

# C.W. Dillard 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 August 22 and is on-going. Input gathered at Back to School night from parents, students, and staff via presentations. Input gathered during SSC meetings from teachers, other school personnel, parents, and pupils on January 8, March 19, and April 1 and 22, .</p> <p>Input gathered from staff at monthly staff and leadership meetings.</p> <p>Input gathered from parents at ELAC on March 24.</p>	<p>The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP over the next three years:</p> <ol style="list-style-type: none"> <li>1. Provide extended learning opportunities for students</li> <li>2. Increase parent involvement</li> <li>3. Increase opportunities for academic support to address specific learning needs.</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 understanding of the LCAP. We held informational meetings that allowed stakeholders to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP.</p>	<p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.</p>
<p>What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the site to inform the LCAP goal setting process?</p> <p>Data reviewed by the stakeholders included:</p> <p>School Accountability Report Card (SARC)</p> <p>ELA and Math classroom assessments</p> <p>California English Language Development Test (CELDT) data</p>	<p>The data reviewed influenced the goals and actions in the following ways:</p> <ol style="list-style-type: none"> <li>1. Refined a goal regarding English Language proficiency to focus on development of skills, as measured by students improving at least one performance level each year.</li> <li>2. Refined the goal regarding proficiency in core subjects to include reference to specific common assessments at each grade level to measure progress.</li> </ol>

## B. Goals, Actions, and Progress Indicators

District Needs and Metrics 1:

District Strategic Goal 1:

Students need high quality classroom instruction & curriculum as measured by:

ALL students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

- Credential/certification audit
- Interim assessments
- CAASPP
- CELDT
- College and Career Plan Utilization Report
- CAHSEE
- AP/IB Assessments

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	
<p><b>Need:</b></p> <p>Increase proficiency in core subjects</p> <p><b>Metric:</b></p> <p>Site-developed common assessments</p>	<p><b>Site Goal 1.1</b></p> <p>Increase the number of students who will attain proficiency or higher levels of acceleration in the core content areas</p>	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	5% increase in the number of students who are proficient or higher in core content areas, as measured by grade level common assessments.	5% increase in the number of students who are proficient or higher in core content areas, as measured by grade level common assessments.	5% increase in the number of students who are proficient or higher in core content areas, as measured by grade level common assessments.	<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
<p><b>Site Goal 1.1</b></p> <p>Increase the number of students who will attain proficiency or higher levels of acceleration in the core content areas</p>	1,2,7,4,8	Instructional intervention and enrichment during the day, in-class support, and out-of-school learning opportunities	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p><b>Action/Service:</b></p> <p>Provide intervention and enrichment in one core content area by RTI groupings for the students of greatest need in reading or math.</p>	<p><b>Action/Service:</b></p> <p>Refine targeted intervention/enrichment plans to incorporate additional tutorial/instructional sessions as additional funding becomes available</p>	<p><b>Action/Service:</b></p> <p>Refine targeted intervention/enrichment plans to incorporate additional tutorial sessions as additional funding becomes available</p>
				<p><b>Funding Source:</b></p> <p>Site resources</p>	<p><b>Funding Source:</b></p> <p>Site or LCFF funding</p>	<p><b>Funding Source:</b></p> <p>Site or LCFF funding</p>
<p><b>Site Goal 1.1</b></p> <p>Increase the number of students who will attain proficiency or higher levels of acceleration in the core content areas</p>	1,2,7,4,8	Teacher trainings and professional development	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<p><b>Action/Service:</b></p> <p>Provide minimum of one training session per semester for teachers in one core curricular area and coaching support according to the district coaching model.</p>	<p><b>Action/Service:</b></p> <p>Provide minimum of one training session per semester for teachers in two core curricular areas and coaching support according to the district coaching model.</p>	<p><b>Action/Service:</b></p> <p>Provide a minimum of one professional development opportunity per trimester in core curricular areas aligned with site goals.</p>
				<p><b>Funding Source:</b></p> <p>Title II</p>	<p><b>Funding Source:</b></p> <p>Title II</p>	<p><b>Funding Source:</b></p> <p>Title II</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018

<b>Site Goal 1.1</b> Increase the number of students who will attain proficiency or higher levels of acceleration in the core content areas	1,2,7,4,8	Instructional intervention and/or enrichment by a certificated teacher, bilingual teaching associate, or other school staff to target student needs.	<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> Provide intervention for two 10-week sessions during the school year.	<b>Action/Service:</b> Continue to provide in-class and after school intervention until grade level mastery of CCSS is attained.	<b>Action/Service:</b> Continue to provide in-class and after school intervention until grade level mastery of CCSS is attained.
				<b>Funding Source:</b> LCFF funding	<b>Funding Source:</b> LCFF funding	<b>Funding Source:</b> LCFF funding
<b>Site Goal 1.1</b> Increase the number of students who will attain proficiency or higher levels of acceleration in the core content areas	1,2,7,4,8	Tutorial support provided after school through a community-supported intervention program.	<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> Provide homework support for one hour after school two days a week, with the session length determined by available community support and available site funds.	<b>Action/Service:</b> Refine and implement an after school homework club to support student needs as identified by data using available community support and site funds.	<b>Action/Service:</b> Implement homework support to students as needs are identified through data analysis.
				<b>Funding Source:</b> Site and community resources; LCFF funds	<b>Funding Source:</b> Site and community resources; LCFF funds	<b>Funding Source:</b> Site and community resources; LCFF funds

**Site Goal 1.2**

<b>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</b>	<b>Goals</b>		<b>What will be different and/or improved for students? (based on identified metric)</b>			<b>Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</b>
	<b>District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)</b>	<b>Applicable Pupil Subgroup(s)</b>	<b>Year 1: 2015-2016</b>	<b>Year 2: 2016-2017</b>	<b>Year 3: 2017-2018</b>	
<b>Need:</b> Increase the number of students who read on grade level by the end of third grade  <b>Metric:</b> Site-developed common assessments	<b>Site Goal 1.2</b> Increase the number of students who are reading on grade level by the end of third grade	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	5% increase in the number of students who are reading on grade level by the end of third grade.	5% increase in the number of students who are reading on grade level by the end of third grade.	5% increase in the number of students who are reading on grade level by the end of third grade.	<b>Conditions of Learning:</b> <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input 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

<b>Site Goals</b>	<b>Related State Priorities</b>	<b>Annual Actions and Services For School-wide and Targeted Subgroups</b>	<b>Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)</b>	<b>What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?</b>		
				<b>Year 1: 2015-2016</b>	<b>Year 2: 2016-2017</b>	<b>Year 3: 2017-2018</b>
<b>Site Goal 1.2</b> Increase the number of students who are reading on grade level by the end of third grade	1,2,4,8	Instructional intervention during the day, in-class support, and out-of-school learning opportunities	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Provide intervention during the day and after school to K-3 students not reading on grade level.	<b>Action/Service:</b> Continue to provide intervention during the day and after school tutorial support to K-3 students not reading on grade level until grade level mastery is attained.	<b>Action/Service:</b> Continue to provide intervention during the day and after school tutorial support to K-3 students not reading on grade level until grade level mastery is attained.
				<b>Funding Source:</b> Site resources	<b>Funding Source:</b> Site resources	<b>Funding Source:</b> Site resources
<b>Site Goal 1.2</b> Increase the number of students who are reading on	1,2,4,8	Teacher trainings and professional development	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	<b>Action/Service:</b> Provide trainings and coaching in fluency instruction and early reading skills using district once per	<b>Action/Service:</b> Refine early reading skills trainings based on an analysis of students.	<b>Action/Service:</b> Target early reading trainings to staff professional development needs based on an analysis of student assessment data.

grade level by the end of third grade			trimester.		
			<b>Funding Source:</b> District Coaching support using consult model	<b>Funding Source:</b> District Coaching support using consult model	<b>Funding Source:</b> District Coaching support using consult model

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

*There are no Additional Actions for this Site Goal*

**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> Increase English proficiency of English Learners  <b>Metric:</b> CELDT data	<b>Site Goal 1.3</b>  Increase the number of students who attain proficiency in English Language Development	<ul style="list-style-type: none"> <li>EL</li> </ul>	5% increase in the number of students who are developing English Language proficiency, as measured through improvement of one performance level on the CELDT test.	5% increase in the number of students who are developing English Language proficiency, as measured through improvement of one performance level on the CELDT test.	5% increase in the number of students who are developing English Language proficiency, as measured through improvement of one performance level on the CELDT test.	<b>Conditions of Learning:</b> <input 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 1.3</b>  Increase the number of students who attain proficiency in English Language Development	2,7,4,8		<ul style="list-style-type: none"> <li>Asian</li> <li>Hispanic or Latino</li> <li>White</li> <li>Two or More Races</li> </ul>	<b>Action/Service:</b>	<b>Action/Service:</b>	<b>Action/Service:</b>
				<b>Funding Source:</b>	<b>Funding Source:</b>	<b>Funding Source:</b>
<b>Site Goal 1.3</b>  Increase the number of students who attain proficiency in English Language Development	2,7,4,8		<i>No Subgroups Selected</i>	<b>Action/Service:</b>	<b>Action/Service:</b>	<b>Action/Service:</b>
				<b>Funding Source:</b>	<b>Funding Source:</b>	<b>Funding Source:</b>

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 1.3</b>  Increase the	2,7,4,8	Provide interventions during the school	<ul style="list-style-type: none"> <li>EL</li> <li>R-FEP</li> <li>Foster Youth</li> </ul>	<b>Action/Service:</b> Provide 30 minute sessions twice weekly to students of	<b>Action/Service:</b> Provide small group and tutorial sessions as needed	<b>Action/Service:</b> Continue to provide small group and tutorial sessions

number of students who attain proficiency in English Language Development		day and out-of-school learning opportunities.	<ul style="list-style-type: none"> <li>Low Income</li> </ul>	greatest need to increase EL proficiency by one CELDT level; EL coordinator support for teachers; provide CELDT assessment data to teachers to assist in targeting ELD instruction.	to students of greatest need to increase English proficiency by one CELDT level; EL coordinator support for teachers; provide CELDT assessment data to teachers to assist in targeting ELD instruction.	as needed to students of greatest need to increase English proficiency by one CELDT level; EL coordinator support for teachers; provide CELDT assessment data to teachers to assist in targeting ELD instruction.
				<b>Funding Source:</b> LCFF funding	<b>Funding Source:</b> LCFF funding	<b>Funding Source:</b> LCFF funding
Site Goal 1.3  Increase the number of students who attain proficiency in English Language Development	2,7,4,8	teacher trainings and professional development	<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> Target ELD coach support within classrooms to provide instructional support for one 3-week period of coach intervention; ongoing ELD instructional support from EL Coordinator.	<b>Action/Service:</b> Provide training and coaching support once each trimester for teachers who have EL students in their class; ongoing ELD instructional support from EL Coordinator.	<b>Action/Service:</b> Provide training and coaching support as needed for teachers who have EL students in their class; ongoing ELD instructional support from EL Coordinator.
				<b>Funding Source:</b> District Curriculum and Instruction budgets	<b>Funding Source:</b> District Curriculum and Instruction budgets	<b>Funding Source:</b>

### District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- 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.

### 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 the opportunity to work in Professional Learning Communities (PLC) to review assessment data</p> <p><b>Metric:</b></p> <p>Site-developed common assessments</p>	<p><b>Site Goal 2.1</b></p> <p>Increase opportunities for teachers work work in PLCs to review assessment data</p>	<ul style="list-style-type: none"> <li>School-wide</li> </ul>	Continue PLC meetings in one subject area per month and add an additional subject area, meeting once per trimester.	Refine PLCs and adjust meetings accordingly to meet targeted subject area needs.	Refine PLCs and adjust meetings accordingly to meet targeted subject area needs.	<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 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	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?

			subgroup (Ethnicity and SWD)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 2.1</b>  Increase opportunities for teachers work work in PLCs to review assessment data	1,2,4,8	Staff training in PLC strategies as well as release time and resources to support PLC professional development in the areas of ELA and math	• School-wide	<b>Action/Service:</b> Provide time for monthly PLC meetings in two subject areas	<b>Action/Service:</b> Continue ongoing PLC meetings with areas of focus targeted to needs determined through analysis of student data.	<b>Action/Service:</b> Continue ongoing PLC meetings with areas of focus targeted to needs determined through analysis of student data.
				<b>Funding Source:</b> District Curriculum and Instruction budgets	<b>Funding Source:</b> District Curriculum and Instruction budgets	<b>Funding Source:</b> District Curriculum and Instruction budgets

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 positive behavioral support to realize their greatest potential PBIS  <b>Metric:</b>  SISweb discipline data	<b>Site Goal 3.1</b>  Increase positive interactions with students who are at risk	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	%5 decrease in behavioral interventions to address negative student behaviors.	Refine plans to decrease negative behaviors through increased positive behavioral interactions by using metrics implemented through PBIS program.	Continue to refine plans to decrease negative behaviors through increased positive behavioral interactions by using metrics implemented through PBIS program.	<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	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?

		Subgroups	or by subgroup (Ethnicity and SWD)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 3.1</b> Increase positive interactions with students who are at risk	5,6	PBIS team training with staff and support by PBIS therapist and coach	● School-wide	<b>Action/Service:</b> Provide team training and regular onsite meeting and planning times with staff in order to implement the PBIS program.	<b>Action/Service:</b> Provide monthly training in PBIS strategies to support staff in implementation of the PBIS program.	<b>Action/Service:</b> Provide trainings as needed in PBIS strategies to support staff in implementation of the PBIS program.
				<b>Funding Source:</b> PBIS Grant	<b>Funding Source:</b> PBIS Grant	<b>Funding Source:</b> PBIS Grant
<b>Site Goal 3.1</b> Increase positive interactions with students who are at risk	5,6	Provide resources to teachers and PBIS staff to support opportunities for positive interactions	● School-wide	<b>Action/Service:</b> Align materials and resources to needs identified through processes learned through PBIS training.	<b>Action/Service:</b> As PBIS model is fully implemented, provide materials, resources, and technology needed to ensure that students in need of program support have what they need to fully engage with the program.	<b>Action/Service:</b> Refine programs implemented through PBIS to continue to address student needs as identified through data analysis.
				<b>Funding Source:</b> PBIS Grant	<b>Funding Source:</b> PBIS Grant	<b>Funding Source:</b> PBIS Grant

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 3.1</b> Increase positive interactions with students who are at risk	5,6	Provide additional staff support to students in subgroups who are at risk.	<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>	<b>Action/Service:</b>	<b>Action/Service:</b>
				<b>Funding Source:</b>	<b>Funding Source:</b>	<b>Funding Source:</b>

<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> Increase parent understanding of core curricular areas  <b>Metric:</b>	<b>Site Goal 4.1</b> Increase opportunities for parents to gain knowledge of core curriculum	● School-wide	Offer two core curricular parent learning opportunities per year schoolwide as well as for EL parents	Offer one core curricular parent learning opportunity per trimester schoolwide as well as for EL parents	Offer one core curricular parent learning opportunity per trimester schoolwide as well as for EL parents	<b>Conditions of Learning:</b> <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7  <b>Pupil Outcomes:</b>

Sign-in sheets from parent meetings

- Priority 4
- Priority 8

**Engagement:**

- Priority 3
- Priority 5
- Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<b>Site Goal 4.1</b> Increase opportunities for parents to gain knowledge of core curriculum	4,8,3	Provide parents with information to increase their knowledge of CCSS and core curriculum	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<b>Action/Service:</b> Provide parents with informational presentations in core curriculum areas each trimester during the school year; provide core curriculum information each trimester in the school newsletter	<b>Action/Service:</b> Refine processes for providing parents with information on the core curriculum utilizing online resources such as web pages and e-learning opportunities as well as site and regional information nights.	<b>Action/Service:</b> Continue to refine processes for providing parents with information on the core curriculum utilizing online resources such as web pages and e-learning opportunities as well as site and regional information nights.
				<b>Funding Source:</b> District Curriculum and Instruction budgets	<b>Funding Source:</b> District Curriculum and Instruction budgets	<b>Funding Source:</b> District Curriculum and Instruction budgets
<b>Site Goal 4.1</b> Increase opportunities for parents to gain knowledge of core curriculum	4,8,3	Support communication with parents regarding school-wide programs and individual academic needs.	<ul style="list-style-type: none"> <li>• School-wide</li> </ul>	<b>Action/Service:</b> Make personal calls and other means of communication on regular basis to parents to address programmatic questions and address issues regarding academic performance.	<b>Action/Service:</b> Continue to refine communication with parents to address programmatic questions and address issues regarding academic performance.	<b>Action/Service:</b> Continue to refine communication with parents to address programmatic questions and address issues regarding academic performance.
				<b>Funding Source:</b> LCFF Funding	<b>Funding Source:</b> LCFF Funding	<b>Funding Source:</b> LCFF Funding

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 4.1</b> Increase opportunities for parents to gain knowledge of core curriculum	4,8,3	Direct contact with parents by the EL Coordinator, the classroom teacher, the bilingual teaching associate, Parent Liaison, or other school staff to provide information and training related to CCSS and common core curriculum in their home language as needed.	<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> Provide parent trainings, after school meetings, or information in the home language to support parent needs four times during the school year.	<b>Action/Service:</b> Provide parent trainings, after school meetings, or information in the home language to support parent needs four times during the school year or as needs arise.	<b>Action/Service:</b> Provide parent trainings, after school meetings, or information in the home language to support parent needs four times during the school year or as needs arise.
				<b>Funding Source:</b> LCFF funding	<b>Funding Source:</b> LCFF funding	<b>Funding Source:</b> LCFF funding

## 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**

**C.W. Dillard Elementary - 239**

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	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Preliminary Allocation</b> (As of: 7/1/2015)		\$0	\$0	\$0	<b>\$0</b>	\$0	\$2,400	\$3,080	\$0	\$0	\$0	\$5,480
<b>Final Allocation</b> (As of: 7/1/2015)		\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Subtotal</b>		\$0	\$0	\$0	<b>\$0</b>	\$0	\$2,400	\$3,080	\$0	\$0	\$0	<b>\$5,480</b>
1000	Certificated Personnel Contracted Staff	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
3000	Contracted Certificated Benefits	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
1000	Certificated Timesheets and Stipends	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
3000	Certificated Timesheets and Stipends Benefits	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
2000	Contracted Classified Staff Salaries	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
3000	Contracted Classified Staff Benefits	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
2000	Classified Timesheets and Stipends	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
3000	Classified Personnel Non Contracted Staff benefits	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
4000	Supplies and Non-Capitalized Equipment	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
5000	Services	\$0	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>
<b>Balance</b>		\$0	\$0	\$0	<b>\$0</b>	\$0	<b>\$2,400</b>	<b>\$3,080</b>	\$0	\$0	\$0	<b>\$5,480</b>

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

**Date**

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

Principal **Sandra Wiest**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____

