

# Robert J. Fite 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? The following opportunities for stakeholder involvement were provided:</p> <p>Gathering of input began on January 29, 2014 and has been on-going throughout the current school year. Review of the updated LCAP occurred on January 28, 2015.</p> <p>Input gathered during School Site Council meetings, English Language Advisory meetings, Parent Teacher Organization meetings, Coffee with the Principal, Staff meetings, Leadership meetings and from grade level feedback from bi-weekly grade level meetings.</p> <p>School Site Council met on January 28th, March 25th and April 29th.</p> <p>ELAC met on September 17, January 29th and April 30th.</p> <p>General LCAP information was shared with parents on August 12th.</p>	<p>The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP for the current year through Spring, 2017:</p> <ol style="list-style-type: none"> <li>1. Provide extended learning opportunities for students (performing below grade level to advanced)</li> <li>2. Increase parent involvement</li> <li>3. Increase teacher efficacy through professional development opportunities</li> </ol>
<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 2014-15 school year our site has encouraged stakeholder participation to support their on-going understanding of the LCAP. Discussions at various parent meetings were held to help answer questions, gather information and clarify the site LCAP.</p>	<p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the updated 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> <p>2013-14 CELDT and AMAO 1-3 Data</p> <p>School Accountability Report Card (SARC)</p> <p>Quality Schools Snapshot Data</p> <p>ELA and Math benchmark and common assessment results</p>	<p>The data reviewed influenced the goals and actions in the following ways:</p> <ol style="list-style-type: none"> <li>1. Agreed upon need for translations for school-wide communications whenever possible and language translators present at site activities when possible.</li> <li>2. Interventions to provide additional supports for students (pull out, small group instruction, etc.)</li> <li>3. Agreed upon need for extended day learning opportunities for students not meeting grade level standards.</li> </ol>

Fluency scores

Summer School data results

Honors course offerings (6th graders moving on to SMS)

Opportunities for parent involvement at Robert J. Fite Elementary School.

## B. Goals, Actions, and Progress Indicators

<b>District Needs and Metrics 1:</b>  Students need high quality classroom instruction & curriculum as measured by: <ul style="list-style-type: none"> <li>• Credential/certification audit</li> <li>• Interim assessments</li> <li>• CAASPP</li> <li>• CELDT</li> <li>• College and Career Plan Utilization Report</li> <li>• CAHSEE</li> <li>• AP/IB Assessments</li> </ul>	<b>District Strategic Goal 1:</b>  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	
<b>Need:</b> All students need high quality classroom instruction as measured by:  <b>Metric:</b> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Formative Assessments</li> <li>• Common site summative assessments</li> <li>• Interim assessments</li> <li>• State assessments</li> </ul>	<b>Site Goal 1.1</b>  Increase the number of students who will attain proficiency in the core content areas	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	10% increase in the number of students who are proficient in the core content areas based on agreed upon common assessments	10% increase in the number of students who are proficient in the core content areas based on agreed upon common assessments	10% increase in the number of students who are proficient in the core content areas based on agreed upon common assessments	<b>Conditions of Learning:</b> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input checked="" type="checkbox"/> Priority 4 <input checked="" type="checkbox"/> Priority 8  <b>Engagement:</b> <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
<b>Site Goal 1.1</b>  Increase the	1,2,7,4,8	Provide on-going professional development and resources for teachers to support Common Core	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<b>Action/Service:</b> Provide professional development and/or release time for teachers	<b>Action/Service:</b> Provide professional development and resources for teachers to	<b>Action/Service:</b> Provide on-going professional development and

number of students who will attain proficiency in the core content areas		Standard aligned instruction		to deepen understanding of CCSS, develop professional learning communities	support Common Core Standard aligned instruction	resources for teachers to support Common Core Standard aligned instruction
				<b>Funding Source:</b> LCFF, Title II	<b>Funding Source:</b> LCFF, Title II	<b>Funding Source:</b> LCFF, Title II
<b>Site Goal 1.1</b>  Increase the number of students who will attain proficiency in the core content areas	1,2,7,4,8	Provide extended day opportunities for students needing additional support, students will be identified based on data analysis of progress toward standards and instruction will be targeted based on identified needs with pre/post metrics	• School-wide	<b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards using district provided and supplemental materials	<b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards using district provided and supplemental materials	<b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards using district provided and supplemental materials
				<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF
<b>Site Goal 1.1</b>  Increase the number of students who will attain proficiency in the core content areas	1,2,7,4,8	Provide students who are performing below grade level the opportunity to attend summer school, extending the school year. Teachers will provide intensive intervention instruction in reading and math.	• School-wide	<b>Action/Service:</b> Provide extended school year instruction in the form of summer school for students not meeting grade level standards.	<b>Action/Service:</b> Provide extended school year instruction in the form of summer school for students not meeting grade level standards.	<b>Action/Service:</b> Provide extended school year instruction in the form of summer school for students not meeting grade level standards.
				<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF	<b>Funding Source:</b> 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
<b>Site Goal 1.1</b>  Increase the number of students who will attain proficiency in the core content areas	1,2,7,4,8	Provide intervention support opportunities during the school day for students needing additional support, students will be identified based on data analysis of progress toward standards and instruction will be targeted based on identified needs with pre/post metrics	<ul style="list-style-type: none"> <li>• EL</li> <li>• R-FEP</li> <li>• Foster Youth</li> </ul>	<b>Action/Service:</b> Small group instruction with focus on identified skill of deficit	<b>Action/Service:</b> Small group instruction with focus on identified skill of deficit	<b>Action/Service:</b> Small group instruction with focus on identified skill of deficit
				<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF

**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	
<b>Need:</b> Students need high quality classroom instruction as measured by:  <b>Metric:</b> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Common site summative assessments</li> <li>• Interim assessments</li> <li>• State assessments</li> </ul>	<b>Site Goal 1.2</b>  Close the achievement gap with the lowest performing subgroups	<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• Hispanic or Latino</li> <li>• SWD</li> <li>• EL</li> <li>• Foster Youth</li> <li>• Low Income</li> </ul>	10% increase in the number of students who attain proficiency in ELA and Math standards as measured by district summative assessments and state assessments (CAASPP)	10% increase in the number of students who attain proficiency in ELA and Math standards as measured by district summative assessments and state assessments (CAASPP)	10% increase in the number of students who attain proficiency in ELA and Math standards as measured by district summative assessments and state assessments (CAASPP)	<b>Conditions of Learning:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Priority 1</li> <li><input checked="" type="checkbox"/> Priority 2</li> <li><input checked="" type="checkbox"/> Priority 7</li> </ul> <b>Pupil Outcomes:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Priority 4</li> <li><input checked="" type="checkbox"/> Priority 8</li> </ul> <b>Engagement:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Priority 3</li> </ul>

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 Close the achievement gap with the lowest performing subgroups	2,7,4,8	Provide professional development designed to better address the needs of at-risk learners	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Provide professional development and/or release time for teachers to deepen understanding of CCSS, develop professional learning communities  <b>Funding Source:</b> LCFF/Title II	<b>Action/Service:</b> Provide professional development and/or release time for teachers to enhance understanding of CCSS, strengthen professional learning communities  <b>Funding Source:</b> LCFF/Title II	<b>Action/Service:</b> Provide professional development and/or release time for teachers to continually build on CCSS instruction and curricular alignment, strengthen professional learning communities  <b>Funding Source:</b> LCFF/Title II
Site Goal 1.2 Close the achievement gap with the lowest performing subgroups	2,7,4,8	Provide extended day opportunities for students needing additional support, determination based on data analysis, with instruction targeting identified needs (i.e. phonemic development and foundational skills through use of intervention materials such as SIPPS and Road to the Code)	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards  <b>Funding Source:</b> LCFF	<b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards  <b>Funding Source:</b> LCFF	<b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards  <b>Funding Source:</b> 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 1.2 Close the achievement gap with the lowest performing subgroups	2,7,4,8	Provide intervention support opportunities during the school day for students needing additional support, students will be identified based on data analysis of progress toward standards and instruction will be targeted based on identified needs with pre/post metrics	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Small group instruction with focus on identified skill of deficit  <b>Funding Source:</b> LCFF	<b>Action/Service:</b> Small group instruction with focus on identified skill of deficit  <b>Funding Source:</b> LCFF	<b>Action/Service:</b> Small group instruction with focus on identified skill of deficit  <b>Funding Source:</b> LCFF
Site Goal 1.2 Close the achievement gap with the lowest performing subgroups	2,7,4,8	Provide students who are performing below grade level the opportunity to attend summer school, extending the school year. Teachers will provide intensive intervention instruction in reading and math.	<ul style="list-style-type: none"> <li>EL</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<b>Action/Service:</b> Provide extended school year instruction in the form of summer school for students not meeting grade level standards.  <b>Funding Source:</b> LCFF	<b>Action/Service:</b> Provide extended school year instruction in the form of summer school for students not meeting grade level standards.  <b>Funding Source:</b> LCFF	<b>Action/Service:</b> Provide extended school year instruction in the form of summer school for students not meeting grade level standards.  <b>Funding Source:</b> LCFF

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	
<b>Need:</b>	Site Goal 1.3	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	10% increase in the number of	10% increase in the number of	10% increase in the number of	<b>Conditions of Learning:</b>

<p>Students need high quality classroom instruction as measured by:</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>Classroom observation</li> <li>Formative assessments</li> <li>Interim assessments</li> <li>State assessments</li> </ul>	<p>Increase the number of students reading on grade level by the completion of 3rd grade</p>		<p>students who are reading on grade level by the end of third grade.</p>	<p>students who are reading on grade level by the end of third grade.</p>	<p>students who are reading on grade level by the end of third grade.</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><b>Pupil Outcomes:</b></p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p><b>Engagement:</b></p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>
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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><b>Site Goal 1.3</b></p> <p>Increase the number of students reading on grade level by the completion of 3rd grade</p>	<p>2,7,4,8</p>	<p>Provide on-going resources and professional development for teachers and students to promote reading fluency using supplemental materials focused on identified needs, time for teacher articulation, and use of common assessments. A Balanced Approach to Literacy (BAL) model will be used as an exemplar yielding high levels of success at stellar sites.</p>	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<p><b>Action/Service:</b> Develop or supplement instructional materials needed to meet needs of at-risk readers based on data analysis</p>	<p><b>Action/Service:</b> Develop or supplement instructional materials needed to meet needs of at-risk readers based on data analysis</p>	<p><b>Action/Service:</b> Develop or supplement instructional materials needed to meet needs of at-risk readers based on data analysis</p>
<p><b>Site Goal 1.3</b></p> <p>Increase the number of students reading on grade level by the completion of 3rd grade</p>	<p>2,7,4,8</p>	<p>Provide extended day opportunities for students needing additional support, determination based on data analysis, with instruction targeting identified needs (phonemic development and foundational skills through use of intervention materials such as SIPPS and Road to the Code)</p>	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>SWD</li> </ul>	<p><b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards</p>	<p><b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards</p>	<p><b>Action/Service:</b> When possible, provide extended day support for students not meeting grade level standards</p>
				<p><b>Funding Source:</b> LCFF</p>	<p><b>Funding Source:</b> LCFF</p>	<p><b>Funding Source:</b> LCFF</p>
				<p><b>Funding Source:</b> LCFF</p>	<p><b>Funding Source:</b> LCFF</p>	<p><b>Funding Source:</b> LCFF</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
<p><b>Site Goal 1.3</b></p> <p>Increase the number of students reading on grade level by the completion of 3rd grade</p>	<p>2,7,4,8</p>	<p>Provide certificated and classified staff (paras) training and planning time to develop and implement reading intervention practices and strategies that can be progress-monitored every four to six weeks.</p>	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	<p><b>Action/Service:</b> Release time or PLC meetings to plan intervention model and assessment schedule</p>	<p><b>Action/Service:</b> Release time or PLC meetings to plan intervention model and assessment schedule</p>	<p><b>Action/Service:</b> Release time or PLC meetings to plan intervention model and assessment schedule</p>
				<p><b>Funding Source:</b> LCFF, Title II, General Fund</p>	<p><b>Funding Source:</b> LCFF, Title II, General Fund</p>	<p><b>Funding Source:</b> LCFF, Title II, General Fund</p>

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

**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><b>Need:</b></p> <p>Teachers need collaborative time, training and resources to better equip them for planning lessons and teaching the common core.</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Grade level PLC minutes</li> <li>• Analysis of agreed upon common assessments</li> <li>• Local and State Assessments</li> </ul>	<p><b>Site Goal 2.1</b></p> <p>All grade levels will operate as a high functioning Professional Learning Community (PLC) to share best practices and participate in a cycle of inquiry to improve student achievement.</p>	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p>Grade level PLCs will meet twice a month, using agreed upon agenda to focus on student achievement and common assessments. Teachers will practice and refine the Cycle of Inquiry model of: Teach, Reflect, Plan.</p>	<p>Grade level PLCs will meet twice a month, using agreed upon agenda to focus on student achievement and common assessments. Teachers will practice and refine the Cycle of Inquiry model of: Teach, Reflect, Plan.</p>	<p>Grade level PLCs will meet twice a month, using agreed upon agenda to focus on student achievement and common assessments. Teachers will practice and refine the Cycle of Inquiry model of: Teach, Reflect, Plan.</p>	<p><b>Conditions of Learning:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Priority 1</li> <li><input checked="" type="checkbox"/> Priority 2</li> <li><input checked="" type="checkbox"/> Priority 7</li> </ul> <p><b>Pupil Outcomes:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Priority 4</li> <li><input checked="" type="checkbox"/> Priority 8</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Priority 3</li> <li><input type="checkbox"/> Priority 5</li> <li><input type="checkbox"/> Priority 6</li> </ul>

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><b>Site Goal 2.1</b></p> <p>All grade levels will operate as a high functioning Professional Learning Community (PLC) to share best practices and participate in a cycle of inquiry to improve student achievement.</p>	1,2,7,4,8	Provide certificated staff with training, time and resources to refine their knowledge and practice of operating as a highly effective PLC, and begin understanding and work using the Cycle of Inquiry Model.	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p><b>Action/Service:</b></p> <p>Grade level PLCs will meet twice a month, during professional release days, and staff meetings.</p>	<p><b>Action/Service:</b></p> <p>Grade level PLCs will meet twice a month, during professional release days, and staff meetings.</p>	<p><b>Action/Service:</b></p> <p>Grade level PLCs will meet twice a month, during professional release days, and staff meetings.</p>
				<p><b>Funding Source:</b></p> <p>LCFF, Title II</p>	<p><b>Funding Source:</b></p> <p>LCFF, Title II</p>	<p><b>Funding Source:</b></p> <p>LCFF, Title II</p>
<p><b>Site Goal 2.1</b></p> <p>All grade levels will operate as a high functioning Professional Learning Community (PLC) to share best practices and participate in a cycle of inquiry to improve student</p>	1,2,7,4,8	During common planning time, teachers will focus on effective ELD strategies, planning and assessment of growth over time.	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p><b>Action/Service:</b></p> <p>Provide certificated staff with release time to do peer observations with focus on effective teaching strategies for ELD</p>	<p><b>Action/Service:</b></p> <p>Provide certificated staff with release time to do peer observations with focus on effective teaching strategies for ELD</p>	<p><b>Action/Service:</b></p> <p>Provide certificated staff with release time to do peer observations with focus on effective teaching strategies for ELD</p>
				<p><b>Funding Source:</b></p>	<p><b>Funding Source:</b></p>	<p><b>Funding Source:</b></p>

achievement.				LCFF, Title II	LCFF, Title II	LCFF, Title II
<b>Site Goal 2.1</b> All grade levels will operate as a high functioning Professional Learning Community (PLC) to share best practices and participate in a cycle of inquiry to improve student achievement.	1,2,7,4,8	Provide time for PLCs to analyze assessment data and adjust instruction based on data	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Provide teachers with biweekly meetings to meet as a PLC to choose, create, analyze common assessment	<b>Action/Service:</b> Provide teachers with biweekly meetings to meet as a PLC to choose, create, analyze common assessment	<b>Action/Service:</b> Provide teachers with biweekly meetings to meet as a PLC to choose, create, analyze common assessment
				<b>Funding Source:</b> Title II, if needed	<b>Funding Source:</b> Title II, if needed	<b>Funding Source:</b> Title II, if 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	
<b>Need:</b> Teachers need time, resources, and training to broaden their instructional approaches to support EL students  <b>Metric:</b> <ul style="list-style-type: none"> <li>Classroom observations</li> <li>CELDT</li> <li>Formative/Summative Assessments</li> </ul>	<b>Site Goal 2.2</b>  Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day.	<ul style="list-style-type: none"> <li>Hispanic or Latino</li> <li>EL</li> <li>R-FEP</li> </ul>	Refine best practices for addressing the needs of EL students throughout the instructional day.	Enhance best practices for addressing the needs of EL students throughout the instructional day.	Build upon best practices for addressing the needs of EL students throughout the instructional day.	<b>Conditions of Learning:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Priority 1</li> <li><input checked="" type="checkbox"/> Priority 2</li> <li><input checked="" type="checkbox"/> Priority 7</li> </ul> <b>Pupil Outcomes:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Priority 4</li> <li><input checked="" type="checkbox"/> Priority 8</li> </ul> <b>Engagement:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Priority 3</li> <li><input type="checkbox"/> Priority 5</li> <li><input type="checkbox"/> Priority 6</li> </ul>

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
<b>Site Goal 2.2</b> Increase the frequency and quality of the use of research proven ELD	1,2,7,4,8	Provide certificated staff with release time to do peer observations with focus on effective teaching strategies for ELD	<ul style="list-style-type: none"> <li>Asian</li> <li>Hispanic or Latino</li> </ul>	<b>Action/Service:</b> Provide instruction during the school day and beyond to support English Language Development	<b>Action/Service:</b> Provide instruction during the school day and beyond to support English Language Development	<b>Action/Service:</b> Provide instruction during the school day and beyond to support English Language Development



practices throughout the instructional day.			<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF	<b>Funding Source:</b> 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
<b>Site Goal 2.2</b>  Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day.	1,2,7,4,8	Use a portion of PLC collaborative time to debrief and goal set for ELD strategy implementation and review of efficacy.	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> </ul>	<b>Action/Service:</b> Using data and peer observation findings, staff will be provided PD as needed to enhance ELD instruction.	<b>Action/Service:</b> Using data and peer observation findings, staff will be provided PD as needed to enhance ELD instruction.	<b>Action/Service:</b> Using data and peer observation findings, staff will be provided PD as needed to enhance ELD instruction.
				<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF	<b>Funding Source:</b> LCFF

**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><b>Need:</b></p> <p>Teachers need time, resources and training to refine their understanding and practice of the Gradual Release of Responsibility Model</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>Classroom observations</li> <li>Students receiving timely and effective feedback</li> <li>Formative/summative assessments</li> <li>Local and State Assessments</li> </ul>	<b>Site Goal 2.3</b>  All teachers will successfully implement the Gradual Release of Responsibility Model (GRR) and Explicit Direct Instruction (EDI) practices during daily instruction to assist in teaching to mastery learning and providing students with relevant and timely feedback and interventions.	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<p>Refine use of GRR Model in every classroom, in every lesson.</p> <p>Implement EDI lesson design and practices in the classroom.</p> <p>Increased student engagement and achievement on common grade level assessments.</p>	<p>GRR Model and EDI successfully implemented in 100% of classrooms.</p> <p>Increased student engagement and increased achievement on common grade level assessments as compared to previous year.</p>	<p>100% implementation of GRR model and EDI practices.</p> <p>Increased student engagement and increased achievement on common grade level assessments as compared to previous year.</p>	<p><b>Conditions of Learning:</b></p> <p><input checked="" type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p><b>Pupil Outcomes:</b></p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p><b>Engagement:</b></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
<b>Site Goal 2.3</b>  All teachers will successfully implement the Gradual Release of Responsibility Model (GRR) and Explicit Direct Instruction (EDI) practices during daily instruction to assist in teaching to mastery learning and providing students with relevant and timely feedback and interventions.	1,2,7,4,8	Provide teachers with on-going training, time and resources to better understand and implement the GRR Model and Explicit Direct Instruction (EDI).	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Provide teachers with release time and resources to support GRR Model and EDI	<b>Action/Service:</b> Provide teachers with release time and resources to support GRR Model and EDI	<b>Action/Service:</b> Provide teachers with release time and resources to support GRR Model and EDI
				<b>Funding Source:</b> LCFF, Title II	<b>Funding Source:</b> LCFF, Title II	<b>Funding Source:</b> 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>						

<b>District Needs and Metrics 3:</b>  Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>• CHKS data</li> <li>• Discipline data</li> <li>• PBIS data</li> <li>• SISWEB data</li> <li>• Student, staff and parent surveys</li> <li>• Facilities Inspection Tool</li> <li>• Attendance data</li> <li>• Graduation rate</li> <li>• Retention data</li> </ul>	<b>District Strategic Goal 3:</b>  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	
<b>Need:</b>  Students need a learning environment and school culture based on respect and safety.  <b>Metric:</b> <ul style="list-style-type: none"> <li>• SISWeb discipline and intervention data</li> <li>• Referrals to Mental Health Therapist</li> <li>• PBIS baseline data</li> </ul>	<b>Site Goal 3.1</b>  Increase positive behavior structures and practices for at-risk subgroups	<ul style="list-style-type: none"> <li>• School-wide</li> <li>• Black or African American</li> <li>• Hispanic or Latino</li> <li>• EL</li> <li>• Foster Youth</li> <li>• Low Income</li> </ul>	Initial implementation of PBIS school-wide	30% decrease in suspensions and teacher referrals that lead to students' removal from instruction. Refine PBIS practices	40% decrease in suspensions and teacher referrals that lead to students' removal from instruction. Full implementation of PBIS practices.	<b>Conditions of Learning:</b> <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8  <b>Engagement:</b> <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 3.1	5,6	Implement Positive	• School-wide	Action/Service:	Action/Service:	Action/Service:

Increase positive behavior structures and practices for at-risk subgroups		Behavior Intervention System school-wide		Continue PBIS implementation, refine practices based on 2014-15 data	Continue PBIS implementation, refine practices based on 2015-16 data	Continue PBIS implementation, refine practices based on 2016-17 data
				<b>Funding Source:</b> General Fund	<b>Funding Source:</b> General Fund	<b>Funding Source:</b> General Fund

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	
<b>Need:</b> Students need to be at school everyday, all day and on time  <b>Metric:</b> <ul style="list-style-type: none"> <li>School-wide attendance data</li> </ul>	<b>Site Goal 3.2</b>  Decrease in absenteeism, tardies and early dismissal rate for at-risk students	<ul style="list-style-type: none"> <li>School-wide</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>SWD</li> <li>EL</li> <li>Foster Youth</li> <li>Low Income</li> </ul>	15% decrease in absences and early dismissals for at-risk students from 2014-2015 school year	15% decrease in absences and early dismissals for at-risk students from 2015-2016 school year	15% decrease in absences and early dismissals for at-risk students from 2016-17 school year	<b>Conditions of Learning:</b> <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8  <b>Engagement:</b> <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
<b>Site Goal 3.2</b>  Decrease in absenteeism, tardies and early dismissal rate for at-risk students	5,6	Increase teacher and administrative communication and interactions with At-Risk students and families as needed to goal-set and develop plans for improved attendance, decreased tardies and early dismissals.	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Continue with tardy roster. 15% decrease in tardies and early dismissals.	<b>Action/Service:</b> Continue with tardy roster. 15% decrease in tardies and early dismissals.	<b>Action/Service:</b> Continue with tardy roster. 15% decrease in tardies and early dismissals.
				<b>Funding Source:</b> 0	<b>Funding Source:</b> 0	<b>Funding Source:</b> 0
<b>Site Goal 3.2</b>	5,6	Continue to acknowledge and reward perfect attendance each	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Monthly recognition	<b>Action/Service:</b> Monthly recognition	<b>Action/Service:</b> Monthly recognition

Decrease in absenteeism, tardies and early dismissal rate for at-risk students		month, with a focus on those students who have been their attendance goals.		<b>Funding Source:</b> General Fund	<b>Funding Source:</b> General Fund	<b>Funding Source:</b> General Fund
<b>Site Goal 3.2</b>  Decrease in absenteeism, tardies and early dismissal rate for at-risk students	5,6	Continue Academic Recovery during morning recesses to make up missed academic minutes due to tardies.	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Continue with Academic Recovery. Monitor attendance, teacher participation and student behavior.	<b>Action/Service:</b> Continue with Academic Recovery. Monitor attendance, teacher participation and student behavior.	<b>Action/Service:</b> Continue with Academic Recovery. Monitor attendance, teacher participation and student behavior.
				<b>Funding Source:</b> General Fund	<b>Funding Source:</b> General Fund	<b>Funding Source:</b> General Fund

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>						

<b>District Needs and Metrics 4:</b>  Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> <li>Participation survey (parents, families, community service organizations, businesses and educational institutions)</li> <li>Attendance percentage or rates in programs/events</li> <li>Participation percentage in decision making processes</li> <li>Volunteerism</li> <li>Communication artifacts</li> </ul>	<b>District Strategic Goal 4:</b>  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	
<b>Need:</b>  Students need community involvement and school-wide events to share their culture and participate in the school community  <b>Metric:</b> <ul style="list-style-type: none"> <li>Percentage of attendees</li> <li>Number of parent/community volunteers</li> <li>Responses to surveys and other communication tools</li> </ul>	<b>Site Goal 4.1</b>  Increase opportunity to participate in school-wide events by focusing on parent groups who do not traditionally support school functions including SSC, ELAC, PTO, Coffee with the Principal, Parent Conferences, Parent Education Workshops, Student Study Teams, and school-wide community events such as	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	40% of families invited will attend school functions	50% of families invited will attend school functions	65% of families invited will attend school functions	<b>Conditions of Learning:</b> <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b> <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8  <b>Engagement:</b> <input checked="" type="checkbox"/> Priority 3

Back to School Night, Open House, Harvest Carnival, Multicultural Fair, WatchDOGS, Fite Common Core aligned family math and ELA nights

- 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
<p><b>Site Goal 4.1</b></p> <p>Increase opportunity to participate in school-wide events by focusing on parent groups who do not traditionally support school functions including SSC, ELAC, PTO, Coffee with the Principal, Parent Conferences, Parent Education Workshops, Student Study Teams, and school-wide community events such as Back to School Night, Open House, Harvest Carnival, Multicultural Fair, WatchDOGS, Fite Common Core aligned family math and ELA nights</p>	3,5,6	Develop resources to send more communications in primary language to parents, host Family University nights with a focus on CCSS Math and ELA and provide language assistance when possible to ensure access for all families.	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p><b>Action/Service:</b> Translate as many school-wide communications as possible and provide translators at family learning events</p>	<p><b>Action/Service:</b> Translate as many school-wide communications as possible and provide translators at family learning events</p>	<p><b>Action/Service:</b> Translate as many school-wide communications as possible and provide translators at family learning events</p>
				<p><b>Funding Source:</b> LCFF</p>	<p><b>Funding Source:</b> LCFF</p>	<p><b>Funding Source:</b> LCFF</p>
<p><b>Site Goal 4.1</b></p> <p>Increase opportunity to participate in school-wide events by focusing on parent groups who do not traditionally support school functions including SSC, ELAC, PTO, Coffee with the Principal, Parent Conferences, Parent Education Workshops, Student Study Teams, and school-wide community events such as Back to School Night, Open House, Harvest Carnival, Multicultural Fair, WatchDOGS, Fite Common Core aligned family math and ELA nights</p>	3,5,6	Continue to develop current community and regional partnerships and develop additional opportunities for partnerships	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p><b>Action/Service:</b> Articulate with Sheldon Region administrators to develop additional partnerships within region. Continue to work with Rotary and develop new partnerships when possible.</p>	<p><b>Action/Service:</b> Articulate with Sheldon Region administrators to develop additional partnerships within region. Continue to work with Rotary and develop new partnerships when possible.</p>	<p><b>Action/Service:</b> Articulate with Sheldon Region administrators to develop additional partnerships within region. Continue to work with Rotary and develop new partnerships when possible.</p>
				<p><b>Funding Source:</b> General Fund</p>	<p><b>Funding Source:</b> General Fund</p>	<p><b>Funding Source:</b> General Fund</p>
<p><b>Site Goal 4.1</b></p> <p>Increase opportunity to participate in school-wide events by focusing on parent groups who do not traditionally support school functions including SSC, ELAC, PTO, Coffee with the Principal, Parent Conferences, Parent Education Workshops, Student Study Teams, and school-wide community events such as Back to School Night, Open House, Harvest Carnival, Multicultural Fair, WatchDOGS, Fite Common Core aligned family math and ELA</p>	3,5,6	Hold and publicize regularly scheduled meetings such as Coffee with the Principal, Parent University, and PTO meetings to provide parents various opportunities to attend school led functions that promote parent engagement.	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p><b>Action/Service:</b> Monthly meetings: Coffee with the Principal, PTO, Parent University, etc. Survey parents/participants regarding effectiveness and areas of interest/suggestions for improvement.</p>	<p><b>Action/Service:</b> Monthly meetings: Coffee with the Principal, PTO, Parent University, etc. Survey parents/participants regarding effectiveness and areas of interest/suggestions for improvement.</p>	<p><b>Action/Service:</b> Monthly meetings: Coffee with the Principal, PTO, Parent University, etc. Survey parents/participants regarding effectiveness and areas of interest/suggestions for improvement.</p>
				<p><b>Funding Source:</b> General Fund/Parent Involvement</p>	<p><b>Funding Source:</b> General Fund/Parent Involvement</p>	<p><b>Funding Source:</b> General Fund/Parent Involvement</p>

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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 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><b>Need:</b> Students need community partnerships and support to attain academic proficiency</p> <p><b>Metric:</b> Number of community partnerships</p>	<p><b>Site Goal 4.2</b>  Increase community partnerships directly supporting students (ie. Rotary Club, parent groups, partnerships with Smedberg and Sheldon)</p>	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	Develop additional partnership strategies/actions with Sheldon Region Schools (i.e.- shared professional development and instructional focus, development of student peer/tutoring programs with Smedberg and Sheldon, continue to grow partnerships with Rotary Club, multicultural dance clubs, etc.), refine and develop partnerships	Develop additional partnership strategies/actions with Sheldon Region Schools (i.e.- shared professional development and instructional focus, development of student peer/tutoring programs with Smedberg and Sheldon, continue to grow partnerships with Rotary Club, multicultural dance clubs, etc.), refine and develop partnerships	Develop additional partnership strategies/actions with Sheldon Region Schools (i.e.- shared professional development and instructional focus, development of student peer/tutoring programs with Smedberg and Sheldon, continue to grow partnerships with Rotary Club, multicultural dance clubs, etc.), refine and develop partnerships	<p><b>Conditions of Learning:</b></p> <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7 <p><b>Pupil Outcomes:</b></p> <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8 <p><b>Engagement:</b></p> <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
<p><b>Site Goal 4.2</b>  Increase community partnerships directly supporting students (ie. Rotary Club, parent groups, partnerships with Smedberg and Sheldon)</p>	3,5,6	Continue to develop current community and regional partnerships and develop additional opportunities for partnerships	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<p><b>Action/Service:</b> Articulate with Sheldon Region administrators to develop additional partnerships within region. Continue to work with Rotary and develop new partnerships when possible.</p> <p><b>Funding Source:</b> General Fund</p>	<p><b>Action/Service:</b> Articulate with Sheldon Region administrators to develop additional partnerships within region. Continue to work with Rotary and develop new partnerships when possible.</p> <p><b>Funding Source:</b> General Fund</p>	<p><b>Action/Service:</b> Articulate with Sheldon Region administrators to develop additional partnerships within region. Continue to work with Rotary and develop new partnerships when possible.</p> <p><b>Funding Source:</b> General Fund</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What
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			specific subgroup	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 4.3**

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><b>Need:</b></p> <p>Broaden volunteerism and parent participation to represent all students.</p> <p><b>Metric:</b></p> <p>Percent of parents in attendance at each activity.</p> <p>Parent/student surveys</p>	<p><b>Site Goal 4.3</b></p> <p>Increase parent/community participation to be reflective of the school's demographics.</p>	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<p>Measurable increase in parent participation in all activities, in all demographics.</p>	<p>Measurable increase in parent participation in all activities, in all demographics.</p>	<p>Measurable increase in parent participation in all activities, in all demographics.</p>	<p><b>Conditions of Learning:</b></p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input type="checkbox"/> Priority 7</p> <p><b>Pupil Outcomes:</b></p> <p><input type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p><b>Engagement:</b></p> <p><input checked="" 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><b>Site Goal 4.3</b></p> <p>Increase parent/community participation to be reflective of the school's demographics.</p>	3	<p>Administration and team outreach to parents of all demographics represented in the classrooms at Fite. Call all parents of EL learners to personally invite them to ELAC meetings. Continue to provide parents on ELAC with information of how to volunteer at the school and/or alternative methods to support their students through attending school events.</p>	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<p><b>Action/Service:</b></p> <p>Implement new or enhance existing activities to enhance parent involvement, representing all demographics.</p> <p><b>Funding Source:</b></p> <p>LCFF, General</p>	<p><b>Action/Service:</b></p> <p>Implement new or enhance existing activities to enhance parent involvement, representing all demographics.</p> <p><b>Funding Source:</b></p> <p>LCFF, General</p>	<p><b>Action/Service:</b></p> <p>Implement new or enhance existing activities to enhance parent involvement, representing all demographics.</p> <p><b>Funding Source:</b></p> <p>LCFF, General</p>
<p><b>Site Goal 4.3</b></p> <p>Increase parent/community participation to be</p>	3	<p>Hold and publicize regularly scheduled meetings such as Coffee with the Principal, Parent University, and PTO meetings to provide</p>	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<p><b>Action/Service:</b></p> <p>Monthly meetings: Coffee with the Principal, PTO, Parent University, etc. Survey parents/participants</p>	<p><b>Action/Service:</b></p> <p>Monthly meetings: Coffee with the Principal, PTO, Parent University, etc. Survey parents/participants</p>	<p><b>Action/Service:</b></p> <p>Monthly meetings: Coffee with the Principal, PTO, Parent University, etc. Survey parents/participants</p>

reflective of the school's demographics.		parents various opportunities to attend school led functions that promote parent engagement.		regarding effectiveness and areas of interest/suggestions for improvement	regarding effectiveness and areas of interest/suggestions for improvement	regarding effectiveness and areas of interest/suggestions for improvement
			<b>Funding Source:</b> General Fund/Parent Involvement	<b>Funding Source:</b> General Fund/Parent Involvement	<b>Funding Source:</b> General Fund/ Parent Involvement	

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

### Robert J. Fite Elementary - 259

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
<b>Carry Over</b> (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Preliminary Allocation</b> (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$2,400	\$10,520	\$0	\$0	\$0	\$12,920
<b>Final Allocation</b> (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Subtotal</b>		\$0	\$0	\$0	\$0	\$0	\$2,400	\$10,520	\$0	\$0	\$0	\$12,920
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
<b>Balance</b>		\$0	\$0	\$0	\$0	\$0	\$2,400	\$10,520	\$0	\$0	\$0	\$12,920

**Signatures:** (Must sign in blue ink)

**Date**

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

Principal **Elizabeth D. Rueda**

School Site Council Chairperson **Edana Fruciano**

EL Advisory Chairperson **Maria Mora**


