C. W. Dillard Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?
Input for Dillard's LCAP plan is drawn from various stakeholder groups in order to review the effectiveness of our actions at meeting our established goals and then to analyze data and plan for the coming year: • Parent Survey during fall, 2020 • Parents, Staff, and Students completed the EGUSD LCAP Needs Survey during March, 2021 to provide input on needs for the coming school year. • Staff Survey sent on 4/12/21 to review effectiveness of actions at addressing goals and to provide input on goals/actions for the 2021-2022 • School Site Council Meetings on 9/23/20, and 4/28/21 to monitor effectiveness of the current plan and provide input for new goals based on needs. • Site ELAC met on 4/28/21 to provide input on school goals and actions to address needs of EL students, as well as the school at large. • School Leadership Meeting on 4/26/21 to analyze site data and provide input to refine current goals/actions and establish goals for 2021-2022 • Staff Meeting on 5/3/21 to review input and finalize goals/actions.

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Through ongoing review of data to determine current needs and ongoing reflection on the input provided by each stakeholder group, the following determinations were made for the coming year: • Maintain focus on improving academic achievement in mathematics and English language arts, with focus on EL, African American, and Low Income students. • Reduce focus on online learning to give emphasis to in-person learning as we return to campus. • Add a goal addressing implementation of NGSS to improve academic performance in science. • Add goal to address the broad range of ELA skills within the context of multimedia by implementing a media production program which would allow students to work collaboratively and build organization, writing, communication, and critical thinking skills to promote college, career, and life readiness. • Address positive behaviors and bullying prevention through use of a media program in which students create media to teacher their peers positive behaviors. • Expand our resources for informing families about events on campus and important information that will assist them in supporting their students and connecting to the school culture through implementation of a media production program in which a dedicated staff member instructs students and coordinates their work within the program.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
During the school closures, and then as we shifted back to campus using the Concurrent Model, every effort was made to provide equitable education to all students. However, even though every effort was made to ensure that all students had needed technology through Chromebook and hot spot distribution, the limitations of internet connectivity in our neighboring area did create some inequities for students whose families struggled to maintain a stable online connection.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.	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	

Maintain the expectation that students will attain proficiency in essential mathematical standards, with improved levels of proficiency:

- 73% of all subgroups meeting proficiency using common grade level trimester assessments, an increase of 3% over our 2020-21 goal.
- 63% of students in Grades 3-6 meeting or exceeding standards in mathematics, an increase of 3% as compared to our 2019 CAASPP overall score of 60%

Metric: Other (Site-based/local assessment)	

Actions/Services 1.1.1

Principally Targeted Student Group
• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Teachers will complete the Mathematical Mindset online course from youcubed and meet in grade level teams to select one area of focus for grade level implementation. Teachers will complete their work either through hourly stipend or salary credit, with teachers choosing their option. 2. During September, all teachers will engage in vertical articulation to create a schoolwide plan for implementation of strategies gained from Mathematical Mindset professional development, with a focus on addressing achievement of EL, African American (AFAM), Foster Youth (FY), and Low Income (LI) students who are our targeted groups. 3. Teachers will engage in a book study during professional learning time using Limitless Mind by Jo Boaler. 4. Site administrator will monitor and support implementation through monthly walkthrough observations,	**Actions 1 - 6:** Boaler, J., Chen, L., Williams, C. & Cordero, M. (2016). Seeing as Understanding: The Importance of Visual Mathematics for our Brain and Learning. J Appl Computat Math 5: 325.	**Actions 1 - 3:** Grade level teams will use common math assessments aligned to math mindset implementations and gather student data on a monthly basis to assess student growth in proficiency, reviewing the data at weekly Early Out grade level meetings. Pre-assessment data from math tasks aligned to Mathematical Mindset principles collected at that start of the school year will be used as benchmark data, with data gathered again at the mid-point and end of the year to assess increases in proficiency and to determine whether 70% of all subgroups have met proficiency. **Actions 4 - 6:** Site administrator will monitor implementation of math mindset strategies through walk through observations each trimester, with focus determined by site team. Additional trainings and materials will be provided to address needs identified through monitored

with particular attention given to observation of students in targeted groups (EL, AFAM, and LI).		observations, as well as teacher analysis of data.
5. Provide additional training and materials to support teachers in increase knowledge of Math Mindset strategies in order to ensure consistent implementation all classrooms.		
6. Support teachers with materials and resources to assist in Math Mindset implementation.		

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$6940	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$1925	Contracts/Services	Edit	Delete

Site Goal 1.2

Maintain the expectation that students will attain proficiency in essential English Language Arts standards, with improved levels of proficiency:

- 73% of all subgroups meeting proficiency using common grade level trimester assessments, an increase of 3% over our 2020-21 goal.
- 69% of students in Grades 3-6 meeting or exceeding standards in English Language Arts, an increase of 3% as compared to our 2019 CAASPP overall score of 66%

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Use benchmark and interim assessments to gather data we will use to determine ELA proficiency and student needs four times a year. 2. Analyze data and identify students not at grade level and skill areas that are areas of need, with a focus on the achievement of EL, African American, and Low Income students. 3. Schedule strategic reading intervention provided by classroom aides directed by the classroom teacher to address intensive ELA needs preventing students from reading on grade level. 4. Provide materials and resources to address ELA intervention and extension needs in each classroom based on needs identified through analysis of classroom data. Materials may include Fountes and Pinnell Benchmark Assessment Kits, guided reading resources using leveled readers from Reading A-Z and other leveled books, and other supplemental materials identified by the teacher. 5. Provide materials and supports to increase reading motivation and volume. This includes increasing classroom libraries and increasing librarian hours, to include more time to work with students each week as well	**Actions 1-4, 6 & 7:** Response to Intervention in Primary Grade Reading--National Association of Elementary School Principals; Visible Learning, John Hattie identifies the effect size of various influences on student achievement: - Response to Intervention 1.07 - Small Group Learning .49 - Reading Comp. Programs .58 - Reading 2nd Chance Program .50 - Reading Phonics Instruction .60 **Action 5:** Fisher, D. and Frey, N., Raise reading volume through access, choice, discussion, and book talks. The Reading Teacher, 2018, Vol. 72, No. 1, Pp. 89-97.	**Actions 1 - 7:** During Early Out PLC meetings teachers will analyze grade level reading pre-assessment data to identify students working below benchmark and develop intervention plans for each student. Teachers will review classroom formative assessment data on a monthly basis to monitor student progress, evaluate the effectiveness of intervention plans, and to make modification that will allow targeting of subgroup needs so that 70% of all subgroups attain grade level proficiency on essential standards. Site administrator will take part in these grade level meetings three times during the year.

as to process new books purchased for the library and classrooms.

6. Provide resources to develop reading comprehension skills, both using fiction and informational texts.

7. Provide additional training to support instruction that will increase student proficiency in reading, with goals established by each grade level after analyzing benchmark assessment data, with particular attention to trainings that will improve instruction provided to students in targeted groups (EL, AFAM, FY, and LI).

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$4000	Classified Salaries	Edit	Delete
Supplemental/Concentration (7101/0000)	$7515	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.3

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 2019 - 2020 school year will be used as a baseline due to reduced ability to implement these programs during the school closure, 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%.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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. GATE Coordinator will work with classroom 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.	**Actions 1 - 3:** Azzam, A. April 2016, Six Strategies for Challenging Gifted Learners. ASCD Education Update. Vol. 58. No. 4	**Actions 1 - 3:** 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. 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.

4. Provide materials as needed to accelerate needs within the classroom to address specific needs in reading, writing, and math.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$300	Materials/Supplies/Equipment	Edit	Delete
GATE (7105/0000)	$3097	Certificated Salaries	Edit	Delete

Site Goal 1.4

Bridge the transition to middle school for 6th grade students through vertical articulation between regional 6th grade teachers and Albiani teaching staff, increasing the implementation of instructional strategies that will prepare sixth graders for success in middle school, with at least one new strategy implemented across sixth grade in 2021-2022.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide one day of release time for sixth grade teachers to work with regional sixth grade teachers and seventh grade teachers at Albiani. Release time cost will be 480.00. 3 days (1 day per 3 teachers) x 160.00 = 480.00. Release time will be used for : 1. Articulation with 6th grade teachers across the region to align ELA and math instruction so that students entering 7th grade have common instructional opportunities. 2. Vertical articulation with 7th grade ELA, math, science, and social studies teachers to gain knowledge of content and strategies students will need for a successful start at middle school, with a focus on implementation of strategies in the sixth grade class that will promote success for students in middles school as they are appropriately placed, with focus on EL, African American, Foster Youth, and Low Income students.	**Actions 1 - 2:** *This We Believe* (NMSA, 2010) - effective transition programs help students move to a new school, become a part of the new school, and maintain their social and academic status. (Cauley & Jovanovich, 2006; Akos, 2002).	**Actions 1 - 2:** After the regional meeting, the sixth grade team will create an action plan for implementation of instructional strategies, content knowledge, and other areas to be incorporated into the sixth grade program to prepare students for 7th grade at Albiani. At final spring grade level release day, teachers will share data regarding student success with areas of focus. To assess program success, review middle school placements to see that students are appropriately placed in middle school sections, such as honors, and ELA/math lab classes for SPED students.

Funding Source	Amount	Description of Use		

Site Goal 1.5

Implementation of Next Generation Science Standards across all classroom, with 70% of student demonstrating proficiency at meeting or exceeding grade level standards as measured by classroom assessments, with focus on addressing the achievement of EL, African American, Foster Youth, and Low Income students.

Metric: Content Standards Implementation

Actions/Services 1.5.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Teachers will be provided training in Next Generation Science Standards (NGSS) to support implementation of standards-aligned curriculum provided by the district: Amplify for Grades K-5 and Stemscopes for Grade 6. Particular focus will be given to instruction that will support achievement of EL, African American, Foster Youth, and Low Income students. 2. Provide materials and resources to support classroom implementation of NGSS standards. 3. Enhance the school STEM lab with materials, equipment and resources to ensure that students are provided with learning opportunities that fully address NGSS at their grade level.	**Actions 1-3:** Next Generation Science Standards Report (June, 2013), **NGSS for ALL**" highlights the importance of providing all students with high-quality science education and portrays real teaching scenarios authored by educators and research on the NGSS Diversity and Equity Team." The case studies in the report are: • Economically disadvantaged students • Students from major racial and ethnic groups • Students with disabilities • English language learners • Girls • Students in alternative education • Gifted and talented students	**Action 1:** After being trained, grade level teams will meet in September to create long range plans for implementation of their grade level Next Generation Science Standards. Teachers will determine key assessments to be used to assess student proficiency for key science standards. At the end of each unit, teachers will assess students using agree-upon grade level tools. **Actions 2 - 3:** Instruction will be enhanced and supported with resources, materials, and additional teacher trainings in response to students' instructional needs as identified through assessments.

Funding Source	Amount	Description of Use		

Site Goal 1.6

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

Metric: Other (Site-based/local assessment)

Actions/Services 1.6.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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: • identifying audience • script writing • using footage to best communicate ideas • revising work to improve quality 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.	**Actions 1 - 2:** Norton, P. & Hathaway, D (2010). Video production as instructional strategy: Content Learning and Teacher Practice. Contemporary Issues in Technology and Teacher Education, 10(1). https://citejournal.org/volume-10/issue-1-10/current-practice/video-production-as-an-instructional-strategy-content-learning-and-teacher-practice	**Actions 1 - 2:** Increase the number of students participating in our media production program to a minimum of 10 students by the end of year one, 20 students by the end of year two, and 40 students by the end of year three. Effectiveness of the program will be measured by increases ELA scores on CAASPP for participating students. It will also be measured by feedback collected through surveys completed by students and staff.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$2500	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

Increase implementation of the cycle of inquiry within grade level PLCs to improve student achievement to determine implementation of procedures to analyze data, set goals, create lessons, and respond to needs as identified through use of common formative assessments. Development of effective PLC culture will be measured using a PLC Continuum Rubric.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Teachers will work in professional learning communities for extended times to analyze student formative assessment data three times during the school year to determine needs, develop instructional plans, and evaluate effectiveness with a focus on reading and math. Particular attention will be given to the needs of target groups, such as EL, low income, Foster Youth, students with disabilities, African American, and Hispanic students. 2. In September ,teachers will meet as a K-6 team to determine a schoolwide academic focus for vertical articulation, establishing a clear and specific content focus and to develop an assessment plan to determine impact on students' academic achievement as a result of the schoolwide instructional focus. 3. Release time will be provided to allow teachers to engage in PLC work as grade level teams as well as vertically across grade levels. 4. Utilize concentrated coach support to support grade level teams in data analysis and instructional planning at release days. 5. Provide one release day for subject area resource teachers to work with colleagues at other sites teaching computers/P.E. in regional PLCs to address subject-specific needs. Because we have a computer and a P.E. teachers, this totals two release days. 2 days x 160.00 = $320.00 6. Provide professional development materials and coaching support as needed to support grade level analysis of student data, instructional planning to address targeted needs, and to	**Actions 1 - 6:** Voelkel, R (2011). A case study of the relationships between collective teacher efficacy and professional learning communities. Hattie, J. Visible Learning: - Collective Teacher Efficacy 1.57 - Professional Development .62	**Actions 1 - 6:** 1. By the end of September, teachers will meet to identify a schoolwide content-area focus, establishing schoolwide goals, assessment tools and timeline, implementation plan, and a yearlong plan for grade level PLCs and vertical articulation meetings. 2. Agendas will be provided to the principal prior to meetings, with notes from each meeting disseminated to all staff for all meetings addressing the schoolwide goal. These agendas and notes will be posted in the Dillard staff Google Classroom titled, Dillard's Finest. 3. In April, all teachers and the principal will meet to assess the effectiveness of the implementation plan established in September, drawing on the pre-determined assessment data to evaluate effectiveness.

address areas where teachers identify that additional training is needed to improve instruction.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$8110	Certificated Salaries	Edit	Delete

Site Goal 2.2

Monitor the English language development of EL students using 2020-2021 ELPAC scores, with the goal of all of students achieving growth of at least one performance level on the 2022 ELPAC and to increase from 33.3% to 45% of EL students attaining English proficiency. This will be achieved through effective ELD instructional practices provided daily within whole group and designated small group instruction.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Utilize individualize formative assessment data using ELD materials to evaluate each EL student's development of English proficiency for use by classroom teachers for instructional planning. 2. Develop and implement designated ELD instructional plans to meet specific students needs. 3. Incorporate ELD strategies throughout the day within reading, math, and content area instruction. 4. Continue to use formative assessments to monitor EL development throughout the year. 5. Administer the Initial and Summative ELPAC to monitor progress of all English learners towards achieving English proficiency.	**Actions 1 - 5:** Kinsella, K (2012) Evidence-based principles to guide English language development in the Common Core Standards era; Center for Teacher Efficacy; San Francisco State University. Hollingsworth, J, Ybarra, S (2017) Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson. Corwin, Thousand Oaks, CA.	**Actions 1 - 5:** Teachers monitor ELD development on a weekly basis during designated ELD instruction to ensure growth in areas of need identified through ELPAC and classroom formative assessments. Site administrator monitors ELD instruction each trimester through district walk through observations. Staff trained in administration of the Initial and Summative ELPAC conduct testing within 30 calendar days of enrollment for new students and during the annual assessment window for continuing EL students in order to assess progress towards English proficiency.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$2774	Certificated Salaries	Edit	Delete

Actions/Services 2.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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	**Actions 1:** Kinsella, K (2012) Evidence-based principles to guide English language development in the Common Core Standards era; Center for Teacher Efficacy; San Francisco State	**Actions 1:** 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

Dillard's Culture Club to support EL parent needs and community development.	University.	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 Culture Club at the beginning and then mid-way through the school year to ensure that all parent needs are met.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$600	Certificated Salaries	Edit	Delete

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District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1

Increase positive behaviors for all students, with emphasis on students who are at risk: low-SES, foster youth, special education, and English learners. This will be achieved through implementation of PBIS routines, and procedures, as well as supplemental programs, as evidenced by a decrease of at least 3% in discipline incidents noted in Synergy.

Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

Principally Targeted Student Group
• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Introduce PBIS routines and strategies at the start of the year at a school assembly that includes introduction/practice of expectations at key sites using a rotation system in which each class 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 and at the weekly school-wide Round-Up online as posted on our Google Site Pioneer Pages an then in-person at Friday assemblies once County Health guidelines allow gatherings on campus. 3. Recognize positive behaviors using Golden Tickets with rewards given within classrooms and then at The Trading Post once County health guidelines allow this communal practice. 4. Document misbehaviors in Synergy, noting consequences and restorative	**Actions 1 - 5:** Horner, Sugai, & Lewis (2015) Is school-wide positive behavior support an evidence-based practice? Marzano, R (2002) What works in schools. (importance of safe environment)	**Actions 1 - 5:** Analyze behavior data with PBIS team and staff as a whole on a monthly basis in order to determine the effectiveness of PBIS practices and to refine approaches to increase the effectiveness of the PBIS program and use of SEL materials to increase positive student behaviors. Conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness and to create an action plan to further improve practices.

practices and interventions to teach more positive ways of reacting.
5. Throughout the year teach and reinforce positive behaviors in response to results of data analysis that identifies areas of need.
Use school signage and Social Emotional Learning curricula, such as Character Counts, Choose Love, Responsive Classroom, and other teacher-selected materials to improve students' social emotional skills and needs. Provide materials and resources to support social emotional learning schoolwide and within the classroom.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$500	Materials/Supplies/Equipment	Edit	Delete

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Site Goal 3.2

Focus on staff-student relationship building and development of school climate and culture to increase student involvement and engagement and decrease disproportionality in staff responses to student behaviors. This will be done by developing a strong and support school climate and culture using PBIS, anti-bullying initiatives, social emotional learning, and creating an inclusive environment using a schoolwide theme, "Be Here. Be You. Belong."

Metric: Social Emotional Learning	

Actions/Services 3.2.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Engage all staff in building and deepening relationships with all students using strategies drawn from Removing Labels. This will also be used to decrease disproportionality in how adults address student behaviors. Staff will develop a list of target students during Preservice in August by doing a Dot Inventory, a technique from Removing Labels. During the first trimester, staff will also focus on learning and valuing student names and using relationship-building strategies, with all staff focusing on 2-5 students identified through the Dot Inventory as not well-connected to school adults. Additional strategies will be added later in the year after an assessment of progress at the end of Trimester One. 2. Deepen student engagement and involvement in the climate and culture of the school through schoolwide implementation of the theme "Be Here. Be You. Belong." All classes will launch the theme in August by reading the book Be You by Peter Reynolds. Each month, all classes will address a different element related to the theme to promote both belonging/connectedness to the school as well as high engagement in a learning. 3. Implement a media production program with a dedicated staff member to provide systematic media production instruction. Students will create media, including videos,	**Actions 1:** Park et al., (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. Educational Administration Quarterly, 55(5), 742-780. Elwell, L. & Lopez Elwell, C. (2020). That's not his name no more. Leadership (January/February), 12-15. Peeters et al., (2016). Teacher differences in promoting students' self-regulated learning: Exploring the role of student characteristics. Learning & Individual Differences, 52, 88-96. Wlodkowski R. J., & Ginsberg M. B. (1995). A framework for culturally responsive teaching [Leader's Guide]. Universal Dimensions. Lareau, A. & Horvat, E. M. N., (1999). Moments of social inclusion and exclusion: Race, class, and cultural capital in family-school relationships. Sociology of Education, 72(1), 37-53. **Actions 2:** Borkoski, C. (2019). Cultivating Belonging. American Consortium for Equity and	**Actions 1:** Launch the site plan drawn from Removing Labels at Preservice, including all staff. Each month at either staff or PLC meetings, review data to assess the impact. Look for increased involvement of students in positive site and classroom events/activities, as well as a decrease in students misbehaviors measured through office referrals and Synergy behavior entries. Also review data on interventions provided to students to assess improvement in disproportional responses to behaviors. At the end of each trimester after reviewing data, staff will determine additional Removing Labels techniques to incorporate, with a final review of the success of the program during the final staff meeting in May, 2022. **Actions 2:** At the end of each month, staff will assess the effectiveness of the schoolwide implementation of theme activities at increasing student involvement and engagement. At the end of the year, a climate and culture survey will be given to students and staff to assess the impact of the theme on the climate and culture of the school. This data will be used to plan for the 2022-23 school year.

that teach their peers about school and classroom expectations, how to combat in-person and cyberbullying, and how to create supportive and inclusive school environments.	Education, Nov/Dec. 28-33. **Actions 3:** Yonty Friesem, Chapter 2-Empathy for the Digital Age: Using Video Production to Enhance Social, Emotional, and Cognitive Skills, Editor(s): Sharon Y. Tettegah, Dorothy L. Espelage, In Emotions and Technology, Emotions, Technology, and Behaviors, Academic Press, 2016, Pages 21-45, ISBN 9780128018736, http://doi.org/10.1016/B978-0-12-801873-6.00002-9.	**Actions 3:** 1 Increase the number of students participating in our media production to a minimum of 10 students by the end of year one, 20 students by the end of year two, and 40 students by the end of year three. 2. Produce a minimum of 5 videos that can be shared within our school community addressing PBIS/SEL issues. 3. Provide a survey to participating students and staff to determine impact on SEL/wellness of students.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$500	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- **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

Increase parent knowledge across areas that will enable them to support their students' growth as learners as measured by increasing the percentage of parents that have access to Parent Vue in Synergy and increasing the frequency of home-school communications to at least one communication per week. Baseline data for percentage of parents who have access to information through Parent Vue and home-school communication tools will be gathered at the start of the 2021 - 2022 school year.

Metric: Other (Site-based/local assessment)

Actions/Services 4.1.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. At Back to School Night provide parents with information/opportunities to sign up for Parent Vue. 2. Through regular communication, provide parents with resources that will support them in assisting their children at home, such as Think Central, AR, and other curricular resources. Provide information for how to access the school's social media sites on Facebook and Instagram. 3. Make sure all parents are aware of information available through Parent Vue, school emails and on the school web page. 4. Send regular emails to parents on topics that increase knowledge of school culture and events as well	**Actions 1 - 6:** Hara S., Burke D. (1998) Parent Involvement: The Key to Improving Student Achievement. School Community Journal. Cary A. (2006) How Strong Communication Contributes to Student and School Success: Parent and Family Involvement. National School Public Relations Association. In <u>Visible Learning</u>, John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51	**Actions 1 - 6:** Teachers will monitor parent use of Parent Vue at the start of the year to identify parents that have not signed up for Parent Vue and will communicate with them so that the site may provide assistance if needed. The school office will monitor weekly parent emails to ensure that pertinent communications are sent on a weekly basis. School office will provide administrator with an update on a monthly basis.

as information that will
support parents in addressing their
student's academic needs.
5. Reach out to parents and respond to
questions/needs using a Parent
Liaison. Particular attention will be
given to the needs of parents whose
students are members of target
groups, such as EL, low income, Foster
Youth, students with disabilities,
African American, and Hispanic
students.
6. Support EL parents through use of
translation services for meetings,
conferences, and direct contact via
phone and in-person.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$260	Classified Salaries	Edit	Delete

Site Goal 4.2

Increase involvement in the school culture by parents and community partnerships, including organizations such as the Scouts, 4H, and Wilton community groups, as measured by increased numbers of parents at events and increasing the events/programs that are supported by community groups. Baseline data for parent and community participation will be gathered during 2021-2022, as well as an increase in positive responses regarding family engagement through parent survey data.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide families with positive events and activities at school to increase parent involvement and engagement in the school culture. Activities will be virtual while County Health orders prevent gatherings on campus. After that time activities may include The Art Show, Family Learning Nights, and other parent-child participatory events. 2. Increase community partnerships by engaging community groups in existing programs at the school, such as development and maintenance of our Pioneer Garden and Nature Area. 3. Promote and celebrate our multicultural heritage through events and programs to engage our diverse community. 4. Create a welcoming environment for our EL parents at ELAC meetings by providing light refreshments for ELAC meetings.	Actions 1 - 4: Back to School: How parent involvement affects student achievement from Center for Public Education Henderson, Anne T. and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory. In <u>Visible Learning</u>, John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51	Actions 1 - 4: Keep a record of parent attendance at events, utilizing sign-in sheets when appropriate, to monitor increased numbers at events. Use District Parent Survey data and feedback given PTO, Coffee Talk, ELAC, and School Site Council to evaluate the effectiveness of the types of hosted events at engaging parents. Compare the number and content of parent communications in 2018-2019 with those sent to families in 2019 - 2020 to monitor an increase in regular and ongoing communication, drawing on survey data and feedback at stakeholder meeting to assess the effectiveness of the content. • Event sign-in sheets • Feedback from PTO meetings and Coffee Talk • PTO Parent Liaison feedback • Social media engagement & parent comments • Increase in positive responses to family engagement questions on parent surveys. • Create partnerships with parents and/or community groups to assist with our garden program and development of the Nature Area to increase use of these two areas for STEM learning.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$100	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.3

Improve attendance by decreasing absences, early dismissals, and chronic absenteeism, especially for at-risk students, as measured by an increase in our overall attendance rate from 96.0% to 96.5%, a decrease in our early dismissal rate to a rate of 1.45., and a reduction in the number of students who are chronically absent.

Metric: Attendance Rate

Actions/Services 4.3.1

Principally Targeted Student Group

• 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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Promote daily attendance through district and school-based incentives and recognitions such as celebrations and positive messaging at Friday Round-up, monthly district raffle, and district bike raffle at the end of the school year. 2. Promote the importance of daily attendance at Back to School Night presentation and parent communications. 3. Use strategies from Removing Labels site plan and school-wide theme "Be Here. Be You. Belong" to increase student connectedness to school, improving student attendance. 4. Send home parent letters for notification of attendance issues as well as positive letters recognizing improved attendance. 5. Work with regional principals at elementary principal PLC meetings to analyze attendance data in order to monitor progress and plan additional strategies to improve attendance.	**Actions 1 - 5:** Chang, Bruner, & Discher (2011). Chronic elementary absenteeism: a problem hidden in plain sight.	**Actions 1 - 5:** Site administrator monitors daily attendance percentage, tardies, and early dismissals on a monthly basis to evaluate the effectiveness of attendance improvement programs.

Funding Source	Amount	Description of Use		

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

C.W. Dillard Elementary - 239

Fund Source *Mgmt.* *Code/Description* *Resc.* *Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$17,647	$17,647	$17,647	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	20.375	$0	$2,497,105	$2,497,105	$2,497,105	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.6	$0	$56,444	$56,444	$56,444	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$26,855	$26,855	$26,855	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$215,365	$215,365	$0	$0	$215,365	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$31,250	$31,250	$22,880	$8,110	$0	$260	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$3,397	$3,397	$3,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$3,474	$3,474	$0	$3,374	$0	$100	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$4,527	$4,527	$4,527	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$33,056	$33,056	$33,056	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	0.75	$0	$35,785	$35,785	$0	$0	$35,785	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	1.375	$0	$150,413	$150,413	$150,413	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	1.5	$0	$45,069	$45,069	$45,069	$0	$0	$0	$0

3770 Full Inclusion **6500** Special Education	3	$0	$134,635	$134,635	$134,635	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$67	$0	$67	$67	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	30.6	$67	$3,256,022	$3,256,089	$2,992,095	$11,484	$252,150	$360

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$73,368
Subtotal of state or local funds included for this school	$3,182,721

Principal   **Sandra Wiest**

School Site Council Chairperson   **Larisa Bake**

EL Advisory Chairperson   **Anabel Rodriguez**