



C.W. Dillard Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033039

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

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>3/31/20 ELAC input gathered regarding EL student needs 10/28/19, 2/18/20, and 4/22/19 SSC reviewed data analysis, goals and actions and provided input 9/8/19, 10/21/19, and 2/24/20 Staff and Leadership Team provided input on goals/actions/funding 8/14/18, 3/11/19 and 4/1/19 Staff goal setting at Preservice and staff meetings 8/15/19 Parent presentation at Back to School Night 8/28/19-3/05/20 Grade Level PLC meetings to regularly review data, informing implementation of LCAP goals 5/22/20 SSC meeting to present final plan for 2020-2021 for final comments and approval 09/08/20 Leadership meeting to revise actions and allocate additional funds. 09/21/20 Staff input on revisions to actions and funding allocations 09/23/20 SSC meeting to present revisions and vote on final plan for 2020 - 2012.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>As a result of consultation with stakeholder groups, we will</p> <ol style="list-style-type: none"> 1. Continue to provide after school tutoring to our English Learners. 2. Expand our provision of books for use by parents of English Learners with their children at home. 3. Increase family engagement night activities addressing the arts and to engage with our diverse cultures. 4. Provide professional development and resources to support teachers in addressing English language development of English learners to increase the percent of students making progress towards English proficiency. 5. Expand mathematical mindset professional development to include primary grades, as well as intermediate teachers who have not yet been trained in order to deepen our school-wide effort to deepen students' mathematical thinking.

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Maintain the expectation that students will attain proficiency in essential mathematical standards, with 70% of all subgroups meeting proficiency using common grade level trimester assessments, in lieu of CAASPP data unavailable for the 2019 - 2020 school year.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Gain professional development in Mathematical Mindsets through youcubed trainings and use of books written by Jo Boaler and the youcubed team to deepen teacher knowledge and skill in higher order math and the application of growth mindset principles to content area learning. Each teacher will take part in one online course and provided with books to use in conjunction with the training. 2. After completing the online training, teachers will meet in grade level teams to select one area of focus for grade level implementation. 3. Use instructional coach to support implementation of math mindset strategies. 4. Teachers will engage in a book study during professional learning time using Limitless Mind by Jo Boaler. 5. Site administrator will monitor and support implementation through monthly walkthrough observations. 6. Provide additional training and materials to support instruction that will increase student proficiency in math, with a focus on professional learning to develop teacher skills at using online platforms and programs to support math instruction within a distance learning model. 	<p>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.</p>	<p>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. Site administrator will monitor implementation of math mindset strategies through walk through observations each trimester, with focus determined by site team.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2880	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Maintain the expectation that students will attain proficiency in essential English Language Arts standards, with 70% of all subgroups meeting proficiency using common grade level trimester assessments, in lieu of CAASPP data unavailable for the 2019 - 2020 school year.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Use benchmark and interim assessment data to gather data to determine ELA proficiency and needs four times a year. 2. Analyze data and identify students not at grade level and skill areas that are areas of need. 3. Provide materials and resources to address ELA intervention and extension needs, such as Fountes and Pinnell Benchmark Assessment Kit, guided reading resources using leveled readers from Reading A-Z and other leveled books, as well as online resources to support development of language arts skills, and SeeSaw for online practice. 4. Schedule strategic reading intervention provided by a certificated teacher to address intensive ELA needs preventing students from reading on grade level. Support may be provided either during the day or through extended day intervention. 5. Provide materials and supports to increase reading motivation and volume. 6. Provide print and online resources to deepen language arts skills for all students, with emphasis on Reading Standards for Informational Texts for Grades 4 - 6 and using writing skills to show comprehension. Resources will include Discovery Education and other online programs to support development of reading comprehension skills. 7. Provide additional training and materials to support instruction that will increase student proficiency in reading, with a focus on professional learning to develop teacher skills at using online platforms and programs to support reading instruction within a distance learning model. 	<p>Fisher, D. and Frey, N., Raise reading volume through access, choice, discussion, and book talks. <i>The Reading Teacher</i>, 2018, Vol. 72, No. 1, Pp. 89-97.</p> <p>Response to Intervention in Primary Grade Reading--National Association of Elementary School Principals; <u>Visible Learning</u>, John Hattie identifies the effect size of various influences on student achievement:</p> <ul style="list-style-type: none"> • Response to Intervention 1.07 • Small Group Learning .49 • Reading Comp. Programs .58 • Reading 2nd Chance Program .50 • Reading Phonics Instruction .60 	<p>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.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$6070	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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, 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 by at least 10%.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

- Asian • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 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. 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. 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. Provide materials as needed to accelerate needs within the classroom to address specific needs in reading, writing, and math. 	<p>Azzam, A. April 2016, Six Strategies for Challenging Gifted Learners. ASCD Education Update. Vol. 58. No. 4</p>	<p>Site administrator and GATE Coordinator will monitor involvement of students achieving above grade level to review progress as students develop higher order skills twice during the year, at the midpoint and then at the end of the year. GATE Coordinator will analyze the results of GATE identification and monitor acceleration program involvement matched to their needs. GATE Coordinator will monitor GATE referrals, reaching out to teachers at the start of the school year for potential GATE candidates, enlisting teachers involvement in the process of GATE identification for a great number of students during the year.</p>

Funding Source	Amount	Description of Use

Site Goal 1.4

Bridge the transition to middle school for 6th grade students through vertical articulation between regional 6th grade teachers and Albani 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 2019-2020.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

- All

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 320.00. 2 days (1 day per 2 teachers) x 160.00 = 320.00. 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 middle school as they are appropriately placed.

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).

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		
Supplemental/Concentration (7101/0000)	\$320	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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)

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

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 • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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. Each grade level team will meet for three hours off-contract time at the end of the first and second trimesters. They will have a one full release day at the end of the year to evaluate data and use yearlong analysis to plan for the 2021-2022 school year. 21 teachers will be paid for six hour each on a time sheet, and	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> <ul style="list-style-type: none"> • Collective Teacher Efficacy 1.57 • Professional Development .62 	Grade levels will submit PLC agenda and notes to Google Classroom folder two times each month; PLC Continuum Rubric completed by grade levels three times during the year, during the first month, in January, and during the final month of the school year. Goals for growth will be identified at the start of the year, with progress monitored at the second and third checkpoint. Administrator will attend PLC three times during the year, once per trimester, to monitor progress of grade level agreed-upon goals. The effectiveness of PLC work will also be determined through progress made by students targeted through PLC data analysis and planning.

they will be released for one full day of using a sub:

- o 21 x 6 hrs at \$50= \$6300
- o 21 x \$160 sub rate=\$3360
- o TOTAL \$9660.00

2. Utilize concentrated coach support to support grade level teams in data analysis and instructional planning at release days.
3. Use the PLC Continuum Rubric to set goals for PLC skills development and to assess growth in development of PLC culture.
4. 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
5. Provide professional development materials and coaching support as needed to support grade level analysis of student data and instructional planning to address targeted needs.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$9980	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Monitor the English language development of EL students using grade level ELD materials, in lieu of ELPAC because ELPAC data is unavailable for the 2019 - 2020 school year, with the goal of all of students achieving growth of one performance level on the 2021 ELPAC and 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?
<ol style="list-style-type: none"> 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. 	<p>Kinsella, K (2012) Evidence-based principles to guide English language development in the Common Core Standards era; Center for Teacher Efficacy; San Francisco State University.</p> <p>Hollingsworth, J, Ybarra, S (2017) Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson. Corwin, Thousand Oaks, CA.</p>	<p>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.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2624	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
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.	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.	EL coordinator will gather classroom ELD assessment data to guide identification/placement in ELD groups at the start of the year; at the end of each trimester monitor progress and refine placement in ELD groups; use multiple data sources to reclassify EL students who reach RFEP status, monitoring their academic progress at the end of each trimester; utilize parent survey data and parent input at ELAC and 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	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

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

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 • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Introduce PBIS routines and strategies at the start of the year within classrooms. 2. Document misbehaviors in Synergy, noting consequences and restorative 	<p>Horner, Sugai, & Lewis (2015) <u>Is school-wide positive behavior support an evidence-based practice?</u></p> <p>Marzano, R (2002) <u>What works in schools.</u> (importance of safe environment)</p>	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

<p>practices and interventions to teach more positive ways of reacting.</p> <p>3. Reinforce PBIS routines and rules within the classroom and at the weekly school-wide Round-Up once County Health guidelines allow gatherings on campus.</p> <p>4. Recognize positive behaviors using Golden Tickets with rewards given within classrooms during distance learning and weekly redemption at The Trading Post once students are back on campus.</p> <p>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 and Choose Love to improve students' social emotional skills and needs.</p> <p>6. Begin site-wide professional learning of Responsive Classrooms techniques using program materials within a book study group to identify key strategies to address class and site needs identified through analysis of behavioral data. \$700.00 will be utilized to pay for Responsive Classroom materials.</p>		<p>behaviors. Conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness and to create an action plan to further improve practices.</p>
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1	
<p>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 2020 - 2021 school year.</p>	
Metric: Other (Site-based/local assessment)	

Actions/Services 4.1.1

Principally Targeted Student Group		
• All • School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. At Back to School Night provide	Hara S., Burke D. (1998) Parent	Teachers will monitor parent use of Parent Vue

<p>parents with information/opportunities to sign up for Parent Vue.</p> <ol style="list-style-type: none"> 2. Provide online parent learning night presentations to show parents how to use Parent Vue as well as a range of curricular online resources, such as Think Central, AR, and online learning platforms and programs to support distance learning. Opportunity to join the school's social media sites of Facebook and Instagram will also be provided. 3. Communicate information about information available through Parent Vue through school emails and on the school web page. 4. Assist parents with troubleshooting problems when they have difficulties accessing their account. 5. 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. 6. Reach out to parents and respond to questions/needs using a Parent Liaison. 7. Support EL parents through use of translation services for meetings, conferences, and direct contact via phone and in-person. 	<p>Involvement: The Key to Improving Student Achievement. School Community Journal.</p> <p>Cary A. (2006) How Strong Communication Contributes to Student and School Success: Parent and Family Involvement. National School Public Relations Association.</p> <p>In <u>Visible Learning</u>, John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51</p>	<p>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.</p>
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$150	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="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 2020-2021, as well as an increase in positive responses regarding family engagement through parent survey data.

Metric: Family and Community Engagement
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Actions/Services 4.2.1

Principally Targeted Student Group
• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 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 an event 	<p>Back to School: How parent involvement affects student achievement from Center for Public Education</p> <p>Henderson, Anne T. and K.L. Mapp. 2002. <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i>. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.</p> <p>In <u>Visible Learning</u>, John Hattie identifies the effect size of various influences on student achievement: Parental Involvement .51</p>	<p>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.</p> <ul style="list-style-type: none"> • Event sign-in sheets

<p>to engage our diverse community, either on campus or presented virtually.</p> <p>4. Create a welcoming environment for our EL parents at ELAC meetings by providing light refreshments for ELAC meetings.</p>		<ul style="list-style-type: none"> • 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 group to assist with our garden program and development of the Nature Area to increase use of these two areas for STEM learning.
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$100	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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	
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Actions/Services 4.3.1

Principally Targeted Student Group
<ul style="list-style-type: none"> • All

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?
<ol style="list-style-type: none"> 1. Promote daily attendance through school programs such as the All Day Every Day Monthly Perfect Attendance bulletin board, End-of-Trimester Assembly recognitions, 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. Send home parent letters for notification of attendance issues as well as positive letters recognizing improved attendance. 4. 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. 	<p>Chang, Bruner, & Discher (2011). Chronic elementary absenteeism: a problem hidden in plain sight.</p>	<p>Site administrator monitors daily attendance percentage, tardies, and early dismissals on a monthly basis to evaluate the effectiveness of attendance improvement programs.</p>

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 2020 - 2021**

IV. Funding

C.W. Dillard Elementary - 239

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$19,011	\$19,011	\$19,011	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$21,915	\$21,915	\$21,915	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$31,250	\$31,250	\$21,270	\$9,980	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$3,474	\$3,474	\$0	\$3,224	\$0	\$250	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$76,650	\$76,650	\$62,196	\$13,204	\$1,000	\$250	

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	\$76,650

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certificated</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		Benefits Calculator for Timesheets		<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>	<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>		Total \$ <input type="text"/>	<p style="text-align: right;">Signatures: (Must sign in blue ink) Date</p> <p>Principal Sandra Wiest _____</p> <p>School Site Council Chairperson Samantha Bristow _____</p> <p>EL Advisory Chairperson Anabel Rodriguez _____</p>	
Benefits Calculator for Timesheets											
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