



C. W. Dillard Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Trina Keating

County-District-School (CDS) Code: 34673146033039

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

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

IV. Goals, Action Plans and Progress Monitoring

C. W. Dillard Elementary | Focused Work: 2026-2027

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. 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?

Dillard administration met with stakeholder groups throughout the 2025 - 2026 school year to review student outcomes, evaluate the effectiveness of our plan, and to make modifications in order to improve student progress. This analysis and discussions were held at the following staff meetings: December 15, February 2, March 2, and April 13. Leadership meetings engage in data analysis and goal setting on December 8, January 20, February 10, and April 6. Dillard School Site Council reviewed data and evaluated the effectiveness of the plan on September 23, December 4 which combined the areas for evaluation/discussion for the winter and first spring meeting, January 21, and April 15. ELAC provided feedback during their meetings held on November 5, February 11, and April 28. The 2025 Parent, Student, and Staff School Climate and 2025 LCAP Needs Assessment survey data also contributed to completion of the school plan.

2. Impact of LCAP and Annual Update

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

The evaluation validated the strength of our intervention programs and positive behavior supports through the MTSS process that is part of our PBIS program. During 2025 - 2026, we implemented AVID across all grade levels, with a high degree of fidelity and strong impact on student performance. We will extend our implementation of AVID strategies, adding regional vertical articulation with the middle school incorporating AVID coach support. During the 2026 - 2027 school year we will increase resources to provide differentiated practice, including using an online program to target ELA skills/areas of growth for each student. We will also focus EL resources on providing differentiated instruction during the day using push-in and pull-out aide support. In response to the desire to increase enrichment opportunities, we will allocate funds to increase school assemblies to extend learning outside the classroom.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1: High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: • A-G Completion - Percent of Graduates Completing A-G Requirements • AP/IB Exams - Percent of Graduates Passing an AP/IB Exam • CAASPP (ELA, Math, Science) - Distance from Standard • CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded • CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence • Progress toward English Proficiency - Percent Increasing ELPI Level • Reclassified - Percent of English Learners Reclassified • Test Participation Rate on Districtwide Assessments
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Site Goal 1.1

Increase the % of students meeting/exceeding standards in ELA and math.

English Language Arts:

Overall, students who meet or exceed standards in English Language Arts (ELA) will increase from from 68% to 70%.

- Hispanic students will increase from 63% met or exceeded to 66%
- Socio-Economically Disadvantaged (SED) will increase from 62% met or exceeded to 65%

Mathematics:

Overall, students who meet or exceed standards in math will increase from 51% to 54%.

- Hispanic students will increase from 37% met or exceeded to 40%
- Socio-Economically Disadvantaged (SED) will increase from 46% met or exceeded to 49%

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Targeted Student Group(s)

- All

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Tier 1 Supports AVID/High Quality Instruction (HQI) • Provide opportunities for teachers to attend AVID/HQI professional learning workshops. • Grade level teams set specific AVID goals, choosing one AVID strategy as the focus area each trimester. • Using a continuous improvement model, AVID team meets three times during the year (August, January, May) during release days to create and implement a year-long plan for schoolwide AVID implementation. • Provide time at staff meetings for teachers to collaborate on the implementation of AVID/HQI strategies. • Professional development provided by District coaches focusing on active participation, learning targets, writing, DOK/Costa questioning, and other HQI strategies. • AVID culture promoted through Showcase Walks highlighting student work. Professional Learning Communities (PLC) • Teachers determine target students not working at grade level based on Illuminate data, with Tier 1 intervention provided in the classroom along with AIT support. • Teachers collaborate to analyze data, develop instruction utilizing high quality instruction and AVID strategies, and to plan specific interventions for target students. Tier 1 Interventions, Trainings and Resources • Plan year-long professional development	Tier 1 Supports AVID/High Quality Instruction (HQI) • Admin and AVID Coordinator will collect classroom data each trimester matched to grade level AVID goals to determine whether students in each class are applying the AVID strategies taught. Data will be shared with teachers, the AVID Coordinator, and administration. • Admin will give feedback following their fall and spring classroom observations. Data will be shared with teachers. Professional Learning Communities (PLC) • Administration and grade level teams will review TK-6th grade Illuminate data four times during the year--after pre-assessments are completed and then at the end of each trimester--to ensure students are working towards meeting or exceeding grade level standards. • Grade level teams will meet at the end of each trimester during schedule meeting time to analyze Illuminate interim data to determine if intervention plans were effective at addressing identified needs of target students to improve academic performance. Teams will develop instructional plans to address continuing or newly-identified needs. Students in need of intervention beyond the classroom will be referred to AIT or an RFA will be submitted to the MTSS Tier 2 team. Tier 1 Interventions, Trainings and Resources • Once each trimester at grade level PLCs and/or staff meetings teachers will review learning target examples that they bring as examples and samples drawn from	

with site instructional and other district coaches as it relates school goals such as Learning Targets and Active Participation in order to deepen implementation of the Instructional Framework. • Provide release time for teachers to engage in professional development and classroom observations to enhance and deepen instructional skills. • Provide release time for the site Leadership team to collaborate on a school plan to create high-quality instructional opportunities (e.g. assemblies, school activities, family educational nights) for TK-6th grade students. • Differentiated intervention provided by the teacher utilizing a range of Tier 1 strategies for 1-1 and small group intervention, as well as use of online resources to individualize independent support with the goal of all students progressing towards meeting grade level reading and math standards. • Teachers utilize materials and resources to support reading and math instruction and intervention. We will purchase allowable, reasonable and necessary supplies and resources to complete the action plans for this goal. • Provide resources to increase students' reading volume and motivation, to improve equity, and to increase access to library resources by increasing our librarian's hours and by expanding our library collection. Supplemental/Concentration funds Materials: \$3,120 Contracts: \$13,316 Certificated Timesheets: \$6,072	FONT walk throughs done by administrators with the goal of refining skills at writing learning targets and incorporating them within instruction. • After developing AVID goals and selecting one AVID strategy as a focus for the year, use the continuous improvement model to review implementation in January and April with the goal of improving implementation. • Survey students regarding the use of library resources to determine if they have ample opportunities to access material that matches their needs and interests.	
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Site Goal 1.2

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Classroom teachers will administer Illuminate assessments to all students. - Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL Teachers in Grades K - 2 are released four times during the year to complete Illuminate assessments: at the start of the year for pre-assessment and at the end of each trimester. Teachers in Grades 3 - 6 are released four times during the year with a floating sub to complete fluency assessments: at the start of the year for pre-assessment and at the end of each trimester. Provide release time for teachers to analyze the interim assessments with their team to determine next instructional steps. Grades 3-6 classroom teachers will administer CAASPP assessments to students under the supervision of the CAASPP coordinator. The Level 4 classroom teacher will give the CAA assessment to eligible students. The initial and summative ELPAC assessments will be given by a time-sheeted test administrator and Administration. EL supplemental funds Certificated timesheets: \$3,105 Supplemental/Concentration funds Certificated timesheets: \$15,558	Progress Monitoring - Administration will review TK-6th grade Illuminate data four times during the year--after pre-assessments are completed and then at the end of each trimester--to ensure that all required assessments are completed by at least 95% of students. - Administration will run reports monthly to ensure all students in need of the initial ELPAC have completed the assessment. This information will be shared with staff. - Administration will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA and at least 95% of EL students have completed the ELPAC or alternate ELPAC. - Assessment information will be shared with staff.	Evaluation

Site Goal 1.3

Using ELA benchmark assessments, the number of students scoring proficient will increase:

- For **letter sounds**, **80% of kindergarten students** will score **proficient** at each of the three trimester benchmark assessments.
- For **decoding**, **80% of kindergarten students** will score **proficient** at the 2nd and 3rd trimester benchmark assessments.
- For **phonics**, **80% of first grade students** will score **proficient** for each of the three trimester benchmark assessments.

- For **fluency, 80% of 2nd - 6th grade students** will score **proficient** for automaticity (words correct per minute) with a 95% or higher accuracy score.

Metric: Formative Assessment

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
AIT (General Funds) • Academic Intervention Teacher will collaborate with classroom teachers to analyze assessment data to determine students who will receive interventions from AITs. • AIT and classroom teachers reassess formally every four to six weeks using Illuminate assessments and other diagnostic assessments as needed. • Use ongoing formative assessment data as well as six-week formative assessments to determine who continues and who exits the program. Instructional Intervention • Teachers will provide Tier 1 intervention in core subject matter during the school day using High Quality Instruction and curriculum. • Provide push-in/pull-out Intervention by para educators under the direction of AIT to target intervention needs in small groups formed to math and ELA needs. • Provide Extended Day tutoring by teachers for target students who have not mastered grade level standards. • Provide homework support during Extended Day through Homework Club available 30 minutes 4 times a week utilizing aides directed by classroom teachers and supervised by administration.	AIT (General Funds) • AIT and classroom teachers will review and analyze Illuminate data to determine if students are progressing towards the goal of 80% proficient. Instructional Intervention • Grade level PLCs will meet at least monthly, to analyze Illuminate data and common assessments to determine the impact of that month's focused strategies and instructional practices. • Admin will conduct walkthroughs to collect data on implementation of the focused strategies and instructional practices. Data will be shared at leadership meetings and discussed at staff meetings. Assess various aspects of student impact on learning, engagement, and overall educational experience. • Gather feedback from students about their experiences on field trips and assemblies including what they learned, how it enhanced their understanding of classroom topics, and their overall enjoyment	

Tier 2 Supplies and Materials

- **Provide funding for District-approved supplemental curriculum and resources** to support instruction and intervention, including the implementation of AVID and technology contracts.

Provide funding for education based field trips in connection to district adopted curriculum and CCSS.

Schedule schoolwide assemblies for TK-6th grades focused on content standards for ELA, science, social studies, SEL, and/or VAPA.

Teachers will collaborate with Learning Center teachers to discuss the progress of students with disabilities. They will analyze assessment and observational data to ensure adaptation plans are being implemented in support of their students and goals are appropriate to student needs.

Supplemental/Concentration funds

Materials: \$500

Contracts: \$2,500

Classified Timesheets: \$10,000

Certificated Timesheets: \$1,320

Site Goal 1.4

Implement the instructional framework with increasing consistency

- Implementation of effective **Learning Targets** will increase from **76.8% to 80%** measured by the Teaching and Learning Program Implementation Continuum (PIC).
 - Font implementation data will increase from **57.0% to 60.0%**
 - Student survey data regarding whether their teacher explains what will be learned and why will increase from **84.5% to 87.5%**.
 - Teacher survey data regarding current level of implementation of learning targets will increase from **78.4% to 81.4%**.
- Implementation of **Active Participation** will increase from **79.9% to 82.9%** measured by the Teaching and Learning Program Implementation Continuum (PIC).
 - Font implementation data will increase from **62.3% to 65.3%**
 - Student survey data regarding if their teacher expects all students to participate every day will increase from **84.5% to 87.5%**.
 - Teacher survey data regarding current level of implementation of active participation will increase from **88.2% to 91.2%**.

Metric: Learning Targets

Action 1.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Analyze Dillard's PicSee data to develop a sitewide plan for the implementation of EGUSD's Instructional Framework. - Based on site data, we will continue to focus on Learning Targets and Active Participation. - Teachers will also continue to implement success criteria, student talk, formative assessment, and feedback - Increase FONT walkthroughs to 5 times per week by both administrators to gather data and provide feedback to teachers. - Email teacher feedback after each FONT walkthrough to support teacher growth in implementation of learning targets as part of instruction. - Provide time at staff meetings to discuss FONT walk through data in connection to Learning Targets and Active Participation. - Provide professional development opportunities on the topic of Learning Targets and Active Participation for teachers, led by the coaching team: CPL, EL, and Equity.	Progress Monitoring The Principal and Vice Principal will review classroom walkthroughs and completed FONT observations biweekly. The data around Learning Targets and Active Participation will be shared bi-monthly at a staff meeting. Grade level teams will have the opportunity to create an action plan based on their grade level's implementation data. The student survey data regarding "whether their teacher explains what will be learned and why" and "if their teacher expects all students to participate every day" will be analyzed and compared to the previous year at a staff meeting. During the bi-monthly staff meetings, the three questions asked of students during the Font Observations will be analyzed to determine student understanding of Learning Targets. The teacher survey data regarding "current level of implementation of learning targets" and "current level of implementation of active participation" will be analyzed and compared to the previous year at a staff meeting.	Evaluation

Site Goal 1.5

For the 2026-2027 school year, the percentage of our Multilingual Learners making adequate progress towards English language proficiency will increase from **48% to 51%** as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- Multilingual Learners making progress by one level on the Summative ELPAC will increase by from **38.1% to 41.1%**.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.5.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Develop a plan for the implementation of Designated ELD. • This plan will include a schedule for Designated ELD for each grade level • Classroom teachers will identify Multilingual student needs in the areas of Listening, Speaking, Reading, and Writing based on analysis of ELPAC scores and Illuminate data • Classroom teachers will group Multilingual students based this analysis • Teams will identify curriculum and strategies to utilize during Designated ELD Grade Level teachers will be provided MLE coach led professional learning on both Designated and Integrated ELD instruction. • Provide teachers the understanding needed to increase the use of ELD strategies during designated and integrated instruction Admin will serve as EL Coordinator - planning and holding ELAC meetings, attending DELAC and District EL Coordinator meetings, overseeing ELPAC, and supporting and monitoring staff in meeting the needs of EL students. • provide translators and purchase materials and refreshments for ELAC meetings. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal. EL Supplemental Funds: Materials and Supplies: \$500	Progress Monitoring Grade level PLCs will meet at least once a month to analyze Illuminate data and common assessments focusing on English proficiency towards reading, writing, listening, and speaking grade level standards to determine the impact of Designated ELD strategies and instructional practices on student achievement. Admin will conduct walkthroughs to collect data on implementation of targeted instruction during Designated ELD. ELPAC summative scores will be analyzed when released. Reclassification rates will also be used to determine effectiveness of these action items. Data will be shared at leadership meetings and discussed at staff meetings. Administrators will analyze LCAP needs survey and school climate survey data and share with staff. This information will be shared with staff, SSC and ELAC.	Evaluation

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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:
Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	Students need high quality programs and services driven by assessment, data analysis, and action as measured by: - African American Disparity - Homeless Student Disparity - Native American Disparity - Students with Disabilities Disparity - Students in Foster Youth Disparity

Site Goal 2.1

During the 2026-2027 school year, Dillard Elementary will improve the educational experiences and outcomes for Students with Disabilities in the following area:

- **Chronic absenteeism** decreasing from from **23.1% to 20.8%** as measured by the California Dashboard.

Metric: Students with Disabilities Disparity

Action 2.1.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
At the beginning of the school year, Admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year. Establish a system of support and action steps with RAIT and admin for students in danger of becoming chronically absent. Partner with the FACE department to connect with families of students with disabilities to identify needed supports to help improve attendance. Develop a plan to encourage and reinforce regular attendance. • Teachers will work with students to set individual goals and celebrate positive attendance • The IEP team will work on developing attendance goals for students with an active IEP and high levels of absenteeism.	Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community. The IEP team will progress monitor the attendance goals each trimester to determine if students are making progress towards meeting their goals.	

Action 2.1.2

Targeted Student Group(s)

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Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

Site Goal 2.2

During the 2026-2027 school year, Dillard Elementary will improve the educational experiences and outcomes for Students with Disabilities in the following area:

- English Language Arts** scores will increase from **24% to 26%** of our students with disabilities meeting or exceeding standards on the state CAASPP assessments.
- Math** scores will increase from **12% to 17%** of our students with disabilities meeting or exceeding standards on the state CAASPP assessments.

Metric: Students with Disabilities Disparity

Action 2.2.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Develop a plan to connect skills students are working on in the Learning Center to grade level learning in the classroom. - Learning Center teachers will meet with General Education classroom teachers at the beginning of the school year to discuss students' IEP goals and adaptation plans. - Provide teachers resources they can	Progress Monitoring - Learning Center teachers will create reports outlining student progress toward IEP goals, highlighting areas of strength and areas needing improvement each trimester. Teachers will share that information with families and determine what classroom interventions will meet the students' needs. - Classroom teachers will utilize classroom	Evaluation

utilize with students with disabilities that allows them to work on the same, or similar, standard as their classmates. • Provide teachers with PD related to individualizing classroom work and on grading practices for students with disabilities. • Learning Center teachers will regularly meet with classroom teachers during PLC meetings to discuss student progress, collaborate on classroom work that connects to Learning Center work, and discuss student grades. Develop a plan with Learning Center teachers to prepare students for state assessments. • Learning Center teachers will ensure appropriate accommodations and supports are included in each student's IEP • Throughout the school year Learning Center teachers will utilize CAASPP Practice Tests and other resources to teach students how to access test taking supports and provide opportunities for students to become more familiar with the testing format.	assessment data to monitor student progress each trimester and use Tier 1 interventions to support student learning. • To monitor the effectiveness of PD, collect feedback mid year and at the end of the year from teachers to assess the relevance and impact of professional development sessions. Admin will conduct observations to see how new strategies are implemented in the classroom setting. Using the feedback and observational data, Admin and staff will determine areas of need for further PD. • Admin will gather CAASPP data. This information will be shared with staff at staff meetings. Based on the data, grade level teams will determine best Tier 1 interventions/supports in ELA and Math.	
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Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1

Our goal is to increase Dillard's positive culture and climate from **78% to 80%** (Perspective Survey from the student survey).

Metric: School Climate - Average Favorability Rating

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Continue to increase positive culture and climate and promote SEL campus wide. Social Emotional Learning (SEL) • Reinforce our schoolwide theme "Be Here. Be You. Belong. Dillard School Belongs to All of Us" through schoolwide activities. • Six times a year, admin and classroom teachers reinforce the character focus drawn from Character Strong, Character	Progress Monitoring Social Emotional Learning (SEL) • August-May, the Leadership team reviews the effectiveness of SEL strategies implemented: a reduction in behavioral incidents recorded in Synergy, surveys given to teachers on the frequency of Community Circles and Character Strong implementation as well as observational evidence of effectiveness on classroom climate. • Give students a survey in November and	Evaluation

Counts, and other SEL programs. - Teachers continue to implement Community Circle, the structure which will incorporate SEL lessons drawn from SEL curriculum. - Schedule Showcase Walks six times during the year to showcase AVID, academic content, and SEL themes under our thematic umbrella, Be Here. Be You. Belong. PBIS - August-May, reinforce PBIS routines and rules within the classroom, at the Friday Round-Up Assemblies, and during morning announcements. Provide release time for the Spirit/School Culture Team to plan PBIS focused Round-Up assemblies 3 times a year (half days). - August-May, recognize positive behaviors using Dillard Dollars with rewards given out at The Dillard Trading Post at least once each month. - August-May, promote positive behaviors using signage displayed throughout the school. - August-May, provide training in restorative practices and positive behavioral interventions to the Tier 1 team and staff with specific training in strategies in providing positive behavioral interventions for Students with Disabilities and low-SES students. Provide training of classified staff (i.e. campus supervisor, paraeducators, office staff, etc.) in the foundational elements of Restorative Practices that mostly align to their job duties through the support of Equity Coaches and Admin. - August-May, promote positive school culture with an emphasis in bullying prevention through an assembly targeting this issue and teaching students effective bully prevention strategies. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal. Supplemental/Concentration funds Materials: \$234 Classified timesheets: \$1,000 Certificated timesheets: \$1,584	March on their perspective around the school climate. Address specific areas of concern (i.e. hands on, inappropriate language, bullying, etc.) based on students' perspectives. - Reviewing the Student Climate Survey for the overall favorability towards school will be used to determine the effectiveness of SEL strategies implemented during the 2025 -2026 school year (Perspective Survey). PBIS - August-May, the Tier 2 team meets to review and address individual student needs (academic, behavioral, social/emotional) reported through the MTSS process. - Results of the Tier 1 and Tier 2 Tiered Fidelity Reviews will be reported to staff and shared with parents - At the end of the year, review behavioral data from Synergy and data drawn from social groups and classroom interactions to determine the effectiveness of SEL program implementation.	
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Site Goal 3.2

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data using yellow yard cards to record incidents. During the monthly meetings, share concerns or progress made with administration and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	

Funding Sources for District Goal 3

Funding Source	Amount	Description of Use
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Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4:	District Needs and Metrics 4:
Family & Community Engagement	Students need parent, family and community stakeholders as direct partners in their education as measured by:
All students will benefit from programs and services designed to inform and engage family and community partners.	• Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent

Site Goal 4.1
For the 2026-2027 school year, maintain the percentage of parents indicating they feel welcome to participate at 95% while improving the parents' overall favorability percentage from 93% to 95%
• Participation in the EGUSD Parent Perspective Survey will increase from 100 to 110 total parent/guardian respondents, a 10% increase.
Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
August 2026 - May 2027 provide home/school communications on a regular basis. • Utilize Talking Points and School Messenger to share information in multiple languages • Utilize FACE Department resources to assist families in how to use various communication options, such as Talking Points and Synergy Parent Vue • Develop other methods for communicating school information with families, such as Dillard Newsletter and additional signage August 2026 - May 2027 provide family events and activities to build relationships with our families and community. • Provide informational events for families focused on topics identified by families, such as EL support, technology, curriculum, parenting classes • Timesheet site staff to plan for and participate in family/ community events • Possible events include Art Nights, Coffee Talks, Family Picnics, Literacy Night, STEM night • Provide opportunities for families to check books out from the library while students are off track • Promote and celebrate our multicultural heritage through events and programs. August 2026 - May 2027 provide interpreters for meetings, conferences, Back to School Night, ELAC meetings, and family information events. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.	Teachers and school office assistants will monitor parent use of Parent Vue at the start of the year to identify families that do not have at least one parent signed up and will communicate with them to ensure that all families have access to this communication tool. School secretary will track attendance at family events using sign in sheets. Also, parents will be asked to provide feedback. Send families a survey in November and March on their perspective around the school climate. Address specific areas of concern (i.e. do they feel welcome to participate, do they feel their child is challenged, what types of activities would they like to see at school etc.). Admin will analyze perspective data and the LCAP needs survey data. This information will be analyzed at leadership meetings and shared with staff.	

Supplemental/Concentration funds: Materials/Supplies/Contracts: \$500 EL Supplemental funds: Materials/Supplies: \$352		
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Site Goal 4.2

By May of 2027, Chronic absenteeism will decrease from 12.4% to 10.0%, for all students as measured by the California Dashboard.

Orange Designation:

- Socioeconomically Disadvantaged from 17.7% to 14.7%
- Hispanic from 16.8% to 13.8%
- Students with Disabilities from 23.1% to 20.1%

Yellow Designation:

- English Learners from 11.6% to 10.0%
- White from 10.5% to 9.5%

Metric: Percent Chronically Absent

Action 4.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
August 2026 - May 2027, teachers will actively connect with students and build relationships. • Teachers will utilize SEL instruction, Character Strong, to build relationships with students. • classes will hold morning meetings/community circles to build a sense of community in the classroom. • Teachers will implement Restorative Practices.	Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community.	

August 2026 - May 2027, communicate with families in multiple ways regarding our absence policy, including information about policies when students are sick, and communicate why it is important that students attend school. August 2026 - May 2027, establish a system of support and action steps with RAIT, admin, counselor for students in danger of becoming chronically absent. August 2025 - May 2026, build on the current attendance incentive program to celebrate students and classes showing positive attendance. • Using the district provided sandwich board, display the daily attendance percentage, lates, and early dismissals (percentage for the previous day) and chronic absentee (for the year). • Admin to go into each classroom on Mondays to spin the wheel of Attendance. The student number chosen will get a prize from the prize cart. Classes with 100% attendance that day will get an extra spin. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.		
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Action 4.2.2

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$0

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$22,950	\$0	\$1,584	\$0	\$24,534
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$10,000	\$0	\$1,000	\$0	\$11,000
Materials/Supplies/Equipment	\$3,620	\$0	\$234	\$500	\$4,354
Contracts/Services/Subscriptions	\$15,816	\$0	\$0	\$0	\$15,816

Supplemental/Concentration (7101/0000) Total: \$55,704

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$3,105	\$0	\$0	\$0	\$3,105
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$500	\$0	\$0	\$352	\$852
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$3,957

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.

N/A

V. Funding

C. W. Dillard Elementary (239) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$55,704	\$52,386	\$0	\$2,818	\$500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$3,957	\$3,605	\$0	\$0	\$352	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,661	\$55,991	\$0	\$2,818	\$852	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$59,661