

John Ehrhardt 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>Parents were provided information on the Local Control Funding Formula in February Newsletters, phone calls and e-mail distribution lists including link to PTA power point on LCFF.</p> <p>The February ELAC meeting focused on LCFF and a brainstormed parent list of wanted services for English language learners.</p> <p>Feb 28th a schoolwide family/teacher survey went out by e-mail, newsletter and student handout with link to Survey Monkey.</p> <p>On March 13th the parent community was invited to attend the SSC meeting to provide input on the site LCAP suggestions submitted on Survey were also presented.</p> <p>On the April 3rd SSC meeting budget priorities data was presented and discussed.</p> <p>On August 13th, a staff meeting was held to determine budget priorities. Budget discussions/updates are a line item on the bi-monthly staff meeting agendas.</p> <p>On August 23 and October 28th SSC meetings budget updates and priorities were discussed. Budget discussions/updates are a line item on all SSC meetings.</p>	<p>Additional opportunities for extended learning, parent participation and ELD instructional support for parents were incorporated into the plan. Attendance interventions were changed as a result of budget priority survey.</p>
<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>All parent/family and ELAC survey and meeting results were shared at March 13th SSC meeting and used to prioritize student programs for the next three years.</p> <p>Draft of LCFF was shared at March 27th ELAC meeting and in parent newsletters with Survey Monkey link to provide additional input.</p> <p>Results from those surveys shared at April 3rd SSC meeting.</p> <p>On August 13th, a staff meeting was held to determine LCAP priorities. Budget discussions/updates are a line item on the bi-monthly staff meeting agendas.</p> <p>On August 23 and October 28th SSC meetings LCAP updates and priorities were discussed. LCAP discussions/updates are a line item on all SSC meetings.</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</p>	<p>The data reviewed influenced the goals and actions in the following ways:</p>

available to stakeholders related to the state priorities and used by the site to inform the LCAP goal setting process?

- School Accountability Report
- Local Attendance/suspension data
- School Quality Snapshot
- Handouts provided on 8 state Priorities and LCFF
- Mid-year implementation Survey
- 2nd trimester SMART Goals

1. Information about CCSS and implementation expectations for all stakeholders

2. Additional differentiation, intervention and extended day opportunities for lower performing subgroups to close the Achievement Gap.

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 teacher proficiency in implementation of Common Core State Standards in English Language Arts Metric: Walkthrough data will show a 30% increase in structured student interactions over 3 years.	Site Goal 1.1 Increase teacher proficiency in planning CCSS lessons and providing structured student interactions using Core Curriculum in ELA and Math.	<ul style="list-style-type: none"> • School-wide • Black or African American • Hispanic or Latino • SWD • EL • R-FEP • Foster Youth • Low Income 	60% of all Math and ELA lessons will include at least one structured student interaction as measured on monthly walk through forms.	70% of all Math and ELA lessons will include at least one structured student interaction as measured on monthly walk through forms.	75% of all Math and ELA lessons will include at least one structured student interaction as measured on monthly walk through forms.	Conditions of Learning: <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input 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	1,2,4,8	Provide Professional Development, CCSS	<ul style="list-style-type: none"> • School-wide • Black or African American 	Action/Service: Professional	Action/Service: Professional	Action/Service: Professional

Increase teacher proficiency in planning CCSS lessons and providing structured student interactions using Core Curriculum in ELA and Math.		resources, collaboration and planning time, cooperative teaching and peer feedback opportunities for teachers to strategically plan and implement structured student interactions into core curriculum daily.		Development, release time and coaching support	Development, release time and coaching support	Development, release time and coaching support
				Funding Source: Title II	Funding Source: Title II	Funding Source: Title II
Site Goal 1.1 Increase teacher proficiency in planning CCSS lessons and providing structured student interactions using Core Curriculum in ELA and Math.	1,2,4,8	Provide monthly walk-through feedback using District ELD forms to monitor implementation of planned structured student interactions and analyze school wide mid-year implementation data.	<ul style="list-style-type: none"> School-wide 	Action/Service: Walk-through Feedback	Action/Service: Walk-through Feedback	Action/Service: Walk-through Feedback
				Funding Source: N/A	Funding Source: N/A	Funding Source: N/A

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 1.2

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: English Language Arts and Math daily objectives aligned with Common Core State Standards. Metric: Walkthrough/lesson plan data will show a 30% increase in the use of daily objectives aligned with CCSS in ELA and Math.	Site Goal 1.2 Increased teacher proficiency in planning English Language Arts, English Learner and Math lessons using an objective related to CCSS.	<ul style="list-style-type: none"> School-wide Black or African American Hispanic or Latino SWD EL R-FEP Foster Youth 	60% of all Math and ELA lessons will include at least one CCSS aligned objective.	70% of all Math and ELA lessons will include at least one CCSS aligned objective.	75% of all Math and ELA lessons will include at least one CCSS aligned objective.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input 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 1.2	2,4,8	Provide Professional	<ul style="list-style-type: none"> School-wide 	Action/Service:	Action/Service:	Action/Service:

Increased teacher proficiency in planning English Language Arts, English Learner and Math lessons using an objective related to CCSS.		Development in writing and communicating lesson objectives in English Language Arts, ELD, and Math.		Provide collaborative planning time to write grade level content objectives into lesson plans.	Provide collaborative planning time to write and revise grade level content objectives into lesson plans	Provide collaborative planning time to write grade level content objectives into lesson plans.
				Funding Source: LCFF Title II	Funding Source: LCFF Title II	Funding Source: LCFF Title II

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	
<p>Need:</p> <p>Staff Development and Support for the teaching of foundational reading skills.</p> <p>Metric:</p> <p>All students need to be at the 50%tile in reading fluency, with a 70% comprehension average on common grade level assessments.</p>	<p>Site Goal 1.3</p> <p>Ensure all students are reading at proficient levels by third grade.</p>	<ul style="list-style-type: none"> School-wide 	100% of teachers will be provided staff development in using CLOSE reads and answering text dependent questions to increase student comprehension of informational text.	100% of teachers will be provided staff development in teaching writing strategies that promote comprehension and literacy.	100% of teachers will be provided staff development in teaching writing strategies that promote comprehension, literacy, and guided reading.	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" 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 checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input checked="" 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 1.3</p> <p>Ensure all students are reading at proficient levels by third grade.</p>	2,4,8,5	Provide staffing and resources for targeted intervention for students performing below grade level on core/SMART Goal reading assessments.	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Intervention and instructional supplies for below grade level students</p> <p>Funding Source:</p> <p>TBD</p>	<p>Action/Service:</p> <p>Intervention and instructional supplies for below grade level students</p> <p>Funding Source:</p> <p>TBD</p>	<p>Action/Service:</p> <p>Intervention and instructional supplies for below grade level students</p> <p>Funding Source:</p> <p>TBD</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-	What actions are performed or services provided in each year?
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			By specific subgroup	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	
Need: Third grade reading proficiency. Metric: All students need to be at the 50%tile in reading fluency, with a 70% comprehension average on common grade level assessments.	Site Goal 2.1 Use agreed upon grade level reading assessments in grades K-3 to implement reading workshop, intervention and extended day opportunities to ensure reading proficiency by 3rd grade.	<ul style="list-style-type: none"> • School-wide • Black or African American • Hispanic or Latino • SWD • EL • R-FEP • Foster Youth • Low Income 	90% of teachers will agree on entry level and trimester SMART Goal Assessments in ELA and disaggregate data to plan WIN, Intervention, Workshop and/or Extended day opportunities to increase student reading proficiency.	100% of teachers will agree on entry level and trimester SMART Goal Assessments in ELA and disaggregate data to plan WIN, Intervention, Workshop and/or Extended day opportunities to increase student reading proficiency.	100% of teachers will agree on entry level and trimester SMART Goal Assessments in ELA and disaggregate data to plan WIN, Intervention, Workshop and/or Extended day opportunities to increase student reading proficiency. Goals will start to be written for next generation science standards.	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 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 2.1	2,7,4,8	Provide Staff	• School-wide	Action/Service:	Action/Service:	Action/Service:

Use agreed upon grade level reading assessments in grades K-3 to implement reading workshop, intervention and extended day opportunities to ensure reading proficiency by 3rd grade.		development in foundational reading skills.		Provide Staff Development in comprehension Strategies and differentiated instruction to improve Comprehension.	Provide Staff Development on writing to support fluency and comprehension.	Provide Staff Development on writing to support fluency and comprehension.
				Funding Source: LCFF Title II	Funding Source: LCFF Title II	Funding Source: LCFF Title II
Site Goal 2.1 Use agreed upon grade level reading assessments in grades K-3 to implement reading workshop, intervention and extended day opportunities to ensure reading proficiency by 3rd grade.	2,7,4,8	Allocate Grade Level Meeting time to plan SMART goals in ELA and analyze disaggregated data results to plan student interventions.	<ul style="list-style-type: none"> School-wide 	Action/Service: Grade Level Meeting time once a month to plan SMART goals in ELA and analyze disaggregated data results to plan student interventions.	Action/Service: Grade Level Meeting time once a month to plan SMART goals in ELA and analyze disaggregated data results to plan student interventions.	Action/Service: Grade Level Meeting time once a month to plan SMART goals in ELA and analyze disaggregated data results to plan student interventions.
				Funding Source: N/A	Funding Source: N/A	Funding Source: N/A

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>Provide resources and support for students and teachers to remediate ELA performance for ALL students.</p> <p>Metric:</p> <p>Extended Day attendance sheets, WIN Group and Workshop student assignment.</p>	<p>Site Goal 2.2</p> <p>Close the Achievement Gap with our lowest performing sub-groups.</p>	<ul style="list-style-type: none"> Black or African American Hispanic or Latino Two or More Races SWD EL Foster Youth Low Income 	In Kindergarten through Second Grade, increase the extended day and/or differentiated learning opportunities for all students below the 50%tile in ELA skills.	In Kindergarten through Third Grade, increase the extended day and/or differentiated learning opportunities for all students below the 50%tile in ELA skills.	In Kindergarten through Fourth Grade, increase the extended day and/or differentiated learning opportunities for all students below the 50%tile in ELA skills.	<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 checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input checked="" 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	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?
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			or by subgroup (Ethnicity and SWD)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 2.2	4,8,5	Extended day and or differentiated learning opportunities to increase reading proficiency.	• School-wide	Action/Service: Extended day learning opportunities in K-2nd grade.	Action/Service: Extended day learning opportunities in K-3rd grade.	Action/Service: Extended day learning opportunities in K-4th grade.
Close the Achievement Gap with our lowest performing sub-groups.				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 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	
Need: Provide resources and support for students not yet fluent in English. Metric: CELDT scores and redesignation rates.	Site Goal 2.3 Increase the number of students reclassified as Fluent English Proficient.	<ul style="list-style-type: none"> EL 	Provide 70% of EL students with supplemental resources and materials to accelerate English Language Proficiency using WIN, intervention, or extended learning opportunities.	Provide 100% of EL students with supplemental resources and materials to accelerate English Language Proficiency using extended learning opportunities.	Provide 100% of EL students with supplemental resources and materials to accelerate English Language Proficiency using extended learning opportunities.	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 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 2.3	2,7,4,8	Provide resources and support for students not yet proficient in English.	• School-wide	Action/Service: Assess and provide supplemental instructional materials, technology and intervention and/or extended day support for EL learners.	Action/Service: Assess and provide supplemental instructional materials, technology and intervention and/or extended day support for EL learners.	Action/Service: Assess and provide supplemental instructional materials, technology and intervention and/or extended day support for EL learners.
Increase the number of students reclassified as Fluent English Proficient.						

			Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
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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>						

District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> • 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.
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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	
Need: Increased student access to core instruction. Metric: Daily attendance records.	Site Goal 3.1 Decrease the number of students tardy and absent from school.	<ul style="list-style-type: none"> • School-wide 	Decrease the number of students chronically absent by 10% Decrease the number of students chronically tardy by 10%	Decrease the number of students chronically absent by 10% Decrease the number of students chronically tardy by 10%	Decrease the number of students chronically absent by 10% Decrease the number of students chronically tardy by 10%	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 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	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?

			(Ethnicity and SWD)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 3.1 Decrease the number of students tardy and absent from school.	5,6	Provide incentives for on time and daily attendance.	• School-wide	Action/Service: Awards, certificates and prizes	Action/Service: Awards, certificates and prizes	Action/Service: Awards, certificates and prizes
				Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
Site Goal 3.1 Decrease the number of students tardy and absent from school.	5,6	Provide counseling and academic support for students habitually absent from school.	• School-wide	Action/Service: MFT for peer counseling support and referrals to Healthy Start	Action/Service: MFT for peer counseling support and referrals to Healthy Start	Action/Service: MFT for peer counseling support and referrals to Healthy Start
				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 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	
Need: Professional Development in School-wide positive behavior supports and logical consequences. Metric: Office referral and suspension data.	Site Goal 3.2 Fully Implement School Wide Positive Behavior Support Systems.	• School-wide	School-wide student expectations, discipline consequences and positive behavioral incentives will be agreed upon using PBIS process.	School-wide data systems for reporting student behavior will be routinely used by teachers and administrators with data analyzed each trimester by teachers, yard duties and administrative staff to revise PBIS lesson plans and supports.	School-wide data systems for reporting student behavior will be routinely used by teachers and administrators with data analyzed each trimester by teachers, yard duties and administrative staff to revise PBIS lesson plans and supports.	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 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 3.2 Fully	5,6	Implement Positive Behavior Supports and Interventions School-	• School-wide	Action/Service: Staff meeting time devoted to PBIS once a trimester	Action/Service: Staff meeting time devoted to PBIS once a trimester	Action/Service: Staff meeting time devoted to PBIS once a trimester

Implement School Wide Positive Behavior Support Systems.		wide; Mindfulness practices, Parent Teacher Home Visit Project.		and release time to PBIS team to analyze data and provide in-service training.	and release time to PBIS team to analyze data and provide in-service training.	and release time to PBIS team to analyze data and provide in-service training.
				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>						

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: Educate families and communities about the California Common Core State Standards. Metric: Sign in sheets from Family Nights.	Site Goal 4.1 Increase the number of families attending Common Core State Standards focused family nights.	<ul style="list-style-type: none"> • School-wide 	Increase by 20% the number of families attending school sponsored CCSS workshops.	Increase by 20% the number of families attending school sponsored CCSS workshops.	Increase by 20% the number of families attending school sponsored CCSS workshops.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input checked="" 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 type="checkbox"/> Priority 5 <input type="checkbox"/> Priority 6

Site Goals	Related State	Annual Actions and Services For School-	Level of Service	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What
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	Priorities	wide and Targeted Subgroups	Indicate if school-wide or by subgroup (Ethnicity and SWD)	funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 4.1 Increase the number of families attending Common Core State Standards focused family nights.	2,3	Hold regional or school CCSS family workshops each year.	<ul style="list-style-type: none"> School-wide 	Action/Service: Provide 1 family CC Math night and 1 ELA night. Funding Source: LCFF	Action/Service: Provide 1 family CC Math night and 1 ELA night. Funding Source: LCFF	Action/Service: Provide 1 family CC Math night and 1 ELA night. 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
Site Goal 4.1 Increase the number of families attending Common Core State Standards focused family nights.	2,3	Hold regional or school CCSS family workshops for families of EL learners.	<ul style="list-style-type: none"> EL R-FEP 	Action/Service: Regional CCSS for EL learner family night Funding Source: LCFF	Action/Service: Regional CCSS for EL learner family night Funding Source: LCFF	Action/Service: Regional CCSS for EL learner family night Funding Source: LCFF

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	
Need: Educate EL families and communities about the California Common Core State Standards. Metric: Sign in Sheets from ELAC nights	Site Goal 4.2 Increase involvement of families of English Language Learners in Common Core Implementation.	<ul style="list-style-type: none"> Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander Two or More Races EL 	Increase attendance by 10% at EL family nights sponsored by ELAC committee in the evening inviting all families of English Language Learners.	Increase attendance by 10% at EL family nights sponsored by ELAC committee in the evening inviting all families of English Language Learners.	Increase attendance by 10% at EL family nights sponsored by ELAC committee in the evening inviting all families of English Language Learners.	Conditions of Learning: <input type="checkbox"/> Priority 1 <input checked="" 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 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 4.2 Increase involvement of	2,3	Hold regional or school CCSS family workshops each year with language support for common non-english languages represented in school	<ul style="list-style-type: none"> School-wide 	Action/Service: Regional CCSS for EL learner family night	Action/Service: Regional CCSS for EL learner family night	Action/Service: Regional CCSS for EL learner family night

families of English Language Learners in Common Core Implementation.

community. Investigate and start providing Spanish translations of schoolwide documents. Investigate offering on site ESL classes.

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>						

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

John Ehrhardt Elementary - 249

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	\$4,000	\$8,420	\$0	\$0	\$0	\$12,420
Final Allocation (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$4,000	\$8,420	\$0	\$0	\$0	\$12,420
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	\$4,000	\$8,420	\$0	\$0	\$0	\$12,420

Signatures: (Must sign in blue ink)

Date

Benefits Calculator	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **William B. Aydlett**

School Site Council Chairperson **Tracy Barnhouse**

EL Advisory Chairperson **Maria Garcia**

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_____	_____
_____	_____

