

Foulks Ranch Elementary

Local Control Accountability Plan (LCAP) 2015 - 2016

Principal (Print Name): _____

(Signature): _____

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _____

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
 - Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
 - Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
 - Priority 6 - School climate - suspension and expulsion rates, etc.

A. Stakeholder Engagement

Stakeholder Engagement Process	Impact on site LCAP
<p>How have parents, community members, pupils, local bargaining units, and other stakeholders been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?</p> <p>The following opportunities for stakeholder involvement were provided:</p> <ul style="list-style-type: none"> • Gathering of input began on October 28 and is on-going • Family nights supporting the Common Core implementation began in October. Parents shared the need to support students through extended day activities • Parent and Community Stakeholder groups have been provided opportunities to discuss LCAP and LCFF at monthly informal parent meetings called Coffee and Conversation beginning in January and are ongoing. • Ongoing discussion on SMART goals that target student needs via our Professional Learning Communities (HFT) • Input gathered during SSC meetings from teachers, other school personnel, parents, and pupils on January 22, March 12, and April 2 • ELAC met October 22, January 14, and March 12 	<p>The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP over the next three years:</p> <ol style="list-style-type: none"> 1. Provide extended learning opportunities for students 2. Increase parent involvement 3. Increase opportunities for academic support to enable all students to access to accelerated and GATE services 4. Increase opportunities to support students in the identified sub groups
<p>How have stakeholders been included in the site's process in a timely manner to allow for engagement in the development of the LCAP?</p> <p>Our site developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the 2013-14 school year our site has encouraged stakeholder participation to support their understanding of the LCAP. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP.</p>	<p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.</p>
<p>What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the site to inform the LCAP goal setting process?</p> <p>Data reviewed by the stakeholders included:</p> <ul style="list-style-type: none"> • School Accountability Report Card (SARC) • ELA and Math benchmark results • Site Based Assessment Data • iReady data for Intervention students • Results of parent and student surveys 	<p>The data reviewed influenced the goals and actions in the following ways:</p> <ol style="list-style-type: none"> 1. Refined the goal regarding parent involvement to include more activities that occur during the school day 2. Focused actions and services on the need for teachers to collaborate and plan services for students more effectively.

B. Goals, Actions, and Progress Indicators

District Needs and Metrics 1: Students need high quality classroom instruction & curriculum as measured by: <ul style="list-style-type: none"> • Credential/certification audit • Interim assessments • CAASPP • CELDT • College and Career Plan Utilization Report • CAHSEE • AP/IB Assessments 	District Strategic Goal 1: ALL students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
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Site Goal 1.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Increase proficiency in the core subjects Metric: 1. Site developed Common Assessment Plan 2. Classroom Observations	Site Goal 1.1 1.1 Increase the number of students who will obtain proficiency in core content areas based on an agreed upon Assessment Plan beginning in July, 2014.	<ul style="list-style-type: none"> • School-wide • Black or African American • Hispanic or Latino • SWD • EL • R-FEP • Foster Youth • Low Income 	Baseline Data will be reviewed and published for grade levels no later than July 15, 2015. 15% increase in the number students meeting grade level expectations outlined by the site assessment plan.	Data will be reviewed from previous year no later than July 15, 2016 20% increase in the number students meeting grade level expectations outlined by the site assessments plan.	Data will be reviewed from previous year no later than July 15, 2017 20% increase in the number of students meeting grade level expectations outlined by the site assessment plan.	Conditions of Learning: <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7 Pupil Outcomes: <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8 Engagement: <input type="checkbox"/> Priority 3 <input type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.1 1.1 Increase the number of students who will obtain proficiency in core content areas based on an agreed upon Assessment Plan beginning in July, 2014.	1,2,7,4,8	Provide professional development in implementing the Common Core. Provide common release time for teachers to plan together to implement Common Core.	<ul style="list-style-type: none"> • School-wide 	Action/Service: -CCSS training presented by HFT leaders and District Instructional Coaches -PD In Focus (ASCD) module discussions across grade levels. -Utilize common planning time to identify instructional strengths and weaknesses. - Identify key standards and corresponding instructional practices to better identify need -	Action/Service: -CCSS training presented by HFT leaders and District Instructional Coaches - Utilize common planning time to identify instructional strengths and weaknesses. -Identify 'best practices' -Plan no less than 2 lesson studies to increase instructional consistency of best	Action/Service: CCSS training presented by HFT leaders and District Instructional Coaches -Utilize common planning time to identify instructional strengths and weaknesses. - Identify 'best practices'

				Develop protocols for lesson studies in CCSS ELA and Math lessons	practices.	
				Funding Source: No funding needed CC Implementation Grant	Funding Source: Title II	Funding Source: Title II
Site Goal 1.1 1.1 Increase the number of students who will obtain proficiency in core content areas based on an agreed upon Assessment Plan beginning in July, 2014.	1,2,7,4,8	Provide after school tutoring/intersession for students at risk.	<ul style="list-style-type: none"> School-wide Black or African American Hispanic or Latino White SWD 	Action/Service: Provide targeted after school or intersession classes for students at risk of not meeting grade level standards.	Action/Service: Provide targeted after school or intersession classes for students at risk of not meeting grade level standards.	Action/Service: Provide targeted after school or intersession classes for students at risk of not meeting grade level standards.
				Funding Source: LCAP	Funding Source: LCAP	Funding Source: LCAP

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.1 1.1 Increase the number of students who will obtain proficiency in core content areas based on an agreed upon Assessment Plan beginning in July, 2014.	1,2,7,4,8	Teachers will be provided training specific to the ELD standards in alignment to the CCSS.	<ul style="list-style-type: none"> EL R-FEP Foster Youth Low Income 	Action/Service: Provide training for teachers in order to increase the quality of ELD strategies during core content lessons for EL students at risk.	Action/Service: Provide release time for teachers for peer coaching for ELD/Intervention strategies.	Action/Service: Provide release time for teachers for peer coaching for ELD/Intervention strategies.
				Funding Source:	Funding Source: Title II	Funding Source: Title II
Site Goal 1.1 1.1 Increase the number of students who will obtain proficiency in core content areas based on an agreed upon Assessment Plan beginning in July, 2014.	1,2,7,4,8	Intervention groups and small group instruction will be provided to targeted groups by an intervention teacher. Teachers will select students based on performance on site based assessments for reading and math.	<ul style="list-style-type: none"> EL R-FEP Foster Youth Low Income 	Action/Service: Intervention Teacher providing extended day small group instruction.	Action/Service: Intervention Teacher providing extended day small group instruction	Action/Service: Intervention Teacher providing extended day small group instruction
				Funding Source: LCAP Summer School	Funding Source: LCAP Summer School	Funding Source: LCAP Summer School

Site Goal 1.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Increase proficiency in the core subjects Metric: 1. Site developed Common Assessment Plan for Fluency and Comprehension. 2. Classroom Observations	Site Goal 1.2 1.2 Increase the number of students reading on grade level, especially by the end of 3rd grade starting with a baseline assessment beginning in July, 2014.	<ul style="list-style-type: none"> School-wide Black or African American Hispanic or Latino SWD EL R-FEP Foster Youth Low Income 	15% increase in the number students meeting proficiency standards for fluency and comprehension on site assessments.	15% increase in the number students meeting proficiency standards for fluency and comprehension on site assessments.	15% increase in the number students meeting proficiency standards for fluency and comprehension on site assessments.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7 Pupil Outcomes: <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority

Engagement:

- Priority 3
- Priority 5
- Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.2 1.2 Increase the number of students reading on grade level, especially by the end of 3rd grade starting with a baseline assessment beginning in July, 2014.	2,7,4,8	Provide professional development on intervention strategies to support reading development. Provide researched based instructional strategies and materials to support reading development.	<ul style="list-style-type: none"> School-wide 	Action/Service: Provide CCSS training presented by HFT leaders and District Instructional Coaches Provide release time for teachers to plan CCSS aligned lessons to support on grade level reading. Purchase resources for professional development and student support.	Action/Service: CCSS training presented by HFT leaders and District Instructional Coaches Provide release time for teachers to plan CCSS aligned lessons to support on grade level reading. Purchase resources for professional development and student support.	Action/Service: CCSS training presented by HFT leaders and District Instructional Coaches Provide release time for teachers to plan CCSS aligned lessons to support on grade level reading. Purchase resources for professional development and student support.
				Funding Source: LCFF Title II	Funding Source: LCFF Title II	Funding Source: LCFF Title II
Site Goal 1.2 1.2 Increase the number of students reading on grade level, especially by the end of 3rd grade starting with a baseline assessment beginning in July, 2014.	2,7,4,8	Provide differentiated instruction for all students at their instructional level for reading and providing small group instruction for students below grade level.	<ul style="list-style-type: none"> School-wide 	Action/Service: Professional development for Interventions, Collaboration time for grouping students. Additional personnel for targeted instruction and intervention during extended day or intersession sessions.	Action/Service: Professional development for Interventions, Collaboration time for grouping students. Additional personnel for targeted instruction and intervention during extended day or intersession sessions.	Action/Service: Professional development for Interventions, Collaboration time for grouping students. Additional personnel for targeted instruction and intervention during extended day or intersession sessions.
				Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 1.3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Increase proficiency in the core subjects for EL students. Currently 66% of students meet AMAO 1 and 27% of students	Site Goal 1.3 1.3 Increase EL student English Language proficiency as measured by the Federally mandated	<ul style="list-style-type: none"> EL R-FEP 	AMAO1: 75% of EL students will increase one level of English proficiency. AMAO2: 35% of EL students who have	AMAO1: 80% of EL students will increase one level of English proficiency. AMAO2: 40% of	AMAO1: 80% of EL students will increase one level of English proficiency. AMAO2: 40% of	Conditions of Learning: <ul style="list-style-type: none"> <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2

meet AMAO 2.	AMAO.		received less than 5 years of English instruction will attain English proficiency	EL students who have received less than 5 years of English instruction will attain English proficiency	EL students who have received less than 5 years of English instruction will attain English proficiency	<input checked="" type="checkbox"/> Priority 7 Pupil Outcomes: <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8 Engagement: <input type="checkbox"/> Priority 3 <input type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6
Metric:						
1. Site developed Common Assessment Plan						
2. Classroom Observations						
3. CELDT Data						

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 1.3 1.3 Increase EL student English Language proficiency as measured by the Federally mandated AMAO.	2,7,4,8	Provide professional learning on research based ELD strategies. Provide high quality instructional materials to support EL learners.	<ul style="list-style-type: none"> School-wide 	Action/Service: Provide professional learning opportunities from Instructional Coaches and site leaders for ELD strategies. Provide targeted instruction during and after the school day to increase EL proficiency. Provide small group targeted instruction for EL learners.	Action/Service: Provide professional learning opportunities from Instructional Coaches and site leaders for ELD strategies. Provide targeted instruction during and after the school day to increase EL proficiency. Provide small group targeted instruction for EL learners.	Action/Service: Provide targeted instruction during and after the school day to increase EL proficiency. Provide small group targeted instruction for EL learners.
				Funding Source: LCFF Title II	Funding Source: LCFF Title II	Funding Source: LCFF
Site Goal 1.3 1.3 Increase EL student English Language proficiency as measured by the Federally mandated AMAO.	2,7,4,8	Provide small group targeted instruction for EL students. Provide after school support for EL students to increase English Language proficiency.	<ul style="list-style-type: none"> School-wide Hispanic or Latino 	Action/Service: Provide additional staff with training in EL strategies to support EL students in smaller groups during or after the school day.	Action/Service: Provide additional staff with training in EL strategies to support EL students in smaller groups during or after the school day.	Action/Service: Provide additional staff with training in EL strategies to support EL students in smaller groups during or after the school day.
				Funding Source: EL Supplemental	Funding Source: EL Supplemental	Funding Source: EL Supplemental

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> • Student interim, formative and summative assessments • District EL walk thru form • Program implementation evaluation protocols • Instructional Rounds • Observational data • CELDT • CAASPP 	District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
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Site Goal 2.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Teachers need the opportunity to work in Highly Focused Teams (HFT) and review assessment data, share best practices, and analyze student work.</p> <p>Metric:</p> <ol style="list-style-type: none"> HFT protocol implementation Site based assessment plan data EL Walkthrough data 	<p>Site Goal 2.1</p> <p>2.1 Teachers will be a part bi-monthly Highly Focused Teams (HFT) with an agenda that is designed to discuss and analyze student work, share results of common assessments, analyze assessment data, share researched based strategies of best practices.</p>	<ul style="list-style-type: none"> School-wide 	<p>15% increase in use of HFT protocols and survey responses indicating positive ratings on implemented and observed research-based strategies.</p> <p>Teachers will engage in weekly HFT meetings during common meeting time in grades 1-6. Notes will be kept and reflective of the group's work.</p>	<p>90% of HFT will fully implement HFT Protocols and have survey responses indicating positive ratings on implemented and observed research-based strategies. HFT teams will be designing collaborative lessons and engaging is lesson study and best practices analysis.</p> <p>Teachers will engage in weekly HFT meetings during common meeting time in grades 1-6. Notes will be kept and reflective of the group's work.</p> <p>Teachers will engage in weekly HFT meetings during common meeting time in grades 1-6. Notes will be kept and reflective of the group's work.</p>	<p>90% of HFT will fully implement HFT Protocols and have survey responses indicating positive ratings on implemented and observed research-based strategies. HFT teams will be designing collaborative lessons and engaging is lesson study and best practices analysis.</p> <p>Teachers will engage in weekly HFT meetings during common meeting time in grades 1-6. Notes will be kept and reflective of the group's work.</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 2.1</p> <p>2.1 Teachers will be a part bi-monthly Highly Focused Teams (HFT) with an agenda that is designed to discuss and analyze student work, share results of common assessments, analyze assessment data, share researched based strategies of best practices.</p>	2,7,4,8	<p>Provide time for teachers to meet in HFT to analyze data, share best practices, and develop common core aligned lesson plans. Team Time Weekly HFT Meetings Release Time Professional Learning</p>	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Teachers will meet weekly in HFT groups, during professional learning opportunities, grade level meetings to analyze student work, assessment data, lesson studies, and share best practices.</p>	<p>Action/Service:</p> <p>Teachers will meet weekly in HFT groups, during professional learning opportunities, grade level meetings to analyze student work, assessment data, lesson studies, and share best practices.</p>	<p>Action/Service:</p> <p>Teachers will meet weekly in HFT groups, during professional learning opportunities, grade level meetings to analyze student work, assessment data, lesson studies, and share best practices.</p>

Opportunities

Funding Source:
No Funding Needed

Funding Source:
No Funding Needed

Funding Source:
No Funding Needed

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 2.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action.</p> <p>Metric:</p> <ol style="list-style-type: none"> 1. Site based assessment plan 2. Assessment protocol 3. District EL Walkthrough forms 	<p>Site Goal 2.2</p> <p>2.2 To refine, calibrate, and adhere to the site assessment plan for formative assessments to be administered according to designated timelines.</p>	<ul style="list-style-type: none"> • School-wide 	<p>25% increase in the number of consistently delivered interim assessments according to the site developed assessment plan.</p>	<p>25% increase in the number of consistently delivered interim assessments according to the site developed assessment plan.</p>	<p>25% increase in the number of consistently delivered interim assessments according to the site developed assessment plan.</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 2.2</p> <p>2.2 To refine, calibrate, and adhere to the site assessment plan for formative assessments to be administered according to designated timelines.</p>	2,7,4,8	<p>Assessment Team to meet 2 x per year to review, refine, calibrate, and analyze site assessment plan for ELA and Math. The team will determine timeline for assessments and benchmarking. Develop data collection tools to assist with data analysis. Professional development provide to staff to calibrate assessments.</p>	<ul style="list-style-type: none"> • School-wide 	<p>Action/Service:</p> <p>Provide release time for Grade Level experts to review, refine, and calibrate assessment plan and timeline for all grades. Provide teachers time to analyze data in HFT Meetings</p> <p>Funding Source: Title II</p>	<p>Action/Service:</p> <p>Provide release time for Grade Level experts to review, refine, and calibrate assessment plan and timeline for all grades. Provide teachers time to analyze data in HFT Meetings</p> <p>Funding Source: Title II</p>	<p>Action/Service:</p> <p>Provide release time for Grade Level experts to review, refine, and calibrate assessment plan and timeline for all grades. Provide teachers time to analyze data in HFT Meetings</p> <p>Funding Source: Title II</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 2.3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students benefit from researched based CCSS instructional strategies</p> <p>Metric:</p> <ol style="list-style-type: none"> Classroom Observations Professional development activities EL Walkthrough Data 	<p>Site Goal 2.3</p> <p>2.3 Increase teacher proficiency in planning CCSS lessons and providing structured student interactions in ELA and Math including ELD strategies for all EL Students.</p>	<ul style="list-style-type: none"> School-wide 	65% of all Math and ELA lessons will include structured student interactions and ELD strategies in Common Core aligned lessons.	80% of all Math and ELA lessons will include structured student interactions and ELD strategies in Common Core aligned lessons.		<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 2.3</p> <p>2.3 Increase teacher proficiency in planning CCSS lessons and providing structured student interactions in ELA and Math including ELD strategies for all EL Students.</p>	2,7,4,8	Provide professional development targeting lessons design and writing objectives across the curriculum for ELA and Math. Math Generation PLC ELA/On Grade Level Reading Team	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Professional development and release time to develop cohesive lessons and objectives for CCSS lessons, including ELD strategies.</p>	<p>Action/Service:</p> <p>Professional development and release time to develop cohesive lessons and objectives for CCSS lessons, including ELD strategies.</p>	<p>Action/Service:</p>
				<p>Funding Source:</p>	<p>Funding Source:</p>	<p>Funding Source:</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- CHKS data
- Discipline data
- PBIS data
- SISWEB data
- Student, staff and parent surveys
- Facilities Inspection Tool
- Attendance data
- Graduation rate
- Retention data

District Strategic Goal 3:

All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

Site Goal 3.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students benefit from a safe academic, social-emotional, and physical school climate</p> <p>Metric:</p> <ol style="list-style-type: none"> 1. Discipline data 2. PBIS data 3. SISWEB data 4. Student, staff, and parent surveys 5. Attendance data 6. Positive Office referrals, FOCUS Students 	<p>Site Goal 3.1</p> <p>3.1 Fully implement PBIS strategies across the campus. Increase the number of positive interactions by staff for at risk students.</p>	<ul style="list-style-type: none"> ● School-wide 	<p>10% decrease in the number of referrals made to the office for discipline. 20% increase in the number of positive staff to student interactions for staff.</p>	<p>10% decrease in the number of referrals made to the office for discipline. 20% increase in the number of positive staff to student interactions for staff.</p>	<p>10% decrease in the number of referrals made to the office for discipline. 20% increase in the number of positive staff to student interactions for staff.</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 3.1</p> <p>3.1 Fully implement PBIS strategies across the campus. Increase the number of positive interactions by</p>	2,7,4,8,6	<p>Using District PBIS coach, Site and Regional leaders, fully implement site plan for PBIS. Provide opportunities for staff to celebrate student accomplishments, provide positive interactions and classroom plans for appropriate behavior, teach school wide expectations to</p>	<ul style="list-style-type: none"> ● School-wide 	<p>Action/Service:</p> <p>Professional development and analysis of PBIS data. Review menu of positive systems used throughout the campus. Review documents for data collections for positive interventions.</p>	<p>Action/Service:</p> <p>Professional development and analysis of PBIS data. Review menu of positive systems used throughout the campus. Review documents for data collections for positive interventions.</p>	<p>Action/Service:</p> <p>Professional development and analysis of PBIS data. Review menu of positive systems used throughout the campus. Review documents for data collections for positive interventions.</p>

staff for at risk students.		fidelity.		Funding Source: PBIS Funding	Funding Source: PBIS Funding	Funding Source: PBIS Funding
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Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 3.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students need to engage in a rigorous physical education program that is consistent across the school.</p> <p>Metric:</p> <p>1. SPARK calendar and survey of use</p> <p>2. Results of PFT for all 5th grade students</p> <p>3. Teacher survey</p>	<p>Site Goal 3.2</p> <p>All students will participate in a well rounded, fitness based physical education program that incorporates positive self-awareness, decision making skills, and healthy lifestyle choices.</p>	<ul style="list-style-type: none"> School-wide 	<p>50% of all 5th grade students will meet 4/5 PFT criteria</p> <p>All students will have 100 minutes of PE per week.</p>	<p>10% increase in number of students who meet 4/5 PFT criteria</p> <p>All students will have 100 minutes of PE per week.</p>	<p>10% increase in number of students who meet 4/5 PFT criteria</p> <p>All students will have 100 minutes of PE per week.</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 3.2</p> <p>All students will participate in a well rounded, fitness based physical education program that incorporates positive self-awareness, decision making skills, and healthy lifestyle choices.</p>	4,3,5,6	<p>A site team will determine a schedule and activities list for PE for the year no later than July. Equipment will be replenished for the year in alignment with SPARK curriculum. Students in Grades 4-6 will receive instruction that includes decision making skills and healthy lifestyle choices. Students will participate in pre/post test based on the Physical Fitness Test.</p>	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>4th - 6th grade students will receive instruction in PE from designated PE teacher no less than 80 minutes per week. 1st - 3rd grade students will receive no less than 100 minutes of PE each week.</p> <p>Funding Source: PTO</p>	<p>Action/Service:</p> <p>4th - 6th grade students will receive instruction in PE from designated PE teacher no less than 80 minutes per week. 1st - 3rd grade students will receive no less than 100 minutes of PE each week.</p> <p>Funding Source: PTO</p>	<p>Action/Service:</p> <p>4th - 6th grade students will receive instruction in PE from designated PE teacher no less than 80 minutes per week. 1st - 3rd grade students will receive no less than 100 minutes of PE each week.</p> <p>Funding Source: PTO</p>

Site	Related State	Additional Actions and Services for LCAP	Level of	What actions are performed or services provided in each
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Goals	Priorities	Subgroups	Service-By specific subgroup	year?		
				What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> • Participation survey (parents, families, community service organizations, businesses and educational institutions) • Attendance percentage or rates in programs/events • Participation percentage in decision making processes • Volunteerism • Communication artifacts 	District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.
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Site Goal 4.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: Students need parents, family, and community stakeholders as direct partners in their education. Metric: 1. Parent surveys 2. Parent participation in family informational meetings	Site Goal 4.1 4.1 Increase the number of opportunities for families and community partners to participate in school events related to the Common Core State Standards as it relates to high quality instructional programs.	<ul style="list-style-type: none"> • School-wide 	Increase attendance by 15% at Parent University nights for common core strategies.	Increase attendance by 15% at Parent University nights for common core strategies.	Increase attendance by 15% at Parent University nights for common core strategies.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7 Pupil Outcomes: <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8 Engagement: <input checked="" type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 4.1	3,5,6	Provide Family Nights for students and parents at least 3 times	<ul style="list-style-type: none"> • School-wide 	Action/Service: Provide release time or stipends to teachers to	Action/Service: Provide release time or stipends to teachers to	Action/Service: Provide release time or stipends to teachers to

4.1 Increase the number of opportunities for families and community partners to participate in school events related to the Common Core State Standards as it relates to high quality instructional programs.		per year. Provide 3 Parent University Nights for parents to learn about the Common Core State Strategies and how to support their child at least 3 times per year.		plan and facilitate Family Nights and Parent University Nights. Survey parents on most pressing needs concerning Common Core.	plan and facilitate Family Nights and Parent University Nights. Survey parents on most pressing needs concerning Common Core.	plan and facilitate Family Nights and Parent University Nights. Survey parents on most pressing needs concerning Common Core.
				Funding Source: Parent Engagement Funds	Funding Source: Parent Engagement Funds	Funding Source: Parent Engagement Funds

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
				<i>There are no Additional Actions for this Site Goal</i>		

Site Goal 4.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students benefit from a well-articulated aligned instructional plan that supports students in meeting the Graduate Profile in EGUSD.</p> <p>Metric:</p> <p>1. Student qualified to meet the rigors of honors courses in middle school</p> <p>2. Participation in "The Future of Me" in grades K-6</p>	<p>Site Goal 4.2</p> <p>4.2 Prepare students to meet the rigors of the graduate profile of all EGUSD students including:</p> <p>a. Provide opportunities to reflect and develop career ideals</p> <p>b. Expose students in grades 3-6 to community connections focusing other role in the community.</p>	<ul style="list-style-type: none"> School-wide 	<p>All students in grades K-6 will respond to prompts and make entries into their electronic portfolio reflecting on careers and post-secondary options.</p> <p>Students in grades 3-6 will receive community career informations and/or presentations about their role in the community.</p>	<p>Phase 2 of The Future of Me project will be implemented in grades 3 and 6 to include parent nights to showcase research projects.</p> <p>Students in grades 3-6 will receive community career informations and/or presentations about their role in the community.</p>	<p>Phase 2 of The Future of Me project will continue to be implemented in grades 3 and 6 to include parent nights to showcase research projects.</p> <p>Students in grades 3-6 will receive community career informations and/or presentations about their role in the community.</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 4.2</p> <p>4.2 Prepare students to meet the rigors of the graduate profile of</p>	2,7,4,8,3,5,6	All students in grades K-6 will respond to prompts and make entries into their electronic portfolio reflecting on careers and post-secondary options. Students in grades 3-6 will receive community career informations	<ul style="list-style-type: none"> School-wide 	Action/Service: Reflections in electronic portfolios Presentations in classrooms for students in Grades 3-6	Action/Service: Reflections in electronic portfolios Presentations in classrooms for students in Grades 3-6	Action/Service: Reflections in electronic portfolios Presentations in classrooms for students in Grades 3-6

all EGUSD students including: a. Provide opportunities to reflect and develop career ideals b. Expose students in grades 3-6 to community connections focusing other role in the community.		and/or presentations about their role in the community.		Funding Source: No Funding Needed	Funding Source: No Funding Needed	Funding Source: No Funding Needed
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Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

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C. Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

IV. Funding

Foulks Ranch Elementary - 263

Object Code	Object Description	Title I Basic (4900-3010)	Title I Parental Involvement (4900-3010)	Title I 10% Prof. Dev't (4900-3010)	Title I (3010) SubTotal	Title I After School (4900-5858)	GATE (7105-0000)	EL Supplemental (7150-0000)	EL Tutoring (7405-0000)	Parent Engagement (7415-0000)	Title II (Prof. Dev't) (4040-4035)	Total
Carry Over (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Preliminary Allocation (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$3,200	\$6,500	\$0	\$0	\$0	\$9,700
Final Allocation (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$3,200	\$6,500	\$0	\$0	\$0	\$9,700
1000	Certificated Personnel Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Certificated Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1000	Certificated Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Certificated Timesheets and Stipends Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Contracted Classified Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Classified Staff Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Classified Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Classified Personnel Non Contracted Staff benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000	Supplies and Non-Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000	Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Balance		\$0	\$0	\$0	\$0	\$0	\$3,200	\$6,500	\$0	\$0	\$0	\$9,700

Signatures: (Must sign in blue ink)

Date

Benefits Calculator	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input style="width: 100%;" type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input style="width: 100%;" type="text"/>
	Total \$ <input style="width: 100%;" type="text"/>

Principal **Mary Beth Kropp**

School Site Council Chairperson **Traci Goularte**

EL Advisory Chairperson **Igor Carreon**
