C. W. Dillard Elementary

Local Control Accountability Plan (LCAP)
2022-2023

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: 2022-2023

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?

All stakeholders provided input throughout the 2021-2022 school year on the effectiveness of our current plan and we drew on this data to assist staff in providing input on goals for 2022-2023. Parents, staff, and students completed the LCAP Needs Survey during fall, 2021. At monthly staff meetings, staff regularly reflects on data gathered to evaluate the effectiveness of our goals/actions, with this reflective work culminating on April 18 when our leadership team synthesized staff input to make targeted plans for the new year. Our ELAC met on 2/11/22 and shared their insights on the effectiveness of our current plan and goals they would like addressed in 2022-2023. Dillard's School Site Council met regularly in 2021-2022, analyzing implementation

of goals and reviewing progress. Site Council reviewed the evaluation of the 2021-2022 plan and contributed input on goals/actions for 2022 - 2023 at the meeting on 3/23/22. They again provided input on goals and actions for 2022-2023 as the plan was finalized on April 27.

Impact of LCAP and Annual Update

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

Points to include:

- Math and ELA data showed academic gaps and need for intervention. Based on the success of our extended day tutoring in primary and intermediate grades and success with K/1 push in support, using teachers and aides, we decided to expand 1-1 interventions by adding general education aides to wok with the AIT during the day. ELAC parents expressed the need for homework assistance after school, which will be a program we continue to pursue.
- Math has been our targeted area for several years, with resources dedicated to professional development and materials. With training and materials in place, we will maintain and expand our use in coming year but will not need to dedicate resources to training and materials.
- Teachers identified the need to shift our school-wide focus to English Language Arts to deepen and expand our instructional strategies across all classrooms and to continue to cultivate the culture of reading and writing at Dillard.
- AVID is a new program that will enhance student performance in both reading and math, with our initial implementation starting in grades five and six.
- Teachers see the need for more time allocated to focused and strategic release days for data analysis, vertical articulation, and planning for classroom instruction and school-wide academic focus areas in math, ELA, and science.
- All stakeholders see the need to increase opportunities for families to engage in the life of the school, which has not been possible due to COVID health and safety guidelines. In the 2022-2023 school year, family events will be reintroduced to bring our school community back together.

Resource Inequities

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

No resource inequities were discovered as a result of the needs assessment. This year, along with LCAP and general funding, we were provided with ESSR funding. With these resources, we were able to equitably address student needs.

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 and an emphasis on closing the achievement gap for all subgroups:

- 75% of all subgroups meeting proficiency in Grades K-6 using common grade level trimester assessments to assess performance.
- 55% of students in Grades 3-6 meeting or exceeding standards in mathematics, an increase of 5% as compared to our 2021 CAASPP overall score of 50%
- Our subgroup student numbers are small; therefore, we will monitor the academic progress of these students using individual data.

| **Metric:** Other (Site-based/local assessment) | |

Actions/Services 1.1.1

Principally Targeted Student Group

• 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. 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. 2. Targeted interventions in math for students demonstrating academic gaps in the area of math will be provided with interventions targeted to their needs, such as instructional intervention provided by the Academic Intervention Teacher, general education aides working with the AIT,	**Actions 1 - 5:** 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:** 1. 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. 2. The Dillard Math Mindset Site

and/or extended day tutoring.
3. The Dillard Math Mindset Site Team will meet twice during the year, in fall and then mid-year, for school-wide planning and review of the effectiveness of implemented strategies. Five teachers will be released two times for half-day planning sessions at a cost of $1920.00.
4. Students in Grades 5 - 6 will engage in the AVID program as a means of increasing organizational skills, studies skills, and other instructional supports to strengthen their math skills.
5. Site administrators will monitor and support implementation through monthly walkthrough observations, with particular attention given to observation of students in targeted groups (EL, AFAM, and LI).

Team will draw on grade level data analysis twice during the year for program evaluation and planning.

Action 4:

1. Use classroom-based assessments to determine the impact of AVID strategies on students' academic performance and development of targeted skills. Teachers in Grades 5-6 will assess the effectiveness of AVID implementation during March and at the end of the school year.

Action 5:

1. 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 observations, as well as teacher analysis of data.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$800	Certificated- Timesheets	

Site Goal 1.2

Maintain the expectation that students will attain proficiency in essential English Language Arts standards, with improved levels of proficiency, with an emphasis on closing the achievement gap for all subgroups:

- 75% of all subgroups in Grades K - 6 meeting proficiency using common grade level trimester assessments.
- 61% of students in Grades 3-6 meeting or exceeding standards in English Language Arts, an increase of 5% as compared to our 2021 CAASPP overall score of 56%
- Our subgroup student numbers are small; therefore, we will monitor the academic progress of these students using individual data.

| **Metric:** Other (Site-based/local assessment) | |

Actions/Services 1.2.1

Principally Targeted Student Group

• 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?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Use benchmark and interim assessments to gather data we will use to determine ELA proficiency and student needs four times a year. K - 2 teachers will be provided with half-day release time four times during the year, in August for pre-assessments and then at the end of each trimester, in order to complete one-on-one assessments with their students. For six teachers this will be a cost of $1920.00. 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. The Dillard ELA Team will meet four times during the year, in fall and at the end of each trimester for school-wide planning and review of the effectiveness of implemented strategies. The team will have two work groups, K-2 and 4-6, in order to target needs specific to these levels. However, they will also	**Actions 1-5 & 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 6:** 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 - 8:** 1. 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. 2. 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 collect PLC meeting agendas and notes each month using grade level Google folders. 3. The Academic Intervention Teacher will meet with the Dillard Tier 2 team on a weekly basis as part of our MTSS process related to students identified by teachers as needing academic intervention. She will also

articulate as one school-wide team. Seven teachers will be released four times for four half-day planning sessions at a cost of $2240.00.
4. Provide strategic reading intervention to address intensive ELA needs preventing students from reading on grade level utilizing support from an academic intervention teacher (AIT), aides directed by the AIT, and extended day learning opportunities. Emphasis will be given to early intervention and filling gaps to close the achievement gap for targeted groups.
5. 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 AIT and classroom teachers.
6. Provide materials and supports to increase reading motivation and volume. This includes increasing student access to high interest and diverse literature as well as increasing librarian hours, allowing her more time to work with students each week within the library.
7. Provide resources to develop reading comprehension skills, both using fiction and informational texts.
8. Students in Grades 5 - 6 will engage in the AVID program as a means of increasing organizational skills, studies skills, and other instructional supports to strengthen their language arts skills.

meet with grade level teachers and draw on classroom and benchmark data at regular intervals to create intervention plans addressing targeted needs, with emphasis on K - 3rd grades.

Action 8:

Use classroom-based assessments to determine the impact of AVID strategies on students' academic performance and development of targeted skills. Teachers in Grades 5-6 will assess the effectiveness of AVID implementation during March and at the end of the school year.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$29000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$4160	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$1000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$3640	Materials/Supplies/Equipment	

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 2021 - 2022 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%.

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	**Actions 1 - 4:** Azzam, A. April 2016, Six Strategies for Challenging Gifted Learners. ASCD Education Update. Vol. 58. No. 4	**Actions 1 - 4:** 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.

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 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 $1250.00.

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)	$3097	Certificated- Salaries	
GATE (7105/0000)	$300	Materials/Supplies/Equipment	

Site Goal 1.4

Implementation of Next Generation Science Standards across all classroom, with 90% of student demonstrating proficiency at meeting or exceeding grade level standards as measured by classroom assessments, a 5% increase of our current baseline of 85%, with focus on addressing the achievement of EL, African American, Foster Youth, and Low Income students. In addition, In 2018 - 19 our fifth grades students scored 42.42% on the California Science Test (CAST), and we will increase this to scores to 50% on the 2022-23 assessment.

Metric: Content Standards Implementation	

Actions/Services 1.4.1

Principally Targeted Student Group

• 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	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
1. Provide training for sixth grade teachers in *Stemscopes* in the fall to prepare them for implementation of NGSS standards using their grade level curriculum. Particular focus will be given to instruction that will support achievement of EL, African American, Foster Youth, and Low Income students. 2. Provide $1000.00 in materials and resources to support classroom implementation of NGSS standards in Grades K - 6. 3. Target NGSS for Earth and the Solar System schoolwide, developing academic connections across all grades using a common resource and connected planning and instructional implementation. As part of the study, all grades would target aspects of Earth and the Solar System appropriate to their grade level through use of Starlab, renting it in the fall and spring to deepen student understanding of these standards using this on-site learning experience. The Starlab rental cost is $200.00/day. For weeks, the cost will be $2000.00. 4. The Dillard Science team will meet twice a year prior to the scheduled Starlab experiences to plan instruction that will effectively utilized Starlab at each targeted grade level as it connected to grade level NGSS implementation. Four teachers will be released for planning sessions twice a year for one half day each at a cost of $640.00.	Actions 1-4: 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:** 1. After being trained, sixth grade teachers will create long range plans for implementation of Next Generation Science Standards. **Action 2 - 4:** 1. All teachers will target NGSS for Earth and the Solar System at that start of the school year and plan instruction to address key concepts prior to each Starlab experience. They will determine key assessments to be used to assess student proficiency. 2. The Dillard Science Team will support grade level teams in planning Earth and Solar System lessons and effective use of Starlab so that the two applications of key NGSS standards to Starlab is an effective learning experience for all students.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$640	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$2000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	

Site Goal 1.5

Provide opportunities for students to develop their organization, writing, public speaking, communication,

collaboration, and critical thinking skills.

| **Metric:** Other (Site-based/local assessment) | |

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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: 1. With our initial goal of 10 student participants met at the end of Year One, during Year two we will increase the number of students participating in our media production program to a minimum of 20 students by the end of year two, and 40 students by the end of year three. 2. Provide training to student participates to students taking part in the media portion of Dillard's 2022 Summer Camp, with student not able to take part trained during August, 2022. 3. 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	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

programmatic evaluation.	• **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 as well as vertically across grade level teams to improve student achievement by analyzing data, setting goals, creating lessons, and responding to needs as identified through use of common formative assessments. Development of effective PLC culture will be measured using a PLC Continuum Rubric.

Metric: Assessment System	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. Grade level teams will meet for a half day three times during the year to do this work at a cost of $1680.00. Teams will meet for a full day at the end of the year to review the effectiveness instructional practices, using their analysis to plan for the next year at a cost of $2240.00. 2. Twice during the year primary and intermediate teams will meet to vertically articulate, drawing on grade level PLC	**Actions 1 - 3:** Voelkel, R (2011). <u>A case study of the relationships between collective teacher efficacy and professional learning communities</u>. Hattie, J. <u>Visible Learning</u>: • Collective Teacher Efficacy 1.57 • Professional Development .62	**Actions 1 - 3:** 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 administration prior to release days, with notes added after their meeting. All agendas and notes will be added to the grade level folder on their Google drive. 3. During a staff meeting in May, all teachers and administration will assess the effectiveness PLC implementation plans established in September, drawing on the pre-determined assessment data to evaluate effectiveness.

data analysis to benchmark and plan across grade levels in areas targeted as a result of identified academic needs ELA and math will be specific areas of focus. The vertical teams will meet in September and in March at a cost of $3840.00. 3. 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 address areas where teachers identify that additional training is needed to improve instruction. Any costs will be paid from site or ESSR funds.		

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$7760	Certificated- Timesheets	

Site Goal 2.2

Monitor the English language development of EL students using 2021-2022 ELPAC scores, with the goal of all of students achieving growth of at least one performance level on the 2023 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Utilize individualized formative assessment data using ELD materials to evaluate each EL student's development of English proficiency for use by classroom teachers for	**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	**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

instructional planning. 2. Develop and implement designated ELD instructional plans to meet specific students needs, with no supplemental funds used to support this instruction because it is a core program already supported through district funds. 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. $1120.00 in EL funds will be utilized to administer ELPAC assessments.	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.	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)	$1120	Certificated- Timesheets	

Actions/Services 2.2.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 a stipend of $600.00.	**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 University.	**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 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

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$600	Certificated- Timesheets	

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 in the number of discipline incidents. In 2021-22, there were 20 discipline incidents recorded, and in 2022-23 we will reduce this by 5%.

Metric: Cohort Graduation	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Introduce PBIS routines and strategies at the start of the year at a school assembly that includes introduction/practice of	**Actions 1 - 5:** Horner, Sugai, & Lewis (2015) Is school-wide positive behavior support an evidence-based	**Actions 1 - 5:** Analyze behavior data with PBIS team and staff as a whole on a monthly basis in order to determine

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 Friday Round-Up and also during our video-taped Monday Minute posted online on our Google Site Pioneer Pages.. 3. Recognize positive behaviors using Golden Tickets with rewards given out at The Dillard Trading Post at least once each month. 4. Document misbehaviors in Synergy, noting consequences and restorative 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 the district-provided Social Emotional Learning curriculum selected by the school staff. Provide materials and resources to support social emotional learning schoolwide and within the classroom.	practice? Marzano, R (2002) <u>What works in schools.</u> (importance of safe environment)	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.

Funding Source	Amount	Description of Use	

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 supportive school climate and culture using PBIS, anti-bullying initiatives, social emotional learning, and creating an inclusive environment using a schoolwide theme.

Metric: Social Emotional Learning	

Actions/Services 3.2.1

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • 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?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. During the first trimester, staff will focus on learning and valuing student names and using relationship-building strategies from *Removing Labels.* In addition, all staff will be given the names of two students not well connected to Dillard adults, and they will focus on building those positive relationships. Staff will check in at January Preservice to monitor the progress of implemented strategies. 2. Deepen student engagement and involvement in the climate and culture of the school through schoolwide implementation of a theme similar to the 2021-22 themes, "Be Here. Be You. Belong." All classes will launch the theme in August using strategies developed and introduced by the Dillard Culture Committee. 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. Materials will be provided to promote school-wide connections through shared activities such as creation of tie-dyed shirts connected to the theme. 3. Continue regularly-scheduled Showcase Walks, a practice begun during the 2021-2022 school year to promoted connected across classrooms as students viewed posted work connected to the monthly theme.	**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 Education, Nov/Dec. 28-33. **Actions 3:** Yonty Friesem, Chapter 2-Empathy for the Digital Age: Using Video Production to Enhance Social,	**Actions 1:** 1. During Preservice in August, introduce strategies from Removing Labels that will be used across all classrooms/involve all Dillard adults. Midway through the year and then in May, gather evidence of 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. After reviewing the data, staff will determine additional Removing Labels techniques to incorporate either at the midpoint of 2022-23 or in the coming year, depending on the time of the review. **Actions 2 - 3:** 1. At the end of each trimester, the Culture Committee and 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 2023-24 school year.

4. Implement a media production program with a dedicated staff member to provide systematic media production instruction. Students will create media, including videos, 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.	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 20 students by the end of year two, and 40 students by the end of year three. 2. Produce a minimum of 10 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)	$1000	Materials/Supplies/Equipment	

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. In 2021-22, 87% of student households had at least on parent or guardian signed up for Parent Vue. In 2022-23, we will increase this to 95%. In addition, we will gather baseline data for usage of Talking Points as we launch its use in the 2022-23 school year by recording the number of Talking Point messages sent each month.

Metric: Other (Site-based/local assessment)	

Actions/Services 4.1.1

Principally Targeted Student Group

• 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?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 as information that will support parents in addressing their student's academic needs. 5. Reach out to parents and respond to questions/needs.. 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. 7. Launch the use of Talking Points by first training staff in its use by 10/1/22 and then introducing it to parents at Back to School Night and through parent	**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. **Actions 7:** Staff will monitor use of Talking Points on a monthly basis, recording the number of messages sent as a mean of determining the effectiveness at reaching parents in all home languages.

	communications.			

Funding Source	Amount	Description of Use	

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 2022-2023 by recording the number of attendees at each event, with an initial goal of at least one parent from 50% of our households at each family event. We will also gather qualitative data to through 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Provide families with positive events and activities at school to increase parent involvement and engagement in the school culture. Activities may include The Dillard Art Show, one Family Learning Night, and other parent-child participatory events, such as BINGO. 2. Increase community partnerships by engaging community groups in existing programs at the school, such as maintenance of our Pioneer Garden and Nature Area. 3. Promote and celebrate our multicultural heritage through events and programs to engage our diverse community, with a multicultural focus at our Dillard Art Show. 4. Create a welcoming	**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 at PTO, ELAC, and School Site Council to evaluate the effectiveness of site events at engaging parents. Compare the number and content of parent communications in 2021-2022 with those sent to families in 2022 - 2023 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 • Social media engagement & parent comments

environment for our EL parents at ELAC meetings by providing light refreshments for ELAC meetings.			• Increase in positive responses to family engagement questions on parent surveys. • 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	

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 92.62% to 95.5% and a 10% reduction in the number of students who are chronically absent. During the 2021-22 school year, 75 students were 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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, resources drawn from Design for Belonging by Susie Wise, and our school-wide theme "Be Here. Be You. Belong" to	**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.

increase student connectedness to school, improving student attendance.

4. Improve student attendance using the following strategies: send home parent letters for notification of attendance issues, contact parents via phone to provide attendance updates, schedule parent meetings, assist parents in attaining services that will address obstacles to arriving on time and staying all day by making referrals to appropriate agencies/departments, and promote improved attendance through student recognition.

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.

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

V. Funding

C.W. Dillard Elementary (239) | 2022 - 2023

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	0.0000	$0	$14,051	$14,051	$14,051	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$50,000	$50,000	$42,240	$7,760	$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	$1,720	$1,720	$0	$1,720	$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	$70,168	$70,168	$59,688	$9,480	$1,000	$0	

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	$0
Subtotal of state or local funds included for this school	$70,168

		Signatures: (Must sign in blue ink)	Date
Principal	Sandra Wiest		
School Site Council Chairperson	Larisa Bake		
EL Advisory Chairperson	Anabel Rodriquez		