



C.W. Dillard Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(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.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

May, 2017 Parent Survey data collected
 2/7/17 ELAC input gathered regarding EL student needs
 2/22/17 and 5/15/17 SSC evaluation of 2016-17 plan and input on goals/actions for 2017-18 LCAP
 5/19/17 Leadership Team workday analyzed data on current performance and provided input on goals/actions/funding priorities for 2017-18
 8/7/17 Staff goal setting at Preservice training
 8/6/17 and 9/6/17 SSC data analysis and input on goals, action plans, and alignment of spending to address needs
 8/10/17 Back to School Night Parent Presentation
 8/23/17 Grade level analysis of SBAC data for goal setting, development of action plan, and providing input on spending priorities
 8/24/17 PTO General Meeting presentation and stakeholder input
 8/28/17 Leadership Meeting to discuss action plans and alignment of spending to target identified goals
 8/29/17 ELAC meeting participants provided input on goals and actions to address needs of EL students and parent community
 9/19/17 SSC input and final review and approval of 2017-2018 LCAP

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

1. Increase intervention resources and trainings for teachers and intervention opportunities for students to meet the goal of all students reading on grade level by the end of third grade, with additional support for intermediate students not yet reading on grade level.
2. Increase math support for K-6 students: in-class, before and after school, and during Summer School.
3. Expand EL Tutoring and Homework Club to support academic growth of EL students.
4. Participation of EL parents in EL Homework Club to provide training in how to effectively support their students at home.
5. Response to Intervention training and resources for intermediate teachers in English language arts and math.
6. Expand teachers' knowledge and skills with implementation of PLC strategies and use of common formative assessments within the cycle of inquiry.
7. Provide bullying prevention resources, support for students, and additional training for yard supervision staff.
8. Expand "All Day Every Day" attendance campaign, renaming it "Dillard All-Stars" to include other targeted skills and accomplishments.
9. Provide opportunities for EL parents to work as volunteers at school events to increase EL parent involvement and strength connections to the school community at-large.

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1: All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Increase the number of students attaining proficiency in English language arts and mathematics by 3% as measured by CAASPP. Students already meeting or exceeding standards will show growth in attaining higher levels of proficiency. Each grade level will monitor growth using common formative assessments within grade-level Professional Learning Communities.

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide instructional intervention and enrichment through in-class support, out-of-school learning opportunities, and extended day tutoring.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Response to Intervention 1.07 • Small Group Learning .49 • Reading 2nd Chance Program .50 • Reading Phonics Instruction .60 • Acceleration .68 	<ul style="list-style-type: none"> • Common formative assessments • Program assessments • Writing assessments • Products created after class discussions • SBAC • K/1 Benchmarks • Class observations

What funding source will you use?

- LCFF Suppl. Concentration \$5,840:
 - After school targeted grade level intervention in reading and math \$2,600
 - Para support/tutorial \$2,740
 - Enrichment program fees and materials (Geography Bee, Science Olympiad, National History Day, Math enrichment) \$500
- EL Supplemental: 1,000 for EL tutoring
- GATE: 3,000:
 - Coordinator Stipend \$1,000
 - Instruction by certificated teachers for after school program \$2,000
- Summer School/Extended Day Funds \$8,459:
 - Certificated-\$7,200
 - Classified Aide Support-\$1,259

Actions/Services 1.1.2

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Implementation of a WIN time model for 4th - 6th grade to support specific needs of both English Learners and English Only students.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Response to Intervention 1.07 • Small Group Learning .49 • Acceleration .68 	<ul style="list-style-type: none"> • Common formative assessments • Program assessments • Writing assessments • SBAC • K/1 Benchmarks • Class observations • CELDT

What funding source will you use?

- EL Coaching Support provided by the District
- EL Supplemental \$110: 1 subscription of Rosetta Stone

Actions/Services 1.1.3

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional development in effective instructional strategies to address student needs, with emphasis on English language arts, mathematics and science, including Response to Intervention training and regional collaboration for intermediate teachers.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Response to Intervention 1.07 • Teaching Clarity .75 • Teaching Strategies .60 • Professional Development .62 	<ul style="list-style-type: none"> • Common formative assessments • Program assessments • Products created after class discussions • Writing assessments • Class observations

What funding source will you use?

- LCFF Suppl. Concentration \$1,000: trainer stipend for RIT after school trainings for 4th-6th grade teachers
- District Professional Development Opportunities
- District CPL Funds- site coach support

Actions/Services 1.1.4

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase materials and resources to support instructional support of differentiated needs, such as Making Words, Booksource collections for leveled reading, and <u>The Next Step Forward in Guided Reading</u> by Jan Richardson.	Huebner, T (2010). What research says about . . . / differentiated instruction; Educational Leadership. Hattie, J. <u>Visible Learning</u> : <ul style="list-style-type: none"> • Response to Intervention 1.07 • Small Group Learning .49 	<ul style="list-style-type: none"> • Common formative assessments • Program assessments • Writing assessments • SBAC • K/1 Benchmarks • Class observations

What funding source will you use?

- General Fund (up to \$1500 as needed)

Actions/Services 1.1.5

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide resources such as materials, release time, and professional development to support 6th grade teachers in successfully bridging their students to 7th grade.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Professional Development .62 	<ul style="list-style-type: none"> • Course placements for 7th grade • Middle School grades: first semester • SBAC

What funding source will you use?

- LCFF Suppl. Concentration \$720: release time for 6th grade teachers to meet with Middle School teachers

Site Goal 1.2

Increase the number of students who are reading on grade level by the end of third grade. Progress will be measured through grade level common assessments, as well as through CAASPP. Third grade students meeting or exceeding standards on SBAC will increase at least 5%, from 55% to 60% on the Spring, 2018, assessment.

Metric: Content Standards Implementation

Actions/Services 1.2.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide instructional intervention in-class as well as through extended day tutoring.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Response to Intervention 1.07 • Small Group Learning .49 • Reading Comp. Programs .58 • Reading 2nd Chance Program .50 • Reading Phonics Instruction .60 • Teaching Strategies .60 	<ul style="list-style-type: none"> • Common formative assessments • Program assessments • Products created after class discussions • Writing assessments • SBAC • K/1 Benchmarks • Reading Intervention Benchmark Assessment data

What funding source will you use?

- Pre K-6 OGLR Initiative (district funds)
- District CPL Funds- site coach support

Actions/Services 1.2.2

Principally Targeted Student Group

- All • EL • Foster Youth • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional development in On Grade Level Reading for K-3rd, other Response to Intervention and early literacy trainings, as well as ongoing use of instructional coach services.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Professional Development .62 • Response to Intervention 1.07 • Micro-teaching .88 • Small Group Learning .49 • Reading 2nd Chance Program .50 • Reading Phonics Instruction .60 	<ul style="list-style-type: none"> • Common formative assessments • Program assessments • Writing assessments • SBAC • K/1 Benchmarks • Class observations

What funding source will you use?

- Pre K-6 OGLR Initiative (district funds)
- District CPL Funds- site coach support
- District Professional Development Opportunities

Actions/Services 1.2.3

Principally Targeted Student Group

- All • EL • Foster Youth • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide teacher release time to work with the instructional coach, observe effective reading practices in colleagues' classrooms, work with grade level teammates on instructional planning, and monitor/revise site goals.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Micro-teaching .88 • Teacher Clarity .75 • Teaching Strategies .60 • Professional Development .62 	<ul style="list-style-type: none"> • Common formative assessments • Program assessments • Writing assessments • SBAC • K/1 Benchmarks • Class observations

What funding source will you use?

- LCFF Suppl. Concentration \$1,820: release time for teachers

Actions/Services 1.2.4

Principally Targeted Student Group

- All • EL • Foster Youth • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase materials and resources to support literacy development and English Language arts instruction, including Fountas and Pinnell Assessment Benchmark System kits, Reading A-Z subscriptions, and other materials to support differentiation of reading instruction.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: <ul style="list-style-type: none"> • Response to Intervention 1.07 • Provide Formative Evaluation .68 • Reading 2nd Chance Program .50 • Reading Phonics Instruction .60 	<ul style="list-style-type: none"> • Data from use of Fountas and Pinnell Benchmark Assessment System/leveled readers • Common formative assessments • Program assessments • Writing assessments • SBAC • K/1 Benchmarks • Class observations

What funding source will you use?

- LCFF Suppl. Concentration \$1,318:
 - Two Benchmark Assessment Systems kits-\$1000
 - 3 subscriptions for Reading A-Z leveled readers-\$318

Site Goal 1.3

Increase the number of EL students attaining English Level Proficiency, with a 10% increase in students improving at least one CELDT level, and an increase of 10% in the number of English Learners re-designated within five years.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- Asian • EL • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase the quality and use of effective ELD strategies for targeted student groups throughout the instructional day, as well as during designated ELD instruction and extended day. Focus instruction on assessed academic and ELD needs using classroom assessment data and EL performance levels as measured by CELDT.	Kinsella, K (2012) Evidence-based principles to guide English language development in the Common Core Standards era; Center for Teacher Efficacy; San Francisco State University. Kinsella, K (2016) <u>Academic Vocabulary Toolkit</u>	<ul style="list-style-type: none"> • ELD program assessments • AVT performance data • Classroom formative assessments • Writing assessments • CELDT • Products created after class discussions • SBAC • RFEP redesignation data

What funding source will you use?

- EL Coach Support provided by the district
- District Professional Development Opportunities

Actions/Services 1.3.2

Principally Targeted Student Group

• Asian • EL • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide professional development, training/coaching support and materials/resources on designated and integrated ELD strategies.</p>	<p>Kinsella, K (2012) Evidence-based principles to guide English language development in the Common Core Standards era; Center for Teacher Efficacy; San Francisco State University.</p> <p>Kinsella, K (2016) <u>Academic Vocabulary Toolkit</u></p> <p>Hattie, J (2009). <u>Visible Learning</u> effect sizes:</p> <ul style="list-style-type: none"> • Professional Development .62 • Teaching Strategies .60 	<ul style="list-style-type: none"> • ELD program assessments • AVT performance data • Classroom formative assessments • Writing assessments • CELDT • Products created after class discussions • SBAC • RFEP redesignation data

What funding source will you use?
<ul style="list-style-type: none"> • District EL Funds • EL Coach Support provided by the district • District Professional Development Opportunities

Actions/Services 1.3.3

Principally Targeted Student Group

• Asian • EL • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Assess student EL needs annually using the state ELD assessment tool and at regular intervals using classroom formative assessment to monitor progress and refine instructional programs. Use data to target student needs, reclassify to RFEP status as appropriate, and communicate with parents.</p>	<p>Kinsella, K (2012) Evidence-based principles to guide English language development in the Common Core Standards era; Center for Teacher Efficacy; San Francisco State University.</p> <p>Hattie, J (2009). <u>Visible Learning</u> effect sizes:</p> <ul style="list-style-type: none"> • Providing Formative Evaluation .68 • Response to Intervention 1.07 • Teaching Strategies .60 	<ul style="list-style-type: none"> • ELD program assessments • AVT performance data • Classroom formative assessments • Writing assessments • CELDT • Products created after class discussions • SBAC • RFEP redesignation data

What funding source will you use?
<ul style="list-style-type: none"> • EL Supplemental \$2,600: <ul style="list-style-type: none"> ◦ Coordinator \$600 ◦ CELDT testing \$2,000

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

All teachers will operate within high functioning Professional Learning Communities, engaging in the cycle of inquiry to share best practices to improve student achievement. To support the work of PLCs, provide time and resources for teachers to analyze data, set goals, create lessons, and respond to needs as identified through use of common formative assessments.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group		
• All • School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide substitute release time, stipends, professional development materials, and coaching support as needed to support grade level PLC work.	Voelkel, R (2011). A case study of the relationships between collective teacher efficacy and professional learning communities. Hattie, J. Visible Learning: <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Professional Development .62 	<ul style="list-style-type: none"> • PLC agendas & minutes • Common formative assessments • Program assessments • Products created after class discussions • Writing assessments • SBAC • K/1 Benchmarks • Reading Intervention Benchmark Assessment data • Walk through observations
What funding source will you use?		
• LCFF Suppl. Concentration \$6,000: two release days for each teacher on each grade level team for PLC work		

Actions/Services 2.1.2

Principally Targeted Student Group		
• All • School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase materials and online resources to support needs identified by grade level PLCs.	Voelkel, R (2011). A case study of the relationships between collective teacher efficacy and professional learning communities. Hattie, J. Visible Learning: <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Teaching Strategies .60 	<ul style="list-style-type: none"> • PLC agendas & minutes • Common formative assessments • Program assessments • Products created after class discussions • Writing assessments • SBAC • K/1 Benchmarks • Reading Intervention Benchmark Assessment data • Walk through observations

What funding source will you use?

- General Fund (up to \$500 as needed)

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Increase positive interactions for all students, with emphasis on students who are at risk: low-SES, foster youth, special education, and English learners.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group		
• All • EL • Foster Youth • Low Income • School-wide • SWD		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
PBIS implementation and resources to support positive interactions	<p>Horner, Sugai, & Lewis (2015) <u>Is school-wide positive behavior support an evidence-based practice?</u></p> <p>Marzano, R (2002) <u>What works in schools.</u> (importance of safe environment)</p>	<ul style="list-style-type: none"> • Behavior Referrals • Distribution of Golden Tickets/attendance at Trading Post • MTSS forms • Suspension data

What funding source will you use?

- PBIS \$200: support materials for student acknowledgements for perfect attendance and Social Emotional Learning/Bullying Prevention program

Actions/Services 3.1.2

Principally Targeted Student Group		
• All • EL • Foster Youth • Low Income • School-wide • SWD		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide opportunities for students to increase	Schaps, E (2003). <u>The role of supportive</u>	<ul style="list-style-type: none"> • Behavior Referrals

positive interactions with other students, such as clubs and programs like NEHS, Art Club, cross-age tutoring, Yearbook staff, Pioneer Press, and lunch clubs.

school environments in promoting academic success.

Horner, Sugai, & Lewis (2015). Is school-wide positive behavior support an evidence-based practice?

- Distribution of Golden Tickets/attendance at Trading Post
- MTSS forms
- Suspension data

What funding source will you use?

- LCFF Suppl. Concentration \$500: fees and materials for NEHS; materials for other lunch clubs to support their programs

Site Goal 3.2

Decrease absences and early dismissals, especially for at-risk students. Progress will be measured by an increase in our overall attendance rate from 96.0% to 96.5%.

Metric: Attendance

Actions/Services 3.2.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Promote daily attendance through school programs such as All Day Every Day, assembly recognitions, Dillard All-Stars, and parent communications.	Chang, Bruner, & Discher (2011). Chronic elementary absenteeism: a problem hidden in plain sight. http://www.edweek.org/media/chronicabsence-15chang.pdf	<ul style="list-style-type: none"> • District attendance data • Dillard All Day Every Day monthly reports • SARB referrals

What funding source will you use?

- LCFF Suppl. Concentration \$500: supplies and materials to support student acknowledgement of attendance through Dillard All-Stars

Site Goal 3.3

Provide equal opportunities for all students to learn in a culturally responsive and physically and emotionally safe learning environment.

Metric: School Climate

Actions/Services 3.3.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide resources including assemblies, staff trainings, and curriculum to address bullying prevention and social-emotional learning.	Sugai, Horner, & Algozzine (2011). Reducing the effectiveness of bullying behaviors in schools.	<ul style="list-style-type: none"> • Behavior Referrals • Distribution of Golden Tickets/attendance at Trading Post

http://www.pbis.org/common/cms/files/pbisresources/PBIS_Bullying_Behavior_Apr19_2011.pdf

Payton J., et al (2008). The positive impact of social and emotional learning for kindergarten through eighth grade students. <http://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf>

- MTSS forms
- Suspension data

What funding source will you use?

- PBIS \$800:
 - Tony Borders Bullying Prevention Assembly- \$550
 - Timesheet hours to train yard supervisors in Choose Love strategies to promote Social Emotional Learning- \$250

Actions/Services 3.3.2

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide social skills support through services of district Mental Health Therapist and site psychologist, with assistance from other site staff on an ongoing basis.	<p>Sugai, Horner, & Algozzine (2011). Reducing the effectiveness of bullying behaviors in schools. http://www.pbis.org/common/cms/files/pbisresources/PBIS_Bullying_Behavior_Apr19_2011.pdf</p> <p>Payton J., et al (2008). The positive impact of social and emotional learning for kindergarten through eighth grade students. http://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</p>	<ul style="list-style-type: none"> Behavior Referrals Distribution of Golden Tickets/attendance at Trading Post MTSS forms Suspension data

What funding source will you use?

- District PBIS Funds for MHT and PBIS coach

Actions/Services 3.3.3

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide resources and trainings to support safety across a range of situations and environments, such as using Touch of Understanding to increase sensitivity to those with disabilities, and safe behaviors by students on the internet through trainings on	<p>Marzano, R (2002) <u>What works in schools.</u> (importance of safe environment)</p> <p>Schaps E. (2003) The role of supportive school environments in promoting academic success.</p>	<ul style="list-style-type: none"> Behavior Referrals Distribution of Golden Tickets/attendance at Trading Post MTSS forms Suspension data

bullying prevention (Stop Walk Talk) and Digital Citizenship/ Internet Safety.

What funding source will you use?

- LCFF Suppl. Concentration \$300: fees to support presentation of safety programs for parents/students

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Family and Community Engagement

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase the opportunities for parents to gain knowledge of core curriculum.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide parents with information to increase their knowledge of CCSS and how to support student learning at home through family events and a range of online and print communications.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51	<ul style="list-style-type: none"> • Parent surveys • Event sign-in sheets • Feedback from PTO meetings and Coffee Talk • PTO Parent Liaison feedback • Social media engagement & parent comments

What funding source will you use?

- LCFF Suppl. Concentration \$1,500: food and supplies for Family Learning Fun with Food family engagement night
- EL Supplemental \$400 for translation services

Actions/Services 4.1.2

Principally Targeted Student Group

- Asian • EL • Hispanic or Latino • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide parents of EL students parent education on CCSS and strategies to support their children's learning through Culture Club	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement:	<ul style="list-style-type: none"> • Parent surveys • Event sign-in sheets • Feedback from ELAC meetings

(ELAC), a regular parent meeting for EL parents.	Parental Involvement .51	
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What funding source will you use?
<ul style="list-style-type: none"> EL Supplemental \$200 for materials, food, and other resources to support parent education at Culture Club (ELAC) meetings

Site Goal 4.2

Increase parent engagement in the school culture and participation within groups/volunteer opportunities.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide families with positive events and activities at school to increase parent involvement and engagement in the school culture, such as Family Bingo Night, dances, The Art Show, Family Learning Nights, and other parent-child participatory events.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51	<ul style="list-style-type: none"> Parent surveys Event sign-in sheets Feedback from PTO meetings and Coffee Talk PTO Parent Liaison feedback Social media engagement & parent comments

What funding source will you use?
<ul style="list-style-type: none"> LCFF Suppl. Concentration \$502: supplies for Family BINGO night District FACE Grant (if awarded)

Actions/Services 4.2.2

Principally Targeted Student Group

• Asian • EL • Hispanic or Latino • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Engage parents of English Learners and other targeted groups in volunteer positions for school events to increase involvement and connection to the school culture.	In <u>Visible Learning</u> , John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51	<ul style="list-style-type: none"> Parent surveys Event sign-in sheets Feedback from ELAC meetings

What funding source will you use?
<ul style="list-style-type: none"> No additional funding needed

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

C.W. Dillard Elementary - 239

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$18,881	\$18,881	\$18,881	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	21.3752	\$0	\$2,583,264	\$2,583,264	\$2,583,264	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.5	\$0	\$46,480	\$46,480	\$46,480	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$15,171	\$0	\$15,171	\$15,171	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$29,501	\$29,501	\$29,501	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$194,110	\$194,110	\$0	\$0	\$194,110	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$10,698	\$6,000	\$1,300	\$2,002	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$4,300	\$4,300	\$4,100	\$0	\$0	\$200	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	0.75	\$0	\$35,898	\$35,898	\$0	\$0	\$35,898	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.55	\$0	\$56,987	\$56,987	\$56,987	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.375	\$0	\$139,027	\$139,027	\$139,027	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3	\$0	\$161,716	\$161,716	\$161,716	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9508 Community Foundation	0	\$725	\$0	\$725	\$725	\$0	\$0	\$0	\$0

Totals	30.5503	\$15,896	\$3,294,164	\$3,310,060	\$3,069,550	\$6,000	\$232,308	\$2,202	
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Signatures: (Must sign in blue ink)

Date

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

Principal **Sandra Wiest**
 School Site Council Chairperson **Denise Carter**
 EL Advisory Chairperson **Virginia Cortes**

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_____	_____
_____	_____

