
- increased opportunities for families to be involved at school
- academic and behavior goals developed to improve student achievement.

## School and Student Performance Data

## CAASPP Results (All Students)

## English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	37	44	35	42	34	42	94.6	95.5
Grade 4	26	25	26	25	25	24	100.0	100
All Grades	63	69	61	67	59	66	96.8	97.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2431.0	2406.8	26	14	29	26	20	26	23	33
Grade 4	2424.2	2458.0	8	21	19	17	19	25	50	38
All Grades	N/A	N/A	18	17	25	23	20	26	34	35

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	32	17	47	48	21	36	
Grade 4	8	21	36	46	56	33	
All Grades	22	18	42	47	36	35	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	17	59	48	29	36
Grade 4	8	17	56	58	32	25
All Grades	10	17	58	52	31	32

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	14	82	69	6	17
Grade 4	8	4	64	83	28	13
All Grades	10	11	75	74	15	15

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	18	21	65	52	18	26
Grade 4	0	21	72	58	28	21
All Grades	10	21	68	55	22	24

**Conclusions based on this data:**

1. 61% of students in grades 3 and 4 are not meeting standards in Language Arts.
2. 85% of students in grades 3 and 4 scored at, near, or above standard in the area of Listening; this is an area of relative strength.
3. Reading and writing are areas of particular concern, with 35% (Reading) and 32% (Writing) of students in grades 3 and 4 working below standard.

## School and Student Performance Data

CAASPP Results (All Students)

## Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	37	44	35	43	35	43	94.6	97.7
Grade 4	26	25	26	24	26	24	100.0	96
All Grades	63	69	61	67	61	67	96.8	97.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2455.1	2415.7	23	14	37	26	29	26	11	35
Grade 4	2447.8	2471.7	8	17	19	21	54	46	19	17
All Grades	N/A	N/A	16	15	30	24	39	33	15	28

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	21	37	42	20	37
Grade 4	15	25	27	42	58	33
All Grades	31	22	33	42	36	36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	19	51	44	20	37
Grade 4	15	17	23	50	62	33
All Grades	23	18	39	46	38	36

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	37	23	51	60	11	16
Grade 4	12	17	54	63	35	21
All Grades	26	21	52	61	21	18

**Conclusions based on this data:**

1. In all areas and overall, 4th grade students scored lower last year than they did in 3rd grade.
2. 36% of students in grades 3 and 4 scored below standard in the areas of Concepts & Procedures and Problem Solving; intervention in numerical operations might be needed to support struggling students.
3. Since this data represents small class sizes and two years of testing, more data will be needed to determine patterns of achievement.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1	10	11		30		38	50	22	25	10	67	25			13
2					11	14	50	11	14	50	44	57		33	14
3		13		25	25	13	75	38	25		13	25		13	38
4		25		25	25	75	50	25	25	25	25				
<b>Total</b>	4	10		19	13	30	54	23	22	23	40	30		13	19

#### Conclusions based on this data:

1. No students scored Advanced in 2015-16. None of the students in grades 1 and 3 who scored Advanced in 2014-15 scored advanced in 2015-16; further investigation is required to determine whether these students moved, were reclassified, or decreased in proficiency.
2. Data indicate that the greatest proficiency gain was made by 4th grade students in 2015/16.
3. Grades 2 and 3 indicate the greatest percentage of students scoring Early Intermediate or Below; more focused English intervention is needed in those grades.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				9	27	21	36	13	36	18	27	14	36	33	29
1	8	10		33		33	42	20	22	8	60	22	8	10	22
2					11	14	44	11	14	44	44	57	11	33	14
3		11		25	22	11	75	33	22		11	22		22	44
4		20		25	20	75	50	20	25	25	20			20	
<b>Total</b>	<b>3</b>	<b>6</b>		<b>18</b>	<b>17</b>	<b>26</b>	<b>45</b>	<b>19</b>	<b>26</b>	<b>20</b>	<b>33</b>	<b>23</b>	<b>15</b>	<b>25</b>	<b>26</b>

#### Conclusions based on this data:

1. 75% of English Learners scored Intermediate or below on the CELDT; additional, targeted instruction is needed to support English language acquisition.
2. In 15/16, grades 2 and 3 showed the greatest percentage of students scoring Early Intermediate or lower; more focused instruction is needed at these grades.
3. Percentages are impacted by small numbers; we need to look at individual student scores to determine patterns of growth.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics and Language Achievement</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
70% of students, in each grade K-4, will score a 3 or 4 on the end of year Mathematics Benchmark Exams. 70% of students, in each grade K-4, will score 70% or better in Reading: Foundational Skills on the end of the year report card.
<b>Data Used to Form this Goal:</b>
Beginning of the year Mathematics Skills Inventory Assessment; beginning of the the year STAR (gr. 2-4) and Basic Phonics Skills Test (gr. K-1); 2015/16 report card data; 2015/16 CAASPP assessment results
<b>Findings from the Analysis of this Data:</b>
Although they measure different elements of reading, the above-referenced assessments indicate that many students, especially in grades 2-4, have not mastered skills needed to read at grade level. The beginning of the year Mathematics Skills Inventory Assessment indicates that a significant number of students did not master prior year standards.
<b>How the School Will Evaluate the Progress of this Goal:</b>
Standards-based assessments and standards-based report cards will be used to assess these goals. Math assessments include standards-based benchmark assessments, which are administered 3 times per year, and monthly progress monitoring assessments. Language Arts assessments include Basic Phonics Skills Test, STAR reading assessments (Renaissance Learning), individual fluency assessments, and other one-on-one assessments. At staff and grade level PLC meetings, teachers will monitor BPST and STAR assessment results, and adjust intervention groups as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom Instructional Assistants and intervention staff will provide small group targeted instruction and support in reading during the school day using a variety of programs including Lexia, Read Naturally, Signs for Sound, Language for Learning	8/17/16 - 6/9/17	Teachers, Classified Staff	Salary - Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	50,000
			Salary - Title I / SE Aide	2000-2999: Classified Personnel Salaries	Title I	13,000
			Salary - Title I / SE Aide	2000-2999: Classified Personnel Salaries	Special Education	13,000
			Salary - Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I	52,000
			Salary - Certificated Staff	1000-1999: Certificated Personnel Salaries	Special Education	52,000
Provide professional development opportunities for certificated staff and instructional assistants to support student achievement in Math and Language Arts (Guided Reading, Close Reading, Step Up to Writing). Provide collaborative opportunities for teachers to observe lessons in other classes and for teachers to do lesson study, discuss students' progress toward grade level standards and how to improve instruction.	8/17/16 - 6/9/17	Teachers/Principal/ Instructional Assistants	Salary - Instructional Assistants Included Above	2000-2999: Classified Personnel Salaries		
			Salary - Certificated Staff	5700-5799: Transfers Of Direct Costs	Title II Part A: Improving Teacher Quality	21,845
			Cost of Substitutes	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,000
			Workshop Fees	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,000
Use more frequent formative assessments to monitor student progress and adjust instruction and student groups as needed. (Reading: BPST and STAR assessments, Lexia data; monthly progress monitoring assessments for math).	8/17/16 - 6/9/17	Teachers/ Principal	Salary - Certificated Staff	1000-1999: Certificated Personnel Salaries	General Fund	75,000
			Cost of Programs - Renaissance Learning AR and STAR (\$1872), Lexia (\$3000), ST Math (\$2999)	4000-4999: Books And Supplies	General Fund	7871

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
During weekly collaboration time, teachers review and analyze assessment data and student work, discuss strategies for assisting under-performing students, develop assessments, and supplement existing curriculum. Teachers will also be trained in implementation of piloted ELA programs (Journeys, Wonders) during this time.	8/17/16 - 6/9/17	Teachers	Salary - Certificated Staff	5700-5799: Transfers Of Direct Costs	Title I	75,000
After School Spanish Reading Club for K-1 students	11/16 - 6/17	Teacher	Stipend - Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1500

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate</b>
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<b>LEA GOAL:</b>
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Students will receive academic and behavior support.
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<b>SCHOOL GOAL #2:</b>
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By June 2016, Office Discipline Referrals will decrease by at least 15% compared to 2015/16 data.
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<b>Data Used to Form this Goal:</b>
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Behavior referral data is entered into the School-Wide Information System (SWIS). SWIS reports are used to determine time, location, frequency, and type of behavior infraction. We will compare SWIS data from the end of school year 2015/16 to the end of school year data for 2016/17. There were 339 Office Discipline Referrals in 2015/16.
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<b>Findings from the Analysis of this Data:</b>
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Monthly behavior referral and suspension data indicate that positive behavior interventions are effective in decreasing the number of behavior referrals. We anticipate further reduction in the number of office discipline referrals as we move to full implementation of PBIS.
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<b>How the School will Evaluate the Progress of this Goal:</b>
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The PBIS team meets monthly to review SWIS data and progress toward this goal. The PBIS team discusses and analyzes SWIS data and reports out to staff at least once per trimester.
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enter student behavior data into SWIS program. Review student behavior data on a regular basis: monthly review by PBIS team, and trimester review with staff.	8/17/16 - 6/9/17	Classroom Teachers; Resource/Title 1 Teacher; Classified Title1/ Special Education staff; Counselor; Instructional Assistants; School Secretary	Salary - Certificated Staff (5%) Salary - Classified Staff (5%) SWIS subscription	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental LCFF - Supplemental	37,832 14,000 350
Incentives for positive behavior and for following the Code of Conduct, participation in "Start With Hello" week.	8/17/16 - 6/9/17	Teachers, Principal	Water bottles, BHA shirts, etc.	4000-4999: Books And Supplies	Donations	250
Purchase Code of Conduct signage for display throughout campus.	8/17/16 - 6/9/17	Principal	Signage	4000-4999: Books And Supplies	General Fund	100
PBIS team will attend Tier 3 training; this represents the final training phase for PBIS implementation.	8/17/16 - 6/9/17	Certificated Staff; Principal, Classified Staff	Salary - Certificated Salary - Classified PBIS team lead stipend Salary - Counselor	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Base Title I LCFF - Supplemental LCFF - Supplemental	5,000 400 1500 300
Provide alternative recess opportunities for students: PE specialist to teach soccer once/week, provide board games/crafts for students who prefer quiet time during recess.	8/17/16 - 6/9/17	Classified Staff	Salary - PE Specialist Aide Cost of supplies (paid by PTC grant)	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF - Supplemental Site Based Gifts and Donations	500 250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Structured Recess Support Aide hired to support students on the playground and in the classroom with social skills like sportsmanship, fair play, taking turns; teach and lead team games during recess. Structured Recess Support Aide will also help implement research-based events designed to improve student connection to school and reduce problem behaviors (Sandy Hook Promise "Start With Hello" week).	9/8/17/16 - 6/9/17	Classified Staff	Salary - Structured Recess Support Aide	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000
School Counselor Intern will provide behavior support services to students.	8/17/16 - 6/9/17	School Counselor Intern	Salary - Classified Staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,000

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Attendance</b>
<b>LEA GOAL:</b>
All students will be provided a school climate that is safe, caring, conducive to learning and encourages students to attend school.
<b>SCHOOL GOAL #3:</b>
By June 2016, student attendance will increase by at least .5% as measured by yearly attendance records. There will be a 1% decrease in the number of chronic truants.
<b>Data Used to Form this Goal:</b>
Attendance data for the 2015-16 school year; SARB referrals; 2015-16 LCAP Survey results.
<b>Findings from the Analysis of this Data:</b>
Overall, parents understand the importance of student attendance, but many are not aware of the financial impact of absences/tardies. Improvements to attendance could be made by evaluating monthly attendance records by grade level for unexcused absences, providing a school climate that is conducive to learning and encourages students to attend school, and providing additional opportunities for families to become involved at school.
<b>How the School will Evaluate the Progress of this Goal:</b>
Office staff will track excused and unexcused absences on a monthly basis, and communicate to staff, students, parents, probation, and the School Attendance Review Board as appropriate. Principal will meet with parents of truant students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Truancy letters sent to parents of children with unexcused absences, arriving late or leaving early, and taking vacations during school times. We will focus on 'chronic truants', i.e. students who miss 10% of the school year.	8/17/16 - 6/9/17	School Secretary/ Principal	Salary - Secretary (5%)	2000-2999: Classified Personnel Salaries	LCFF - Base	3,200
			Salary - Principal (5%)	1000-1999: Certificated Personnel Salaries	LCFF - Base	6,300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Periodic reminders to parents about the importance of positive attendance through classroom newsletters and all-calls.	8/17/16 - 6/9/17	Staff/Principal	Copies Phone calls	5900: Communications	General Fund	500
			Salary - Certificated (5%)	1000-1999: Certificated Personnel Salaries	General Fund	8,000
To facilitate parent involvement, hold school-wide events (e.g. 'Heroes Read', Open House, musical performances, Family Math Night, conferences, parent meetings, Back to School Night dance, Walking Club) in English and Spanish. Notifications are provided in English and Spanish.	8/17/16 - 6/9/17	Staff/ Principal/ Families/ Community	Printed flyers and invitations	4000-4999: Books And Supplies	Site Formula Funds	100
			Translation - EL Support Staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,000
			Supplies and Refreshments	4000-4999: Books And Supplies	Site Formula Funds	300
			Salary - Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000
			Incentives	4000-4999: Books And Supplies	Site Based Gifts and Donations	300
Monthly recognition for perfect attendance (no absences or tardies).	8/17/16 - 6/9/17	Principal, Secretary	Lazy Dog Ice cream	4000-4999: Books And Supplies	Site Based Gifts and Donations	2800

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b> English Learner Support
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #4:</b>
75% of English Learners, K-4, will improve their English Language Arts proficiency levels by at least 5% as measured on the CELDT.
<b>Data Used to Form this Goal:</b>
CELDT data from 2015/16; BPST and STAR reading data
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT data, number of students reclassification rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Learners will receive small group instruction in English before, during, and after the school day.	8/17/16 - 6/9/17	Classified Staff; Certificated Staff; EL Aide	Salary - Certificated (5%)	1000-1999: Certificated Personnel Salaries	LCFF - Base	37,000
			Salary - Classified (EL Staff)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	55,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide information and support to EL parents in their native language to assist them in helping their children with language acquisition. This will foster a welcoming environment for EL parents at the school site so they will feel comfortable asking questions and understanding the curriculum and expectations of each grade level.	8/17/16 - 6/9/17	EL Manager; EL aides; teachers	Salary - Classified; translation services (Included Above)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
Review the criteria to be redesignated Fluent English Proficient and ensure the criteria are aligned to the expectations for the grade level students and do not allow teachers to lower expectations of ELs.	8/17/16 - 6/9/17	Principal, Teachers, EL Manager	Salary - Certificated  Salary - EL Manager (Included above)	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	LCFF - Base  LCFF - Supplemental	10,000

### Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

#### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Math and Language Arts</b>
<b>SCHOOL GOAL #1:</b>
Provide district-wide professional development in Common Core standards in English Language Arts and Mathematics by offering staff development to improve teaching practices and early release to allow for collaboration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide prescriptive staff development in English Language Development and fund curriculum support providers to provide assistance to district schools in language arts and math.	8/17/16 - 6/9/17	District Staff, Curriculum Administration, Principals	Staff dev. day, collaboration days, STEAM/GSE professional development days, five days of training in Systematic ELD	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	10,000
Provide English Learner (EL) Manager and five support staff to prepare and coordinate CELDT testing, verify EL student documentation cums, monitor EL student placement within master schedule, assist staff (certificated and classified) with strategies for teaching EL students, arrange testing for new students and assist with compliance paperwork for parent-student conference week	8/17/16 - 6/9/17	EL Staff, Students, Administration	Certificated staff  Classified Staff	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	LCFF - Supplemental  Title I Part A: Disadvantaged Students	60,000  55,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate funds to sites and programs; develop and monitor process for sites and departments to submit budgets Monitor programs for compliance and quality/approve expenditures to monitor compliance	8/17/16 - 6/9/17	District and Site Administration	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	50,000

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Math and Language Arts</b>
<b>SCHOOL GOAL #2:</b>
Secure funding through Application for Funding Consolidated Categorical Aid Programs - Title I, Part A (Basic Grant), Title II, Part A (Teacher Quality)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate funds to sites and programs, develop and monitor process for sites and departments to submit budgets. Monitor programs for compliance and quality/approve expenditures to monitor compliance and serve as a liaison to district, state, and federal personnel.	8/17/16 - 6/9/17	District Administration and Staff	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	50,000
Provide staff development support for programs and budgets. Provide supplementary services for parent involvement. Monitor and coordinate Title I and Non-Public School programs.	8/17/16 - 6/9/17	District Administration and Staff	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500
Facilitate School-based Program coordination and Title I School-wide Project applications. Assist with School Site Council/ELAC Information, and training to every funded school. Coordinate the Local Improvement Plan, required for federal categorical funding Title I and McKinney-Vento Grant services to homeless students.	8/17/16 - 6/9/17	District Administration and Staff	Certificated Staff  Classified Staff	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	District Funded  LCFF - Supplemental	120,000  135,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

**SUBJECT:** Centralized Services for Planned Improvements in Student Performance in Language Arts and Mathematics

**SCHOOL GOAL #3:**

The Director of Educational Programs provides evaluation and compliance monitoring services at the school and district level for decision-making.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Development of evaluation procedures relating to categorical programs and school site plans. Collection of program implementation/compliance data and preparation and publication of appropriate internal reports.	8/17/16 - 6/9/17	District Administration	Data Collection, Site Plans, reports	1000-1999: Certificated Personnel Salaries	District Funded	100,000
Collection of data for measurement and evaluation of categorical programs. Preparation and printing of reports required by the funding agency. Presentation of evaluation reports to site and district audiences.	8/17/16 - 6/9/17	District Administration Staff, Teachers	Data Collection, Measurement, Evaluation	1000-1999: Certificated Personnel Salaries	District Funded	250,000
Data processing support for all the listed activities. Development of standards-based, multiple measures assessment model to determine progress toward high level of achievement Supplemental staff development for K-8 schools. Assist with funding for conference. Attendance for district administration.	8/17/16 - 6/9/17	District Administration and Principals	Assessment and Staff Development	1000-1999: Certificated Personnel Salaries	District Funded	250,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Training for classified staff and new teachers.</p> <p>Assistance to individual teachers on improvement strategies.</p> <p>Consultant services for training and staff development for district personnel.</p> <p>Fund curriculum support providers to provide assistance to district schools in language arts and math.</p> <p>Fund reading development teachers to provide supplemental support to at risk students.</p>	8/17/16 - 6/9/17	District Administration, Principals, Classified Staff and Teachers	Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	50,000
<p>Classified support (personal, substitutes and supplementary service) for district schools.</p> <p>Fund support staff to assist with implementation of programs and staff development.</p>	8/17/16 - 6/9/17	District Administration, Principals, and Classified Staff	Classified Staff	2000-2999: Classified Personnel Salaries	District Funded	120,000

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	250.00
1000-1999: Certificated Personnel Salaries	General Fund	83,000.00
4000-4999: Books And Supplies	General Fund	7,971.00
5900: Communications	General Fund	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	101,132.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	140,800.00
5000-5999: Services And Other Operating	LCFF - Supplemental	350.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	3,350.00
4000-4999: Books And Supplies	Site Formula Funds	400.00
1000-1999: Certificated Personnel Salaries	Special Education	52,000.00
2000-2999: Classified Personnel Salaries	Special Education	13,000.00
1000-1999: Certificated Personnel Salaries	Title I	52,000.00
2000-2999: Classified Personnel Salaries	Title I	13,400.00
5700-5799: Transfers Of Direct Costs	Title I	75,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,000.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	1,000.00
5700-5799: Transfers Of Direct Costs	Title II Part A: Improving Teacher Quality	21,845.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations	250.00
General Fund	91,471.00
LCFF - Base	104,332.00
LCFF - Supplemental	144,150.00
Site Based Gifts and Donations	3,350.00
Site Formula Funds	400.00
Special Education	65,000.00
Title I	140,400.00
Title II Part A: Improving Teacher Quality	27,845.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	296,132.00
2000-2999: Classified Personnel Salaries	170,400.00
4000-4999: Books And Supplies	11,971.00
5000-5999: Services And Other Operating Expenditures	1,350.00
5700-5799: Transfers Of Direct Costs	96,845.00
5900: Communications	500.00

**Summary of Expenditures in this Plan****Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	367,216.00
<b>Goal 2</b>	78,482.00
<b>Goal 3</b>	29,500.00
<b>Goal 4</b>	102,000.00

### School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Deborah Plate	X				
Lindsey Wheeler		X			
Gabriela Prado		X			
Sonia Garcia			X		
Sarah Hudspeth		X			
Karla Aaron				X	
Emma Goldbeck				X	
Angie Talman				X	
Julie Brown				X	
Kristen O'Shea				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

### Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/11/17.

Attested:

Deborah Plate  
\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

1/11/17  
\_\_\_\_\_  
Date

Karla Aaron  
\_\_\_\_\_  
Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

1/11/2017  
\_\_\_\_\_  
Date



**Freschi Construction, Inc.**  
 12461 La Barr Meadows Road  
 Grass Valley, CA 95949  
 (530) 272-2051 SCL #509385

## Invoice

Date	Invoice #
1/4/2017	16246

Bill To
Grass Valley School District 10840 Gilmore Way Grass Valley, CA 95945

Job Location
Grass Valley School District 10840 Gilmore Way Grass Valley, CA 95945

Phone	Project
530-273-4483	16179 District Office Portable Pad

Description	Quantity	Rate	Amount
<b>EXTRA'S to Contract #16179</b>			
<b>LABOR</b>			
Labor to grade gravel and compact in 4" lifts		1,000.00	1,000.00
Trench new pad for plumber access		427.38	427.38
<b>EQUIPMENT</b>			
Move In / Move Out		183.00	183.00
Compactor - 3 days	3	330.00	990.00
Kubota - 3 days	3	275.00	825.00
<b>MATERIALS &amp; DELIVERY</b>			
Haul 12 extra transfer loads of gravel		2,517.15	2,517.15
Gravel - local		2,023.64	2,023.64
Gravel - Greenhorn		4,438.33	4,438.33
One transfer load 1-1/2" AB Gravel (road for crane)		595.50	595.50

THANK YOU ! This job is now complete.	<b>Total</b>	<b>\$13,000.00</b>
	<b>Payments/Credits</b>	<b>\$0.00</b>
	<b>Balance Due</b>	<b>\$13,000.00</b>