



William Daylor High School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Justine Fuller

County-District-School (CDS) Code: 34673143432002

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

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

IV. Goals, Actions and Services

William Daylor High School | Focused Work: 2023-2024

Goal Setting (Icapid: 576)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

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

William Daylor provided stakeholders multiple opportunities to review data including attendance rates, graduation rates, grades and credits and school culture and provide feedback on the LCAP Goals

School Site Council 10/22/22, 11/15/22, 2/7/23, 5/23

English Learners Advisory Council 9/13/22, 11/15/22, 1/7/23, 2/14/23, 5/23

2. Impact of LCAP and Annual Update

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

Stakeholder input was key to developing the LCAP. As a result of these conversations, stakeholders requested

- an increase in support for English Learners as well as professional development on the implementation of integrated EL strategies to support EL students in all classes,
- additional academic field trips,
- the creation of a college/career center,
- student incentives to help increase attendance, grades, and graduation rates,
- a focus on data/assessment and more frequently given common assessments as well as a desire to utilize the data to determine areas for reteaching,
- support for the MTSS process and a desire to develop and utilize a tiered reengagement system

Resource Inequities

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

William Daylor was the district's first continuation high school and needs an upgrade in the facilities to fully support our students and to continue to expand our CTE opportunities for students.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Daylor will increase CAASPP test scores by 10% (from 20-30% in ELA and from % to % in Math) and number of students who meet graduation requirements from 73% to 85%

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

Actions/Services 1.1.1 (SiteGoalID: 6739) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide professional development opportunities for teachers around instructional best practices throughout all content areas with a focus on Culturally Responsive Teaching Strategies, FHQI, Equitable Grading Strategies, EL Strategies. Timesheets, Professional Development/Conference registration and associated costs, release time/substitutes. Utilize CPL/EL coaches to support PD on designated monthly PD days</p> <p>2. Provide release time to explore models of effective practice, visit classrooms to observe best instructional practices in action such as the framework for high quality instruction</p> <p>3. Teachers will use common planning time to continue PLC work to accomplish the following;</p> <ul style="list-style-type: none"> • Identification of essential standards • development of common assessments to drive 	<p>Classroom observations (FONT) Assessment results (state, district and site) Teacher feedback on quality of PD CAASP data grade distribution course completion/credits earned per quarter summer school enrollment graduation rates field trip participation survey data PLC meeting minutes lesson plan design needs assessments admin walkthroughs (FONT) software usage data</p>	

instruction and remediation as necessary

- analysis of assessment data
- develop learning targets and success criteria

4. Provide timesheets for extended day and additional learning opportunities for students not meeting proficiency standards or who are behind grade level peers in ELA, Math, Social Science, Science, and other areas of need, or needing credit recovery. Actions to provide learning opportunities include, but are not limited to:

- Extended Day learning opportunities available before, at lunch, and after school
- Funding for Never Too Late tutoring program
- Funding for tutoring with IYT program
- Summer School options
- Study hall periods
- Additional sections

5. Purchase supplementary materials, services, supplies, books, equipment and technology to support instruction and student learning. Book purchases will follow the guidelines and policies of the school district.

Purchase materials to support hands-on learning activities in all classes

Purchase items to increase literacy including but not limited to: audiobooks, speech to text software, class sets of novels, additional reading books to increase literacy rates including audiobooks and related technology (computers, headphones, etc). Book purchases will follow the guidelines and policies of the school district and CPL.

Purchase hardware, software and subscriptions to online learning programs.

6. Purchase technology based equipment, software, and

programs to support instruction for students who are not performing basic and above on the CAASPP. Provide teachers with professional development to effectively use technology to enhance instruction and assure equal access to material for all students.

Site Goal 1.2 (SiteGoalID: 6743) (DTS: 02/10/23)

Daylor will increase the percentage of students who are college/career ready through a range of CTE courses, pathways and related activities by increasing the CTE completion rate from 4% to 15%

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Actions/Services 1.2.1 (SiteGoalID: 6743) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Utilize Career Technical Education funding to ensure students success in the CTE pathway and to increase the number of students enrolled.</p> <ul style="list-style-type: none"> • purchase CTE consumables, supplies and related materials including, but not limited to, CPR 1st Aide Certificates • provide professional development for teachers to enhance connections to relevant college and career paths 	<p>CTE course enrollment numbers and completion rates Internships and job opportunities Brochure/flyer/agenda from PD events College/career readiness assessments Classroom observations on student engagement Graduation rates Attendance data Student participation in pathways Student surveys</p>	

- Increase student awareness of CTE by career exploration presentations, guest speakers, field trips and assemblies
- Provide opportunities for students to visit CTE classrooms throughout the district
- Encourage students to attend district sponsored career exploration opportunities
- Meet with students to ensure graduation path is correct to facilitate students choosing a career path
- Work with CTE to develop and implement 1 year pathway support program to increase pathway completion
- Title 1 funds will be used to purchase additional consumables, materials and supplies, software and technology.

The Pathways supported will be:
 Careers with Children
 Building Trades & Construction

2. Provide guest speakers, assemblies, presentations, workshops and field trips to support instruction and expand student experiences, to provide an opportunity for students to experience college and career settings, and to build student's background knowledge

Site Goal 1.3 (SiteGoalID: 6744) (DTS: 02/10/23)

Daylor will create a supportive EL program that increases redesignation and supports EL academic achievement using research based high quality instructional strategies and will increase proficiency for EL students from 1% to 10%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Targeted Student Group(s)

- EL

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Teachers will utilize research proven instructional strategies that are effective for English Learners, with the support of EL teacher and Coordinator as well as professional learning opportunities specific to EL strategies provided in site staff meeting/PLCs. EL Coaches to support monthly PD. 2. Provide coaching and professional development/training opportunities for teachers to learn strategies to provide designated support for EL students in all classes. 3. EL Coordinator and Teacher position to be funded through dedicated ESSER funding. Supplement with additional funds for identification/placement of EL students, redesignation, RFEP monitoring, and support for ELAC meetings. 4. EL Supplemental funds to be utilized for the administration of the Initial, Alternate, and Summative ELPAC assessments. 5. Provide funding for ELAC meetings including but not limited to light refreshments, copies of parent materials, technology to support parent engagement. 6. Purchase materials, technology, software, hardware to run EL programs, such as 	<p>Redesignation data ELPAC scores CAASPP ELA data Illuminate assessment data Quarterly EDGE Data from ELA Curriculum Assessments.</p>	

subscription to programs like Babel or Duolingo.

7. Provide high quality professional development for teachers and classified staff including conferences, workshops, trainings, book studies. Conferences to include WIDA, CAFE, etc. Funds to cover registration fees and additional conference costs including substitutes and timesheets.

Actions/Services 1.3.2 (SiteGoalID: 6744) (DTS: 05/12/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Site Goal 1.4 (SiteGoalID: 6920) (DTS: 04/21/23)

Daylor will continue to develop and expand a VAPA program that meets graduation requirements and engages students in alternative modes of learning and increase the number of students enrolled in and meeting VAPA graduation requirements.

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

Actions/Services 1.4.1 (SiteGoalID: 6920) (DTS: 04/21/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1. Purchase art, technology, musical instruments, equipment, materials, consumables, and supplies to support the Visual and Performing Arts classes.	Grades & credits Site assessments Student engagement as observed during classroom observations Graduation rates Participation in district art shows	

Funding Sources for District Goal 1	Amount	Description of Use
CTE (7235/0000)	\$10000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$6000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$8523	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$3493	Certificated- Timesheets
Title I – Basic (4900/3010)	\$4000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$4000	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	\$3000	Materials/Supplies/Equipment

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: <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6844) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6844) (DTS: 03/31/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <p>1. Monthly professional development with support of CPL coaches to provide teacher training/professional development on using data to guide instruction and how to analyze data from common assessments.</p> <p>2. Purchase materials and supplies to support trainings.</p>	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <p>Assessment Data Participation Rates Bi-monthly PLC check-ins with Teachers and Administrators.</p>	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

Site Goal 2.2 (SiteGoalID: 6740) (DTS: 02/10/23)

Teachers will utilize PLC time to develop and analyze formative, interim and summative assessment tied to essential standards to improve student academic performance.

- Increase percentage of students who meet or exceed performance in goals in ELA from 6% to 12%
- Increase percentage of students who meet or exceed performance goals in Math from 0% to 4%
- Increase percentage of students who meet all graduation requirements from 56.5% to 66.5%

Metric: Test Participation Rate on Districtwide

Actions/Services 2.2.1 (SiteGoalID: 6740) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Provide funding for professional development to fully develop the Professional Learning Community process. This process will require PD with Instructional Coaches and release time for teachers to collaborate. Teachers will meet monthly to evaluate assess student progress using a variety of data sources including classroom formative & summative assessments, site and district common assessments and CAASPP data. During each PLC cycle of learning teachers review what they have learned, evaluate the impact of strategies, and determine what new learning they need</p> <p>2. Using the PLC process of examining student work and sharing best practices, teachers will receive training on, and explore how to implement the framework for high quality instruction with a focus on student talk, active participation strategies, learning targets and success criteria and formative assessment and feedback. Utilize the PLC to involve all faculty in the process of collective inquiry, which will involve looking at student learning data (CAASPP, student work, site assessment),</p>	<p>PLC agenda and minutes PD lists and attendance LCAP needs survey CAASPP scores Quarter Grades Development of assessments Teacher feedback on student progress Never Too Late (NTL) Tutoring Program. Improve Your Tomorrow (IYT) mentoring program.</p>	

use the data to determine student learning needs,

3. Provide professional development including conference attendance on the development of PLCs and analyzing data. Conference funds to cover registration, travel and associated costs.

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7250/0000)	\$1304	Certificated- Timesheets
EL Supplemental (7250/0000)	\$1304	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$6893	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$3000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$4000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1 (SiteGoalID: 6741) (DTS: 02/10/23)

- PBIS Tier II implementation
- Identify and monitor students at risk of not meeting all graduation requirements
- Increase percentage of students not meeting graduation requirement from 56.5% to 66.5%

Metric:

Actions/Services 3.1.1 (SiteGoalID: 6741) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Timesheets for weekly PBIS team meetings to plan and assess level of implementation of each tier, and determine next steps and release time/timesheets for 6 week school-wide review of implementation of the behavior matrix</p> <p>2. Coordinate with the PBIS Coordinator to plan the implementation of Restorative Practice. Timesheets, materials and supplies to support implementation.</p> <p>3. Provide materials for the PBIS program. PBIS communication supplies, postage, banners, signage, posters, instructional supplies</p> <p>4. Provide intramural afterschool sports program for students. Registration fees, timesheets for certificated and classified employees. Purchase materials/equipment for program.</p>	<p>Results of 6 week evaluation - teacher feedback on classroom behavior Monthly student attendance percentages Monthly discipline data School Climate and SEL surveys Student engagement based on classroom observations TFI to show full implementation in all areas PIC data (attendance, climate, discipline) PBIS program update data California Healthy Kids Survey (CHKS) Quarter grades & credits Graduation rate increase to 70% Participation in school groups and activities Student Leadership event/activities planning.</p>	

5. Working through Student Support and Health Services, purchase and implement SEL lessons and curriculum

6. Provide professional development including conference attendance, guest speakers and workshops for proven strategies that have success with students in an alternative setting. Specifically training to address the social/emotional needs of students who are not on track to graduate, training to identify behaviors that are interfering with academic success and the best response (PBIS/MTSS), restorative practice and culturally responsive instruction

Actions/Services 3.1.2 (SiteGoalID: 6741) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Develop community partnerships to support targeted student groups as identified by Innovation Bridge, IYT and other district and community partners to support enhanced outcomes for students and the community.</p> <p>2. Partner with IYT (Improve Your Tomorrow), a mentoring program for males of color in Sacramento secondary schools. Male students will benefit from mentoring, college and career field trips, and</p>	<p>Graduation rates Attendance rates Increase in student engagement and connection to the school as evidenced by classroom observations and student surveys. Bi-Monthly staff meetings addressing the school climate, culture and student engagement.</p>	

access to a local network of resources and opportunities.

3. Develop a female mentoring program to support female students of color to benefit from mentoring, tutoring, college and career field trips, and access to resources and opportunities.

4. Develop partnerships with other community programs to support student academic and social needs.

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$6000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$4000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1 (SiteGoalID: 6742) (DTS: 02/10/23)

Improve attendance rate by 14% from 71% to 85%
Decrease chronic absenteeism rate by 11% from 86.7% to 75%
Increase involvement of parents and community members to improve graduation rate, and student achievement

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6742) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<ol style="list-style-type: none">1. Hire/timesheet/stipend a parent liaison to help identify parents needs and increase parent engagement at campus events and meetings.2. Timesheet/stipend a staff member to expand the school website, site social media accounts and provide information on accessing resources to parents and families.3. Invite families to events such as: Back-to-School-Night, Open House, School Site Council/English Language Advisory Council, monthly family nights, Healthy Living Seminars. Funds to be used to timesheet staff to attend, outreach to families, and materials and supplies for the events.4. Establish partnerships with Community Based Organizations (CBOs) to provide services for students and parents. Actions to	Healthy Kids Survey Student/Parent Surveys Number of community partners Credits and grades Sign in sheets at events Parent participation on school committees Attendance rate - truancy and chronic absence Graduation rate increase by 70% Student participation in activities and events Student leadership event/activity planning	

assure these partnerships are:
 needs assessment
 to address students health and
 wellness and a framework for
 results, designated person at the
 school to lead the effort and
 oversee the partnership
 (timesheets/stipends), detailed
 plan for long-term sustainability,
 and regular evaluation of
 effectiveness

5. Provide opportunities for staff,
 parents, and community members
 to become informed and involved
 in the school's Title I Program,
 and to identify and provide
 support to students who are not
 on track to graduate, targeted
 services to decrease chronic
 absenteeism. Funds to be used
 for timesheets and materials and
 supplies needed for outreach and
 to support students.

6. Funding for interventions and
 support services to remove
 barriers to regular school
 attendance. Funds to be used to
 timesheet staff for weekly
 attendance team meetings,
 increase communication with
 parents/students, Home visits,
 events to celebrate students with
 perfect and improved attendance,
 contract services with CBOs to
 provide interventions for
 social/emotional well being

7. Quarterly field trips to expose
 students to art, music, and
 cultural events that reinforce
 learning outside of the school
 day.

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services/Subscriptions

Supplemental/Concentration (7201/0000)	\$6676	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$4000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
CTE (7235/0000)	Contracts/Services/Subscriptions	\$10000				\$10000
EL Supplemental (7250/0000)	Certificated- Timesheets		\$1304			\$1304
EL Supplemental (7250/0000)	Materials/Supplies/Equipment		\$1304			\$1304
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$5000				\$5000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$6000	\$5000	\$5000	\$5000	\$21000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$5000	\$6893	\$6000	\$5000	\$22893
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$8523	\$5000	\$6000	\$6676	\$26199
Title I – Basic (4900/3010)	Certificated- Timesheets	\$3493	\$3000	\$4000	\$5000	\$15493
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$4000	\$4000	\$5000	\$5000	\$18000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$4000	\$5000	\$5000	\$4000	\$18000
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$3000				\$3000

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.

*** If applicable, please provide a description ***

V. Funding

William Daylor High School (521) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
2410 Continuation Education 0000 Unrestricted	0.0000	\$0	\$12,868	\$12,868	\$12,868	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$70,092	\$70,092	\$19,523	\$16,893	\$17,000	\$16,676	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$2,608	\$2,608	\$0	\$2,608	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0.0000	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$51,493	\$51,493	\$11,493	\$12,000	\$14,000	\$14,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$156,061	\$156,061	\$61,884	\$31,501	\$32,000	\$30,676	

Fund Subtotals

Subtotal of additional federal funds included for this school \$51,493

Subtotal of state or local funds included for this school \$104,568

		Signatures: (Must sign in blue ink)	Date
Principal	<input type="text" value="Justine Fuller"/>	_____	_____
School Site Council Chairperson	<input type="text" value="Trevon Wilson"/>	_____	_____
EL Advisory Chairperson	<input type="text"/>	_____	_____
