



C. W. Dillard Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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, Action Plans and Progress Monitoring

C. W. Dillard Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 606)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Dillard administration met with stakeholder groups throughout the 2023 - 2024 school year to review student outcomes, evaluate the effectiveness of our plan, and to make modifications in order to improve student progress. This analysis and discussions were held at the following staff meetings: August 14, February 5, and April 18. Leadership meetings engages in data analysis and goal setting on December 4, February 26, and April 11. Dillard School Site Council reviewed data and evaluated the effectiveness of the plan on September

21, February 20 which combined the areas for evaluation/discussion for the winter and first spring meeting, March 28, and May 16. ELAC provided feedback during their meetings held on October 12, December 15, and February 13. The 2023 Parent, Student, and Staff School Climate and 2023 LCAP Needs Assessment survey data also contributed to completion of the school plan.

2. Impact of LCAP and Annual Update

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

The evaluation validated the strength of our intervention programs and positive behavior supports through the MTSS process that is part of our PBIS program. During 2023 - 2024, we implemented AVID across all grade levels, with a high degree of fidelity and strong impact on student performance. We will extend our implementation of AVID strategies, adding regional vertical articulation with the middle school incorporating AVID coach support. During the 2024 - 2025 school year we will increase resources to provide differentiated practice, including using an online program to target ELA skills/areas of growth for each student. We will also focus EL resources on providing differentiated instruction during the day using push-in and pull-out aide support. In response to the desire to increase enrichment opportunities, we will allocate funds to increase school assemblies targeting curricular and/or bully prevention themes.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

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

English Language Arts:

Overall, students who meet or exceed standards in English Language Arts (ELA) will increase from 52% to 65%.

- Hispanic students will increase from 52% met or exceeded to 65%
- Socio-Economically Disadvantaged (SED) will increase from 39% met or exceeded to 55%
- Students with Disabilities (SWD) will increase from 17% met or exceeded to 35%

Mathematics:

Overall, students who meet or exceed standards in math will increase from 41% to 55%.

- Hispanic students will increase from 36% met or exceeded to 50%
- Socio-Economically Disadvantaged (SED) will increase from 30% met or exceeded to 55%
- Students with Disabilities (SWD) will increase from 14% met or exceeded to 35%

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

Action 1.1.1 (SiteGoalID: 7197) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Tier 1 Supports</p> <p>AVID</p> <ul style="list-style-type: none">• A team of teachers attend the Sacramento AVID Summer Institute to increase their training and plan for 2024-25.• AVID strategies promoted schoolwide and in classrooms through Kickoff	<p>Progress Monitoring</p> <p>Tier 1 Supports</p> <p>AVID</p> <ul style="list-style-type: none">• Admin and AVID Coordinator will collect classroom data each trimester matched to grade level AVID goals to determine whether students in each class are applying the AVID strategies taught. Data will be shared with teachers,	<p>Evaluation</p>

activities during the first week.

- Grade level teams set specific AVID goals, choosing one AVID strategy as the focus area each trimester.
- Using a continuous improvement model, AVID team meets three times during the year (August, January, May) during full release days to create and implement a year-long plan for schoolwide AVID implementation.
- Teachers bring samples of AVID student work to staff meetings for discussion and vertical articulation. AVID will be highlighted once each month at the start of a staff meeting.
- AVID culture promoted through posted signs and students work that will be shared and celebrated during Showcase Walks. Positive AVID messages are incorporated into morning announcements weekly.
- Professional development provided by District AVID coaches once each trimester focused on strategies that can be implemented schoolwide starting the next day.
- Teachers extend and deepen AVID skills by attending trainings during the year as well as the 2025 AVID Summer Institute.

Professional Learning Communities (PLC)

- Teachers pre-assess math and ELA skills using Illuminate assessments to determine student needs and develop instructional plans. K-2nd teachers are provided a half-day release at the start of the year for ELA pre-assessments and then at the end of each trimester for completion of

the AVID Coordinator, and administration.

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

Professional Learning Communities (PLC)

- Grade level teams will meet at the end of each trimester during schedule meeting time to analyze interim data to determine if intervention plans were effective at addressing identified needs of target students to improve academic performance. Teams will develop instructional plans to address continuing or newly-identified needs. Students in need of intervention beyond the classroom will be referred to AIT or an RTA will be submitted to the MTSS Tier 2 team.

Tier 1 Interventions, Trainings and Resources

- Once each trimester at grade level PLCs and/or staff meetings teachers will review learning target examples that they bring as examples and samples drawn from FONT walk throughs done by administrators with the goal of refining skills at writing learning targets and incorporating them within instruction.
- After developing AVID goals and selecting one AVID strategy as a focus for the year, use the continuous improvement model to review implementation in January and April with the goal of improving implementation.

Illuminate interim assessments. 3rd - 6th are released by a floating sub during these same four assessment periods to complete fluency assessments.

- Teachers determine target students not working at grade level, with Tier 1 intervention provided in the classroom along with AIT support.
- Teachers work together as grade level teams weekly during Early Out and during release time scheduled at the start of the year and at the end of each trimester to analyze data, develop instruction utilizing high quality instruction and AVID strategies, and to plan specific interventions for target students.

Tier 1 Interventions, Trainings and Resources

- Throughout the year, teachers engage in professional development to enhance and deepen instructional skills, including but not limited to LETRS and AVID trainings.
- Provide teacher training and practice at writing learning targets that align specifically to ELA and math instruction that addresses Tier 1 needs as identified through review of student performance data.
- Differentiated intervention provided during Reading Workshop by the teacher utilizing a range of Tier 1 strategies for 1-1 and small group intervention, as well as use of LEXIA's online program to individualize independent support with the goal of all students progressing towards meeting grade level reading standards.

<ul style="list-style-type: none"> Teachers utilize materials and resources to support reading and math instruction and intervention. We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal. 		
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Action 1.1.2 (SiteGoalID: 7197) (DTS: 04/16/24)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Tier 2 Interventions</p> <p>AIT</p> <ul style="list-style-type: none"> Determine entrance and exit criteria for each grade level at each trimester. Identify students in need of intervention using Illuminate data and entrance criteria. Form intervention groups and intervention schedule utilizing AIT resources. Determine curriculum and strategies for targeted students. Communicate plan to teachers and get their input. Reassess formally every six weeks using Illuminate assessments and other diagnostic assessments as needed. Use ongoing formative assessment data as well as 	<p>Progress Monitoring</p> <p>Tier 2 Interventions</p> <p>AIT</p> <ul style="list-style-type: none"> AIT and Admin will collect implementation and student progress data. The data collected will be: feedback on effectiveness of materials and the intervention schedule, Illuminate data, classroom performance data, and assessment data from the intervention program. Data will be collected every six week. Data is shared with admin, the MTSS Tier 2 team, the classroom teacher, and parents when incorporated within parent-teacher conferences. AIT and admin will review data collected by the AIT at 6-8 week intervals to evaluate 	<p>Evaluation</p>

six-week formative assessments to determine who continues and who exits the program.

- Use MTSS referrals and end of trimester Illuminate data to identify students who need to be added to the program.
- Use student assessment data to evaluate effectiveness of the program and adjust the program as needed to increase effectiveness.
- Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness.

Instructional Intervention

- Provide push-in/pull-out Intervention by para educators under the direction of AIT to target intervention needs in small groups formed to math and ELA needs. Provide Extended Day tutoring by teachers for target students who have not mastered grade level standards.
- Provide homework support during Extended Day through Homework Club available 30 minutes 4 times a week utilizing aides directed by classroom teachers and supervised by administration.

EL Instructional Support

- Provide push-in/pull-out Intervention by para educators under the direction of a certificated teacher to target English language development skills impacting grade level math and ELA academic performance. Para educator to collaborate with EL Instructional Coach.

Tier 2 Supplies and Materials

the program and make adjustments throughout the year. At the end of the year, they will review the effectiveness of the program and make adjustment to the AIT program for the 2024-25 school year.

Instructional Intervention

- Teachers monitor progress of students working in small groups for math and ELA intervention at regular intervals, from 4 to six weeks, depending on the skill units.
- Grade level teams review pre- and post-assessment data to determine success of the Tier 1 interventions used and to determine next instructional steps for each student.

<ul style="list-style-type: none"> Teachers utilize materials and resources to support reading and math instruction and intervention. We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal. 		
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Action 1.1.3 (SiteGoalID: 7197) (DTS: 04/18/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide resources to increase students' reading volume and motivation, to improve equity, and to increase access to library resources by increasing our librarian's hours and by expanding our library collection.</p>	<p>Progress Monitoring</p> <p>Monitor student use of library time and student use of library resources to ensure students have opportunities to access material that matches their needs and interests, ensuring an increase in reading volume to improve reading skills.</p>	<p>Evaluation</p>

Site Goal 1.2 (SiteGoalID: 7200) (DTS: 12/13/23)

Implementation of effective learning targets will increase from 67.3% to 73% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains what will be learned and why will increase from 78.8% to 80%.
- Teacher survey data regarding current level of implementation of learning targets will increase from 63.7% to 70%.

- FONT implementation data will increase from 35% to 50%.

Metric: Other

Action 1.2.1 (SiteGoalID: 7200) (DTS: 12/13/23)

Targeted Student Group(s)

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

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • Reinforce and deepen teacher understanding of learning targets through Instructional Coach presentations at staff meetings and classroom walkthroughs with the goal of providing coaching feedback. • increase schoolwide focus on learning targets through regular reinforcement of learning targets during morning announcements and feedback provided to students during admin walkthroughs. • Increase FONT walkthroughs to 3 times per week by both administrators to gather data and provide feedback to teachers. • Email teacher feedback after each FONT walkthrough to support teacher growth in implementation of learning targets as part of instruction. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Review FONT data at the end of each trimester to evaluate level of learning target implementation within the classroom. • Review district survey data once it is released to determine whether there is greater alignment between admin, teacher, and student learning target evaluations of implementation. • Review data with regional principal at a PG Regional Principals meeting to collaborate on the success of implementation and to learn which strategies to improve implementation were effective across the region. 	<p>Evaluation</p>

Site Goal 1.3 (SiteGoalID: 7203) (DTS: 12/13/23)

Support Pleasant Grove region sixth grade students' transition to middle school through vertical articulation focused on effective instructional strategies with an emphasis on AVID implementation. Increased implementation of effective AVID strategies across the PG Region will result from

- articulation of AVID goals across all schools in the region during collaborative vertical team meeting engaging sixth grade teachers, seventh grade math and ELA teachers, and district AVID coaches during a release day in September, 2024.
- implementation of one agreed-upon AVID goal across the region during the 2024-25 school year to support student success as they bridge to middle school.

Metric: Other

Action 1.3.1 (SiteGoalID: 7203) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• At the start of the school year, district AVID Coaches will meet with site AVID coordinators to plan regional articulation of 6th grade and middle school teachers with a focus on AVID and a goal of supporting 6th students' bridge to 7th grade.	<ul style="list-style-type: none">• AVID Coaches and AVID site coordinators gather data mid-year and at the end of the year and discuss at a regional meeting to assess implementation of plans developed at the vertical articulation day, with the goal of making refinements as needed.	

<ul style="list-style-type: none"> AVID coaches, 6th grade teachers, and AVID Coordinators meet at Albani Middle School with secondary teachers to align AVID goals and share strategies to assist student transition to middle school. 	<ul style="list-style-type: none"> PG Regional principals will collaborate at regional meeting mid-year and at the end of the year to review data each admin gathers at their own site as well at the data provided by district coaches and AVID site coordinators to determine which implemented strategies were effective and make adjustments for the 2025-26 school year. 	
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Site Goal 1.4
(SiteGoalID: 7802) (DTS: 04/21/24)

Increase student opportunities to expand their content knowledge across subject areas beyond the classroom.

Metric: Other

Action 1.4.1
(SiteGoalID: 7802) (DTS: 04/21/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Schedule schoolwide assemblies for TK-6th grades focused on content knowledge to enhance class instruction focused on content standards for ELA, science, social studies and/or VAPA. 	<ul style="list-style-type: none"> At the end of the school year, assess how many field trips, assemblies, and other learning opportunities beyond the classroom for each grade level during the 2024-25 school year and compare it to opportunities students had in 2023-24. 	

<ul style="list-style-type: none"> Plan virtual or off-site field trips for each grade level focused on curriculum standards. 	<ul style="list-style-type: none"> Review parent feedback provided at stakeholder meetings to determine whether parents are more favorable about opportunities for learning beyond the classroom provided to students. 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 606)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	21955	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	17000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	13420	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	6215	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2570	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:	District Needs and Metrics 2:
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All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

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

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7204) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7204) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan <ul style="list-style-type: none">• Teachers in Grades K - 2 are released four times during the year to complete Illuminate assessments: at the start of the year for pre-assessment and at the end of each trimester.• Teachers in Grades 3 - 6 are released four times during the year with a floating sub to complete fluency assessments: at the start of the year for pre-assessment and at the end of each trimester.	Progress Monitoring <ul style="list-style-type: none">• Administration will review TK-6th grade data four times during the year--after pre-assessments are completed and then at the end of each trimester--to ensure that all required assessments are completed by at least 95% of students.	Evaluation

<ul style="list-style-type: none"> Administration reviews data on the percent of students at each grade level who have completed Illuminate assessments during the first month and then at the end of each trimester to track progress at achieving the 95% completion goal. 		
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Site Goal 2.2 (SiteGoalID: 7202) (DTS: 12/13/23)

Monitor the English language development of EL students with the goal of all EL students achieving growth of at least one performance level on the 2024 ELPAC as compared to 2023 scores and to increase from 78% to 82% attaining English proficiency. This will be achieved through effective ELD instructional practices provided daily within whole group and designated small group instruction.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7202) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan <ul style="list-style-type: none"> Teachers analyze 2023 ELPAC scores and initial pre-assessments at the start of the school year to determine EL students' specific English development needs. 	Progress Monitoring <ul style="list-style-type: none"> After forming initial ELD instructional groups at the start of the school year, teachers will monitor EL students' ELD development on a weekly basis during designated ELD instruction to ensure growth in areas of 	Evaluation

<ul style="list-style-type: none"> Teachers will 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. They will utilize the support of our EL Coach to refine their skills and strategies at addressing targeted EL needs during daily designated instruction. ELD strategies will be incorporated throughout the day within reading, math, and content area instruction. Teachers will use formative assessments to monitor EL development throughout the year. Administer the Initial and Summative ELPAC to monitor progress of all English learners towards achieving English proficiency. 	<p>need, as identified through ELPAC and classroom formative assessments.</p> <ul style="list-style-type: none"> Administrators will review EL student performance at the end of each trimester as part of the review of target student monitoring using interim assessment data to assess Site administrators will also monitor ELD instruction each trimester through district walk through observations. Staff trained in administration of the Initial and Summative ELPAC will conduct testing within 30 calendar days of enrollment for new students and during the annual assessment window in the spring for continuing EL students in order to assess progress towards English proficiency. 	
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Action 2.2.2 (SiteGoalID: 7202) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>The Vice Principal serves as the EL Coordinator for identification/placement of EL students, reclassification, RFEP monitoring, parent</p>	<p>Progress Monitoring</p> <p>EL coordinator will gather classroom ELD assessment data to guide identification/placement in ELD groups at the start of the year; at the end of each trimester</p>	<p>Evaluation</p>

communication, support of ELAC meetings. A teacher leader coordinates meetings and events of Amigos, Dillard's parent group supporting EL parent needs and community development.	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 Amigos at the beginning and then mid-way through the school year to ensure that all parent needs are met.	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 606)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	6500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	1000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1 (SiteGoalID: 7198) (DTS: 12/13/23)

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

- Reduce the number of students who report being hit or pushed from 65% to 3520%
- Decrease the percent of students who report that other kids tease them about what their body looks like from 68% to 35%.
- Increase the overall climate favorability percent from 77% to 85%

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 7198) (DTS: 12/13/23)**Targeted Student Group(s)**

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
PBIS <ul style="list-style-type: none"> • Introduce PBIS routines and strategies at the start of the 	PBIS <ul style="list-style-type: none"> • During PBIS Tier 1 Team's monthly meetings, analyze 	

year at a school assembly that includes introduction of PBIS rules and practice expectations by rotating classes to key areas of the campus where teachers show how the rules apply to that location. Each class then earns a PBIS Passport stamp upon completion of each station. Teachers introduce behavioral expectations within classrooms during the first two weeks.

- Reinforce PBIS routines and rules within the classroom, at the Friday Round-Up and, during morning announcements.
- Recognize positive behaviors using Golden Tickets with rewards given out at The Dillard Trading Post at least once each month.
- Promote positive behaviors using signage displayed throughout the school.
- Provide training in restorative practices and positive behavioral interventions to the Tier 1 team, teachers, yard supervisors and aides, with specific training in strategies in providing positive behavioral interventions for Students with Disabilities and low-SES students.
- Reinforce trainings and review/refine procedures during monthly yard supervisor meetings led by the vice principal.
- Document misbehaviors in Synergy, noting interventions used to address behaviors.
- On an monthly basis, the Tier 1 PBIS team meets to review behavioral data and identify schoolwide areas of behavioral focus.
- On a weekly basis, the Tier 2 team meets to review and address individual student needs reported through the MTSS process.

behavior data on a monthly basis in order to determine the effectiveness of PBIS practices and to refine our use of these programs in order to increase positive student behaviors.

- Report results of Tier 1 behavior reviews, suggested target areas and/or refinements in practices to teachers at staff meetings and yard supervisors at scheduled monthly meetings.
- The Tier 1 Team will conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness of the program and to create an action plan to further improve practices.
- The Tier 2 Team will conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness of the program and to create an action plan to further improve practices.
- Results of the Tier 1 and the Tier 2 Tiered Fidelity Reviews will be reported to staff and after the completion of the report in spring, 2024 and shared with parents in a monthly newsletter communication.

<ul style="list-style-type: none"> At the end of the year, assess effectiveness of Tier 1 and Tier 2 positive behavior strategies implemented through our PBIS program using the Tiered Fidelity Inventory. 		
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Action 3.1.2 (SiteGoalID: 7198) (DTS: 04/19/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Social Emotional Learning (SEL)</p> <ul style="list-style-type: none"> The School Culture team meets to create a plan to promote school culture and increase student connectedness during a half-day release in August. Launch our schoolwide theme "Be Here. Be You. Belong. Dillard School Belongs to All of Us" through schoolwide activities, bulletin board displays, and tie dying t-shirts as a school. Each month, admin and classroom teachers reinforce the character focus drawn from Character Strong, Character Counts, and other SEL programs. At the end of daily morning announcements, admin cues classes to begin their Community Circle, the 	<p>Progress Monitoring</p> <p>Social Emotional Learning (SEL)</p> <ul style="list-style-type: none"> Leadership Team reviews the effectiveness of SEL strategies implemented on a weekly basis. A reduction in behavioral incidents recorded in Synergy and a reduction in the percent of students who report experiencing hurtful words and pushing on the Student Climate Survey will be used to determine the effectiveness of SEL strategies implemented during the 2024 -2025 school year. 	<p>Evaluation</p>

<p>structure which will incorporate SEL lessons drawn from SEL curriculum. Teachers choose their meeting/lesson format that best fits their schedule and class structure.</p> <ul style="list-style-type: none"> • Schedule Showcase Walks six times during the year to showcase AVID, academic content, and SEL themes under our thematic umbrella, Be Here. Be You. Belong. • At the end of the year, review behavioral data from Synergy and data drawn from social groups and classroom interactions to determine the effectiveness of SEL program implementation. 		
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Action 3.1.3 (SiteGoalID: 7198) (DTS: 04/19/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • Promote positive school culture with an emphasis in bullying prevention through an assembly targeting this issue and teaching students effective bully prevention strategies. • Teach the bullying prevention strategy "Stop, Walk, and Talk" at the start of 	<p>Progress Monitoring</p> <p>Review Synergy behavior data at the end of each trimester and Student Climate Survey data after the 2024-25 data is released to determine the effectiveness of bullying prevention strategies implemented during the year.</p>	<p>Evaluation</p>

the year as part of the August Behavior Assembly. <ul style="list-style-type: none"> • Reinforce "Stop, Walk, and Talk" during morning announcements throughout the year. 		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 606)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	500	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4: All students will benefit from programs and services designed to inform and engage family	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education
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and community partners.

as measured by:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7199) (DTS: 12/13/23)

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

Overall, student daily attendance will increase from 94.7% to 96.5%, with subgroups meeting the following goals:

- Hispanic students will increase from 92.9% to 95%
- Socio-economically disadvantaged (SED) students will increase from 94.1% to 96.5

Students who are chronically absent will decrease from 11.5% to 8%, with subgroups meeting the following goals:

- Hispanic students will decrease from 13.2% to 8%
- Students with two or more races will decrease from 12.5% to 8%
- White students will decrease from 12.4% to 8%
- Students with disabilities (SWD) will decrease from 11.5% to 8%

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7199) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • At Back to School Night and in a school newsletter article, communicate school attendance policies, site attendance programs to improve attendance, and the impact of attendance on academic success. • Introduce the daily attendance goal and good attendance incentives at the Back to School Behavior Assembly in August. • Create a bulletin board in School Center that promotes attending school each day. List the names of students who were present each day that month. Also, graphically display the monthly daily attendance percentage along with chronic absentee percentage for that month. • Include the monthly percentages in the school newsletter each month along with our targeted attendance goals. • District attendance technician visits the school bimonthly to review attendance, make phone calls, and send letters to parents to inform them of attendance issues. • At the end of the year, the Leadership Team will evaluate attendance programs to determine effectiveness and make modifications for the next year. 	<p>Site administrator monitors daily attendance percentage, tardies, and early dismissals on a monthly basis to evaluate the effectiveness of attendance improvement programs. Data will be shared with teachers, students, and families on a monthly basis.</p>	

Site Goal 4.2 (SiteGoalID: 7201) (DTS: 12/13/23)

Increase the percent of parents who feel welcome to participate at Dillard from 82% to 89%, while also improving the parents' overall favorability percentage from 85% to 90%.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1 (SiteGoalID: 7201) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan <ul style="list-style-type: none">Increase use of digital media to communicate with parents: School Messenger, Talking Points, social media, and the school website. Communications will occur as needed, with updates going home at least monthly but more frequently as needed.Dillard News, a monthly school newsletter is emailed to all parents and staff each month including a calendar of upcoming events, school updates, and information to keep parents informed and connected to school culture.Coffee Talk meetings are held with the principal one morning each month for parents to learn about the school, make connections, and get answers to questions.Promote parent use of Parent Vue, with teachers providing parents with signup information for new	Progress Monitoring <ul style="list-style-type: none">Administration will monitor the effectiveness of monthly communication opportunities, the school newsletter and Coffee Talk, as well as unscheduled timely communications using Talking Points, social media accounts, and School Messenger/Synergy email. Adjustments to improve ongoing communications will be made throughout the year as needed, with an evaluation at the end of the year to determine any additional changes to be implemented at the start of the 2024 - 2025 school year.Teachers and school office assistants will monitor parent use of Parent Vue at the start of the year to identify families that do not have at least one parent signed up and will communicate with them to ensure that all families have access to this communication tool.	Evaluation

<p>parents at Back to School Night.</p> <ul style="list-style-type: none"> • Promote school events each trimester that include parents and families. Activities may include Back to School Night, PTO events, The Dillard Art Show, and other events planned during the 2024-25 school year. • At Back to School Night, publicize parent volunteer opportunities, such as classroom support in our Pioneer Garden and assistance in the school library, with follow-up communications sent periodically during the year as needed to increase parent involvement. • Promote and celebrate our multicultural heritage through events and programs to engage our diverse community, with a multicultural focus at our Dillard Art Show. • Create a welcoming environment for our EL parents at ELAC meetings by providing light refreshments for ELAC meetings and the Amigos culture club for Spanish-speaking parents at least three times during the year. • Provide translation support to EL parents during meetings as needed, such as IEPs, 504s, SSTs, or site informational meetings. 	<ul style="list-style-type: none"> • When District Parent Survey data is released, the leadership team will review results to assess whether actions have improved home-school communication, creation of a welcoming environment, and opportunities for parent involvement were successful. The leadership team will make adjustments to improve effectiveness in these areas. • Feedback will be provided to School Site Council during scheduled meetings as part of our evaluation process. 	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 606)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="200"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="100"/>	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$21955	\$6500	\$2000	\$0	\$30455
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$17000	\$0	\$500	\$0	\$17500
Contracts/Services/Subscriptions	\$13420	\$0	\$1000	\$0	\$14420
Materials/Supplies/Equipment	\$6215	\$0	\$0	\$0	\$6215

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$2570	\$1000	\$0	\$0	\$3570
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$200	\$200
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$100	\$100

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) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$68,590	\$58,590	\$6,500	\$3,500	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$3,870	\$2,570	\$1,000	\$0	\$300	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$72,460	\$61,160	\$7,500	\$3,500	\$300	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth \$0	Title I Homeless \$0
		Title I Centralized Services \$0	Title I Preschool \$0
Subtotal of state or local funds included for this school	\$72,460		

		Signatures: (Must sign in blue ink)	Date
Principal	Sandra L. Wiest	_____	_____
School Site Council Chairperson	Nicole Rich	_____	_____
EL Advisory Chairperson	Anabel Rodriguez	_____	_____