



C. W. Dillard Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Sandra Wiest

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, Actions and Services

C. W. Dillard Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 521)

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.
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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 2022 - 2023 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: August 29, November 7, January 23, March 6, and April 4. Leadership meetings engages in data analysis and goal setting on April 10 and April 17. Dillard School Site Council reviewed data and evaluated the effectiveness of the plan on

October 6, December 1, February 23, and April 28. ELAC provided feedback from their Winter ELAC meeting on February 3. The 2022 Parent, Student, and Staff School Climate and 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. Due to the success of AVID implementation in Grades 5-6, this program will be expanded schoolwide in the 2023 - 2024 school year. We noted areas for targeted improvement are creating structures for consistent implementation of social emotional learning instruction, as well as increasing home-school communication.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our needs analysis revealed a resource inequity regarding extended day academic assistance for EL students. In 2023 - 2024 funds are allocated for extended day tutoring/homeworks support.

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:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1 (SiteGoalID: 6203) (DTS: 02/10/23)

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

English Language Arts:

Overall, students who meet or exceed standards in English Language Arts (ELA) will increase from 60% to 70%.

Very Low Category:

- Hispanic students will increase from 43% met or exceeded to 55%
- Socio-Economically Disadvantaged (SED) will increase from 45% met or exceeded to 58%

Low Category:

- Students with Disabilities (SWD) will increase from 18% met or exceeded to 35%

Mathematics:

Overall, students who meet or exceed standards in math will increase from 50% to 60%.

Very Low Category:

- Hispanic students will increase from 38% met or exceeded to 50%
- Socio-Economically Disadvantaged (SED) will increase from 34% met or exceeded to 50%

Low Category:

- Students with Disabilities (SWD) will increase from 19% met or exceeded to 35%

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.1.1 (SiteGoalID: 6203) (DTS: 02/10/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>AVID/Classroom Instruction (Tier1)</p> <ol style="list-style-type: none"> 1. Teachers provided training prior to the start of the year through AVID Summer Institute. 2. Promote AVID strategies schoolwide through Kickoff activities schoolwide and in the classroom during the first week. 3. Grade level teams will set specific AVID goals, choosing one AVID strategy 	<p>AVID/Classroom Instruction (Tier1)</p> <p>AVID Actions 1 - 6, 13, 16, 17:</p> <ul style="list-style-type: none"> • 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. 	<p>1.</p>

as the focus area each trimester, using grade level time to share/analyze data and plan instruction.

4. Teachers will bring samples of AVID student work to staff meetings for discussion and vertical articulation. AVID will be highlighted at the start of each staff meeting.
5. AVID culture will be promoted through posted signs and students work that will be shared and celebrated during Showcase Walks. Positive AVID messages will also be incorporated into Roundup messages and morning announcements.
6. Professional development will be provided by District AVID coaches once each trimester focused on strategies that can be implemented schoolwide starting the next day.
7. Teachers pre-assess math and ELA skills using Illuminate assessments and determine student needs as they develop instructional plans. K-2nd teachers will be provided half-day release at the start of the year for ELA pre-assessments and then at the end of each trimester for completion of Illuminate interim assessments. 3rd - 6th will have a half-day of release time to assist with initial Illuminate pre-assessments.
8. At the start of the year, grade level teams analyze CAASPP and Illuminate data at grade level meetings to develop instructional plans.
9. Teachers determine target students not working at grade level, with intervention provided in the classroom and using AIT support.
10. Teachers work together as grade level teams weekly during Early Out, as well as monthly during half-day release time to analyze data,

- AVID coaches will give feedback following their fall and spring classroom observations. Data will be shared with teachers, the AVID Coordinator, and administration.

Classroom Instruction (Tier1)

Actions 7 - 12, 14, 15:

- Grade level teams will meet at the end of each trimester during schedule meeting time to analyze 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 RTA will be submitted to the MTSS Tier 2 team.

AIT (Tier 2)

Actions 1 - 8:

- AIT and Admin will collect implementation and progress data.
- Data collected will be feedback on materials and the intervention schedule, as well as Illuminate data, classroom performance data, and assessment data from the intervention program.
- Data will be collected every six week.

Action 9:

- Data is shared with admin, the MTSS Tier 2 team, the classroom teacher, and parents when incorporated within parent-teacher conferences.

Actions 10 - 11:

develop instruction utilizing high quality instruction and AVID strategies, and plan specific interventions for target students.

11. Provide extended day tutoring/homework help for EL students to accelerate closure of learning gaps.
12. Leadership team meets monthly to plan specific focus for Early Out and half-day release time, as indicated by data reviewed during the previous month and grade level-determined needs.
13. Throughout the year, teachers will engage in additional trainings to enhance and deepen instructions skills. For SCOE AVID trainings, eight teachers will attend two trainings each. Teachers will also be encouraged to take part in LETRS and other district trainings focused on math and ELA.
14. Teachers utilize materials and resources to support reading and math instruction and intervention. These include but are not limited to Reflex Math, Reading A-Z, and AVID materials.
15. Provide additional time for our librarian that will allow her to increase student contact time in the library to improve reading motivation and volume.
16. At the end of the year, teachers will evaluate the effectiveness of their instructional program and AVID implementation during an additional half-day release.
17. Teachers will extend and deepen AVID skills by attending the AVID 2024 Summer Institute.

AIT (Tier 2)

1. Determine entrance and exit criteria for each grade level

- AIT and admin will review data collected by the AIT at 6-8 week intervals to evaluate the program and make adjustments throughout the year. At the end of the year, they will review the effectiveness of the program and make adjustment to the AIT program for the 2024-25 school year.

- at each trimester.
2. Identify students in need of intervention using Illuminate data and entrance criteria.
 3. Form intervention groups and intervention schedule.
 4. Utilize AIT along with part time certificated teacher and aides to provide intervention.
 5. Determine curriculum and strategies for targeted students.
 6. Communicate plan to teachers and get their input.
 7. Reassess formally every six weeks using Illuminate assessments and other diagnostic assessments as needed.
 8. Use ongoing formative assessment data as well as six-week formative assessments to determine who continues and who exits the program.
 9. Use MTSS referrals and end of trimester Illuminate data to identify students who need to be added to the program.
 10. Use student assessment data to evaluate effectiveness of the program and adjust the program as needed to increase effectiveness.
 11. Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness.

Site Goal 1.2 (SiteGoalID: 6208) (DTS: 02/10/23)

For students working at or above grade level proficiency in ELA and math as measured by grade level common assessments, increase the number of students engaged in enrichment activities that raise achievement in core content areas and development of skills that will make students college and career ready. The number of students involved in PACE, NEHS, and other accelerated programs during the 2022 - 2023 school year will be used as a baseline, with the goal of increasing the participation of students at or above grade level by 10%, with an emphasis on increasing the participation of students in targeted subgroups such as EL, African American, Foster Youth, and Low Income, by at least 10%.

Actions/Services 1.2.1 (SiteGoalID: 6208) (DTS: 02/10/23)

Targeted Student Group(s)

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Determine students who have achieved grade level mastery in reading and math through analysis of pre-assessment data gathered at the start of the year using grade level assessment data, with particular focus on EL, African American, Foster Youth, and Low Income students. 2. Invite these students to participate in accelerated programs, such as PACE and NEHS. Programs will provide content area enrichment, especially in STEM fields, as well as leadership. Learning opportunities will take place throughout the year on a weekly basis through extended day learning activities. Focus will be given to increasing involvement of our target groups: English learners, foster youth, low income, Hispanic, African American students, and students with disabilities. 3. Along with the work above, the GATE Coordinator will work with classroom 	<p>Actions 1 - 2:</p> <p>Site administrator and GATE Coordinator will monitor involvement of students achieving above grade level to review progress as students develop higher order skills twice during the year, at the midpoint and then at the end of the year. GATE Coordinator will analyze the results of GATE identification and monitor acceleration program involvement matched to their needs.</p> <p>Action 3:</p> <p>GATE Coordinator will monitor GATE referrals, reaching out to teachers at the start of the school year for potential GATE candidates, enlisting teachers involvement in the process of GATE identification for a great number of students during the year.</p>	

<p>teachers to identify students with gifted potential for GATE identification and support them as they complete the identification process, increasing the number of students qualifying for GATE. The GATE Coordinator will be paid a stipend of \$1000.00.</p> <p>4. Provide materials as needed to accelerate needs within the classroom to address specific needs in reading, writing, and math.</p>		
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Site Goal 1.3 (SiteGoalID: 6213) (DTS: 02/10/23)

Provide opportunities for students to develop their organization, writing, public speaking, communication, collaboration, and critical thinking skills.

Metric:

Actions/Services 1.3.1 (SiteGoalID: 6213) (DTS: 02/10/23)

Targeted Student Group(s)

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Implement a media production program with a dedicated staff member to provide systematic media production instruction. This instruction, aligned with the ELA standards, will include lessons on:</p>	<p>1. Maintain participation of at least 20 students in 4th - 6th grades, with students regularly engaged in trainings and production of videos to share with the school</p>	

<ul style="list-style-type: none"> identifying audience script writing using footage to best communicate ideas revising work to improve quality <p>2. Students will work collaboratively and build organization, writing, communication, and critical thinking skills to promote college, career, and life readiness. Particular attention will be given to including students from target groups in the program: EL, African American, Foster Youth, and Low Income.</p>	<p>2. Effectiveness of the program will be measured by increases ELA scores on CAASPP for participating students. It will also be measured through student completion of work shared across classrooms and submitted to the SEVA competition in 2024.</p>	
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Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$1240	Certificated- Timesheets
EL Supplemental (7150/0000)	\$800	Classified- Timesheets
GATE (7105/0000)	\$2897	Certificated- Timesheets
GATE (7105/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$46680	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$16000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$5928	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Other (Site-based/Local assessment)
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Site Goal 2.1 (SiteGoalID: 6789) (DTS: 01/01/10)

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

Actions/Services 2.1.1 (SiteGoalID: 6789) (DTS: 03/31/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<ol style="list-style-type: none">1. Teachers in Grades K - 2 will be provided with a half-day of release time at the start of the year to assist with completion of district pre-assessments. They will also have half-day substitute support at the end of each trimester to complete and analyze data.2. Teachers in Grades 3 - 6 will be provided a half-day of release time at the start of they year to support their completion of reading and math Illuminate pre-assessments.3. Data from district assessments will be analyzed by grade level teams and used for instructional planning and development of intervention plans for target students during monthly half-day grade level release time.	<ol style="list-style-type: none">1. Administration will review K-2 data four times--after pre-assessments are completed and then at the end of each trimester-to ensure that all required assessments are completed.2. After teachers in Grades 3-6 complete required pre-assessments, administration will review Illuminate reports to ensure that all required assessments have been completed.3 and 4. Administration will review Illuminate completion data four times during the year to monitor the completion rate at each grade level. Results will be reported to the Leadership Team and to Student Site Council to evaluate site success at achieving the goal of 95% completion rate of all required district assessments.	

<p>4. Administration will review data on the percent of students at each grade level who have completed Illuminate assessments during the first month and then at the end of each trimester to track progress at achieving the 95% completion goal.</p>		
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Site Goal 2.2 (SiteGoalID: 6210) (DTS: 02/10/23)

Monitor the English language development of EL students with the goal of all EL students achieving growth of at least one performance level on the 2024 ELPAC as compared to 2023 scores and to increase from 50% to 55% attaining English proficiency. This will be achieved through effective ELD instructional practices provided daily within whole group and designated small group instruction.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6210) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Teachers analyze 2022 ELPAC scores and initial pre-assessments at the start of the school year to determine EL students' specific English development needs. 2. Teachers will develop and implement designated ELD instructional plans to meet specific students needs, with 	<p>Actions 1 - 5:</p> <ul style="list-style-type: none"> • After forming initial ELD instructional groups at the start of the school year, teachers will monitor EL students' ELD development on a weekly basis during designated ELD instruction to ensure growth in areas of need, as identified through 	

<p>no supplemental funds used to support this instruction because it is a core program already supported through district funds.</p> <ol style="list-style-type: none"> ELD strategies will be incorporated throughout the day within reading, math, and content area instruction. Teachers will use formative assessments to monitor EL development throughout the year. Administer the Initial and Summative ELPAC to monitor progress of all English learners towards achieving English proficiency. 	<p>ELPAC and classroom formative assessments.</p> <ul style="list-style-type: none"> Administrators will review EL student performance at the end of each trimester as part of the review of target student monitoring using interim assessment data to assess Site administrators will also monitor ELD instruction each trimester through district walk through observations. <p>Action 5:</p> <p>Staff trained in administration of the Initial and Summative ELPAC will conduct testing within 30 calendar days of enrollment for new students and during the annual assessment window in the spring for continuing EL students in order to assess progress towards English proficiency.</p>	
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Actions/Services 2.2.2 (SiteGoalID: 6210) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Utilize the services of a certificated teachers as EL Coordinator for identification/placement of EL students, reclassification, RFEP monitoring, parent communication, support of ELAC meetings, and coordination of meetings and events of Dillard's Culture Club to support EL parent needs and community development. The EL Coordinator will be provided with</p>	<p>EL coordinator will gather classroom ELD assessment data to guide identification/placement in ELD groups at the start of the year; at the end of each trimester monitor progress and refine placement in ELD groups; use multiple data sources to reclassify EL students who reach RFEP status, monitoring their academic progress at the end of each trimester; utilize parent survey data and parent input at ELAC and</p>	

a stipend of \$600.00.	Culture Club at the beginning and then mid-way through the school year to ensure that all parent needs are met.	
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Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$1600	Certificated- Timesheets

<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"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6205) (DTS: 02/10/23)

Our school climate will promote a safe and respectful environment where students feel safe and are connected to peers, adults and the school culture. To do this, our goal is to:

- Reduce the number of students who report their feelings are hurt at least some of the time from 63% to 45%
- Reduce the number of students who report being hit or pushed from 35% to 20%
- Increase the percent of students who report they feel a sense of school connectedness/sense of belonging from 75% to 85%
- Increase the overall climate favorability percent from 76% to 85%

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6205) (DTS: 02/10/23)

Targeted Student Group(s)

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>PBIS</p> <ol style="list-style-type: none"> 1. Introduce PBIS routines and strategies at the start of the year at a school assembly that includes introduction of PBIS rules and practice of expectations by rotating classes to key areas of the campus where teachers show how the rules apply to that location. Each class then earns a PBIS Passport stamp upon completion of each station. Teachers will also introduce and reinforce behavioral expectations within classrooms. 2. Reinforce PBIS routines and rules within the classroom, at the Friday Round-Up and, during morning announcements. 3. Recognize positive behaviors using Golden Tickets with rewards given out at The Dillard Trading Post at least once each month. 4. Staff will give students Spark Notes to reinforce specific positive behaviors, which will include these target behaviors: <ul style="list-style-type: none"> ◦ Use kind words ◦ Keep hands and feet to self ◦ Help or stand up for peers who are hurt ◦ Attend school all week 5. Students will deposit Spark Notes in a raffle box, and 	<p>PBIS</p> <p>Actions 1 - 6:</p> <ul style="list-style-type: none"> • During PBIS Tier 1 Team's monthly meetings, analyze behavior data on a monthly basis in order to determine the effectiveness of PBIS practices and to refine our use of these programs in order to increase positive student behaviors. <p>Actions 7 - 9:</p> <ul style="list-style-type: none"> • Report results of Tier 1 behavior reviews, suggested target areas and/or refinements in practices to teachers at staff meetings and yard supervisors at scheduled monthly meetings. <p>Actions 9 - 12:</p> <ul style="list-style-type: none"> • The Tier 1 Team will conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness of the program and to create an action plan to further improve practices. • The Tier 2 Team will conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness of the program and to create an action plan to further improve practices. • Results of the Tier 1 and the Tier 2 Tiered Fidelity Reviews will be reported to staff and 	

names will be drawn at the end of the month and those students will be given an extra recess.

6. Promote positive behaviors using signage displayed throughout the school.
7. Provide training in restorative practices and positive behavioral interventions to yard supervisors and aides, with specific training in strategies in providing positive behavioral interventions for Students with Disabilities and low-SES students.
8. Reinforce trainings and review/refine procedures during monthly yard supervisor meetings led by the vice principal.
9. Document misbehaviors in Synergy, noting interventions used to address behaviors.
10. On an monthly basis, the Tier 1 PBIS team will meet to review behavioral data and identify schoolwide areas of behavioral focus.
11. On a weekly basis, the Tier 2 team will meet to review and address individual student needs reported through the MTSS process.
12. At the end of the year, assess effectiveness of Tier 1 and Tier 2 positive behavior strategies implemented through our PBIS program using the Tiered Fidelity Inventory.

SEL

1. Launch our schoolwide theme "Be Here. Be You. Belong. Dillard School Belongs to All of Us" through schoolwide activities, bulletin board displays, and tie dying t-shirts as a school.
2. Each month, admin and/or the MHT will introduce a Choose Love lesson targeting the schoolwide focus. Classroom teachers

after the completion of the report in spring, 2024 and shared with parents in a monthly newsletter communication.

SEL

Actions 1 - 6

Leadership Team will meet monthly and will review the effectiveness of SEL strategies implemented on a weekly basis. A reduction in behavioral incidents recorded in Synergy and a reduction in the percent of students who report experiencing hurtful words and pushing on the Student Climate Survey will be used to determine the effectiveness of SEL strategies implemented during the 2023-2024 school year.

will reinforce the focus area during the month.

3. Beginning in August and continuing on a monthly basis through the year, leadership team will provide a template and monthly SEL focus to teachers for use each morning following morning announcements. The monthly focus will be drawn primarily from Choose Love and Character Strong.
4. At the end of daily morning announcements, admin and student announcers will cue classes to begin their 15-minute SEL lesson. Teachers choose their meeting/lesson format. Two options are Morning Meetings or Community Circles.
5. 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.
6. 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.

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$800	Classified- Timesheets
PBIS (7440/0000)	\$200	Materials/Supplies/Equipment

District Strategic Goal 4:

District Needs and Metrics 4:

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

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1 (SiteGoalID: 6206) (DTS: 02/10/23)

Increase the daily attendance rate and decrease the percent of students who are chronically absent.

Overall, student daily attendance will increase from 92.8% to 95%, with subgroups meeting the following goals:

- Asian students will increase from 94.3% to 96%
- Hispanic students will increase from 91.8% to 95%
- Socio-economically disadvantaged (SED) students will increase from 91.3% to 95%
- Students with disabilities (SWD) will increase from 90.5% to 95%

Students who are chronically absent will decrease from 26.8% to 10%, with subgroups meeting the following goals:

- Asian students will decrease from 21.9% to 10%
- Hispanic students will decrease from 36.5% to 20%
- English Learners will decrease from 38.2% to 20%
- Socio-economically disadvantaged (SED) students will decrease from 38% to 20%
- Students with disabilities (SWD) will decrease from 40% to 20%

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6206) (DTS: 02/10/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<ol style="list-style-type: none"> 1. At Back to School Night and in a school newsletter article, communicate school attendance policies, site attendance programs to improve attendance, and the impact of attendance on academic success. 2. Introduce the daily attendance goal and good attendance incentives at the Back to School Behavior Assembly in August. 3. Create a bulletin board in School Center graphically displaying the monthly average of daily attendance percent along with chronic absentee data. 4. Announce the monthly percentages at Roundup and include in the school newsletter. 5. At the end of each week, teachers will be provided with a list of student who attended school all week, and these students will be given a Spark Note to be deposited in the raffle box for extra recess at the end of the month. 6. District attendance technician visits the school bimonthly to review attendance, make phone calls, and send letters to parents to inform them of attendance issues. 7. At the end of the year, the Leadership Team will evaluate attendance programs to determine effectiveness and make modifications for the next year. 	<p>Site administrator monitors daily attendance percentage, tardies, and early dismissals on a monthly basis to evaluate the effectiveness of attendance improvement programs. Data will be shared with teachers, students, and families on a monthly basis.</p>	



Site Goal 4.2 (SiteGoalID: 6209) (DTS: 02/10/23)

Increase opportunities for parent involvement through increasing home-school communications and promoting engagement in school events. Our goal is to increase from 61% to 85% of parents indicating effective opportunities for parent involvement as measured by the District's annual parent survey.

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6209) (DTS: 02/10/23)

Targeted Student Group(s)

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <ol style="list-style-type: none">1. Increase use of digital media to communicate with parents, using Talking Points, social media, and the school website. Communications will occur as needed, with updates going home at least monthly but more frequently as needed.2. Send home a monthly school newsletter at the start of each month including a calendar of upcoming events, school updates, and information to keep parents informed and connected to school culture.3. Hold Coffee Talk with the principal one morning each month for parents to learn about the school, make connections, and get answers to questions.4. Continue to send timely communications through School Messenger and/or Synergy.	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <p>Actions 1 - 4:</p> <p>Administration will monitor the effectiveness of monthly communication opportunities, the school newsletter and Coffee Talk, as well as unscheduled timely communications using Talking Points, social media accounts, and School Messenger/Synergy email. Adjustments to improve ongoing communications will be made throughout the year as needed, with an evaluation at the end of the year to determine any additional changes to be implemented at the start of the 2024 - 2025 school year.</p> <p>Action 5:</p> <p>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.</p>	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

5. Promote parent use of Parent Vue, with teachers providing parents with signup information for new parents at Back to School Night.
6. Promote school events each trimester that include parents and families. Activities may include Back to School Night, PTO events, The Dillard Art Show, and other events planned during the 2023-24 school year.
7. At Back to School Night, publicize parent volunteer opportunities, such as classroom support in our Pioneer Garden and assistance in the Dillard Den and school library, with follow-up communications sent periodically during the year as needed to increase parent involvement.
8. Promote and celebrate our multicultural heritage through events and programs to engage our diverse community, with a multicultural focus at our Dillard Art Show.
9. Create a welcoming environment for our EL parents at ELAC meetings by providing light refreshments for ELAC meetings at least three times during the year.

Actions 6 - 9:

When District Parent Survey data is released, leadership team will review results to assess whether actions have improved home-school communication and opportunities for parent involvement and to make additional adjustments to improve effectiveness in these areas. Feedback will be provided to School Site Council during scheduled meetings as part of our evaluation process.

Funding Sources for District Goal 4

Amount

Description of Use

There are currently no fund sources for this District Goal.

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	\$1240	\$1600			\$2840
EL Supplemental (7150/0000)	Classified- Timesheets	\$800				\$800
GATE (7105/0000)	Certificated- Timesheets	\$2897				\$2897
GATE (7105/0000)	Materials/Supplies/Equipment	\$500				\$500
PBIS (7440/0000)	Classified- Timesheets			\$800		\$800
PBIS (7440/0000)	Materials/Supplies/Equipment			\$200		\$200
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$46680				\$46680
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$16000				\$16000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$6000				\$6000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$5928				\$5928

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$27,298	\$27,298	\$27,298	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$74,608	\$74,608	\$74,608	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$3,640	\$3,640	\$2,040	\$1,600	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$109,943	\$109,943	\$107,343	\$1,600	\$1,000	\$0	

Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$109,943

	Signatures: (Must sign in blue ink)	Date
Principal	Sandra Wiest	
School Site Council Chairperson	Nicole Rich	
EL Advisory Chairperson	Alicia Valdivia	

