



William Daylor High School

Local Control Accountability Plan (LCAP) 2024-2025

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, Action Plans and Progress Monitoring

William Daylor High School | Focused Work: 2024-2025

Goal Setting (Icapid: 661)

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?

Multiple educational partners are consulted regarding the LCAP analysis and review. Data is shared in staff meetings and with parents in the following ways:

School Site Council Meetings 10/4, 11/29, 2/6, 3/27, and 5/1
English Learners Advisory Committee Meetings 10/24, 2/28 and 5/8

Staff Meetings 8/7, 11/13, 2/26, 3/18 and 4/29
Title 1 Parent Night 8/31
Leadership Class - ongoing

Additional data was reviewed with educational partners throughout the year as we prepared for our WASC Accreditation visit. This data included:

Graduation Rate data
Test score data (CAASPP and Illuminate data)
Attendance data
Discipline data
MTSS referral data
Progress towards English proficiency rates
Family Engagement data from family nights
California Healthy Kids Survey Data
PBIS data
WASC self study data

2. Impact of LCAP and Annual Update

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

The conversations with staff, students, families, and educational partners guide the setting of goals and spending priorities for the following year.

Funding Suggestions include:

The conversations with staff, students and families guided the setting of goals and spending priorities for the following year. This year, funds were moved into the development of a multimedia elective class so students could create virtual newscasts.

Funding the following areas were suggested:

Extended Learning Opportunities

Student and Family Engagement Activities including family events and field trips and collaboration with educational partners including spoken word and art events including a community mural.

Professional development for all staff to support student learning.

Expand College/Career support for students including field trips and job fairs.

Focus on increasing student attendance and engagement.

Expanding the school garden and murals to increase the attendance on campus.

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.

Daylor was identified as a Comprehensive Support and Improvement because we did not meet our desired graduation rate and we need targeted support for students. Based on our needs assessments and WASC recommendations, the following actions have been suggested: extended learning opportunities, provide professional development, purchase additional hardware, software and technology to support instruction, increase English Learner support, expand community partnerships, and provide additional attendance support.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

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

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

Site Goal 1.1 (SiteGoalID: 7722) (DTS: 12/13/23)

Daylor will increase CAASPP met or exceeded test scores by 10% (from 10% to 20% in ELA, from 2% to 12% in Math, and from 7% to 17% in Science)

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

Action 1.1.1 (SiteGoalID: 7722) (DTS: 12/13/23)

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 |
| Provide professional development opportunities for teachers around instructional best practices throughout all content areas with a focus on FHQI, Culturally Responsive Teaching Strategies, Equitable Grading Strategies, EL | Classroom observations (FONT) Assessment results (state, district and site) including CAASPP data Teacher feedback on quality of PD | |

Strategies, and Student Engagement Strategies.

Provide release time to explore models of effective practice, visit classrooms to observe best instructional practices using the framework for high quality instruction.

Provide timesheets for staff to work on:

- identification of essential standards
- development of common assessments to drive instruction and remediation as necessary
- analysis of assessment data
- development of learning targets and success criteria

Provide timesheets for extended day and additional learning opportunities for students not meeting standards in ELA, Math, Social Science, Science, and other areas of need or for students needing credit recovery.

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

Purchase supplementary materials, services, supplies, books, equipment, software, and technology to support instruction and student learning.

Purchase necessary 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,

course completion, credits earned per quarter and grade distribution

summer school enrollment, tutoring attendance

graduation rates

survey/needs assessment data

staff meeting minutes

lesson plan design

technology/software usage data

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| <p>additional reading books to increase literacy rates including audiobooks and related technology (computers, headphones, etc).</p> <p>Purchase hardware, software and subscriptions to online learning programs.</p> <p>Purchase technology based equipment, software, and programs to support instruction for students who are not performing basic and above on the CAASPP. Such purchases may include Newsela, PearDeck, Ed Puzzle, Stemsscopes, and lab materials, etc).</p> <p>Provide teachers with professional development to effectively use technology to enhance instruction and assure equal access to material for all students.</p> | | |
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Site Goal 1.2 (SiteGoalID: 7726) (DTS: 12/13/23)

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

Action 1.2.1 (SiteGoalID: 7726) (DTS: 12/13/23)

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 |
|---|---|--|
| <p>Utilize Career Technical Education funding to ensure students success in the CTE pathway and to increase the number of students enrolled.</p> <p>Provide professional development including training and conferences for teachers to enhance connections to relevant college and career paths.</p> <p>Increase student awareness of CTE by career exploration presentations, guest speakers, field trips, assemblies, presentations, and workshops 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. Provide opportunities for students to visit CTE classrooms throughout the district. Encourage students to attend district sponsored career exploration opportunities.</p> <p>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.</p> <p>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</p> | <p>CTE course enrollment numbers and completion rates</p> <p>Internships and job opportunities</p> <p>Brochure/flyer/agenda from PD events</p> <p>College/career readiness assessments</p> <p>Classroom observations on student engagement</p> <p>Graduation rates</p> <p>Attendance data</p> <p>Student participation in pathways</p> <p>Student surveys</p> | <p>Participation rates in CTE increased from ____</p> <p>CTE Completion rates increased from ____</p> <p>The number of students participating in our CTE field trips increased from ____ to ____</p> |

Site Goal 1.3 (SiteGoalID: 7727) (DTS: 12/13/23)

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 55% to 75% increasing at least one ELPI level.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.3.1 (SiteGoalID: 7727) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • 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>Teachers will utilize research proven instructional strategies that are effective for English Learners, with the support of EL Coordinator and coach as well as professional learning opportunities specific to EL strategies.</p> <p>Provide coaching and high quality professional development opportunities, including conferences, workshops, book studies, and trainings, for teachers and classified staff to learn strategies to provide designated support for EL students in all classes. Conferences to include WIDA, CAFE, etc. Funds to cover registration fees and additional conference costs including substitutes and timesheets.</p> <p>EL Coordinator (.3) and Teacher (.2) position to be funded through dedicated ESSER funding. Supplement with additional funds for identification/placement of EL students, reclassification,</p> | <p>Progress Monitoring</p> <p>Redesignation data</p> <p>ELPAC scores</p> <p>CAASPP ELA data</p> <p>Illuminate assessment data</p> <p>Quarterly EDGE Data from ELA Curriculum Assessments</p> <p>ELAC Meeting Attendance</p> <p>Graduation Rates</p> <p>Grades</p> | <p>Evaluation</p> |

| | | |
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| <p>EL/RFEP monitoring, and support for ELAC meetings.</p> <p>EL Supplemental funds to be utilized for the administration of the Initial, Alternate, and Summative ELPAC assessments.</p> <p>Provide funding for ELAC meetings including, but not limited to, light refreshments, copies of parent materials, postage, and technology to support parent engagement.</p> <p>Purchase reasonable and necessary materials, technology, software, hardware to run EL programs. Purchase EL books, dictionaries, and translation devices to use for 1x1 communication with parents/guardians.</p> | | |
|---|--|--|

Site Goal 1.4 (SiteGoalID: 7872) (DTS: 05/06/24)

Instructional Framework Goal: Collect and analyze assessment data from a variety of sources to inform instruction and provide timely feedback on student work to support student mastery of subject matter.

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

Action 1.4.1 (SiteGoalID: 7872) (DTS: 05/06/24)

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 |
|--|--|--|
| <p>Administrative team will collect data through FONT walkthroughs</p> <p>Teachers will be provided time (release/timesheets) to learn to analyze data and adjust instruction to support student learning, to create and implement common assessments, to take professional development on Illuminate and related assessments to assist teachers with analyzing data and making data based instructional decisions. Technology, materials and supplies needed to support data analysis.</p> <p>Support from CPL instructional coaches to assist teachers with analyzing data and making data based instructional decisions.</p> <p>Funding for staff to attend professional development/conferences to support use of assessment data. Funding to include registration, associated costs such as lodging/travel, and per diem.</p> <p>Reasonable supplies and instructional materials needed for common assessments.</p> | <p>Classroom observations (FONT)</p> <p>Assessment results (state, district and site) including CAASPP data</p> <p>Staff meeting notes</p> <p>CPL presentation/follow up questions</p> | <p>___% of our students have taken all the Illuminate Benchmark Assessments.</p> <p>___% of our students have taken all the Illuminate Term Assessments (Q1).</p> <p>___% of our students have taken all the Illuminate Term Assessments (Q2)</p> <p>___% of our students have taken all the Illuminate Term Assessments (Q4).</p> <p>Staff meeting minutes were collected and follow up questions of Instructional Coaches regarding data analysis were shared.</p> <p>Administration completed ___% walkthroughs each quarter and recorded the data in the FONT system.</p> <p>___ staff attended breakout sessions on data analysis at conferences and shared the information with staff.</p> |

| Funding Sources for District Goal 1 (DEV - LCAP ID: 661) | | |
|--|--------|--------------------------|
| Funding Source | Amount | Description of Use |
| Title I – Basic (4900/3010) | 0 | Certificated- Salaries |
| Title I – Basic (4900/3010) | 4931 | Certificated- Timesheets |
| Title I – Basic (4900/3010) | 0 | Classified- Salaries |
| Title I – Basic (4900/3010) | 0 | Classified- Timesheets |

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|--|-------|----------------------------------|
| Title I – Basic (4900/3010) | 10000 | Contracts/Services/Subscriptions |
| Title I – Basic (4900/3010) | 10000 | Materials/Supplies/Equipment |
| | | |
| Supplemental/Concentration (7201/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7201/0000) | 3000 | Certificated- Timesheets |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7201/0000) | 10000 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7201/0000) | 9774 | Materials/Supplies/Equipment |
| | | |
| EL Supplemental (7250/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7250/0000) | 900 | Certificated- Timesheets |
| EL Supplemental (7250/0000) | 0 | Classified- Salaries |
| EL Supplemental (7250/0000) | 0 | Classified- Timesheets |
| EL Supplemental (7250/0000) | 0 | Contracts/Services/Subscriptions |
| EL Supplemental (7250/0000) | 776 | 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:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1 (SiteGoalID: 7728) (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: 7728) (DTS: 12/13/23)

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>Monthly professional development with support of CPL coaches to provide training on using data to guide instruction and how to analyze data from common assessments.</p> <p>Timesheets to create and implement common assessments, professional development on Illuminate and related assessments to assist teachers with analyzing data and making data based instructional decisions. Technology, materials and supplies needed to support data analysis.</p> <p>Timesheets for staff members to assist in assessment training and support (CAASPP, Illuminate, PFT).</p> <p>Conference, workshop and training attendance to provide professional development to staff to support student achievement on assessments. Funding to include registration, associated costs such as lodging/travel, and per diem.</p> | <p>Progress Monitoring</p> <p>Participation rates</p> <p>State, District and site assessment data</p> <p>EL Proficiency levels</p> <p>Graduation Rates</p> <p>Grades</p> | <p>Evaluation</p> |

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| Reasonable supplies and instructional materials needed for common assessments. Purchase materials and supplies and books to support trainings. | | |
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| Funding Sources for District Goal 2 (DEV - LCAP ID: 661) | | |
|--|--------|----------------------------------|
| Funding Source | Amount | Description of Use |
| Title I – Basic (4900/3010) | 0 | Certificated- Salaries |
| Title I – Basic (4900/3010) | 0 | Certificated- Timesheets |
| Title I – Basic (4900/3010) | 0 | Classified- Salaries |
| Title I – Basic (4900/3010) | 0 | Classified- Timesheets |
| Title I – Basic (4900/3010) | 0 | Contracts/Services/Subscriptions |
| Title I – Basic (4900/3010) | 0 | Materials/Supplies/Equipment |
| | | |
| Supplemental/Concentration (7201/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7201/0000) | 1000 | Certificated- Timesheets |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7201/0000) | 5000 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7201/0000) | 5000 | Materials/Supplies/Equipment |
| | | |
| EL Supplemental (7250/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7250/0000) | 0 | Certificated- Timesheets |

| | | |
|-----------------------------|---|----------------------------------|
| EL Supplemental (7250/0000) | 0 | Classified- Salaries |
| EL Supplemental (7250/0000) | 0 | Classified- Timesheets |
| EL Supplemental (7250/0000) | 0 | Contracts/Services/Subscriptions |
| EL Supplemental (7250/0000) | 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: 7724) (DTS: 12/13/23)

- Identify and monitor students at risk of not meeting all graduation requirements and increase percentage of students meeting graduation requirement from 63.6% to 73%
- Provide a system of positive behavior rewards, increase school engagement and provide individual interventions for students
- PBIS Tier II implementation
- Increase school connectedness from the school culture and climate survey results

Metric: Cohort Graduation Rate

Action 3.1.1 (SiteGoalID: 7724) (DTS: 12/13/23)

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? | <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? |

| | <ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? | <ul style="list-style-type: none"> How will you modify your plan if you are not making progress? |
|--|--|---|
| Action Plan | Progress Monitoring | Evaluation |
| <p>Timesheets/release time for PBIS team meetings to plan and assess level of implementation of each tier, and determine next steps.</p> <p>Timesheets, materials and necessary supplies to support Restorative Practices implementation.</p> <p>Purchase materials and supplies for the PBIS program including postage, postcards, banners, signage, posters, incentives and instructional supplies. Provide materials for monthly/quarterly student recognition events to acknowledge positive student behaviors.</p> <p>Purchase materials, equipment, and supplies necessary to provide intramural afterschool sports program for students including registration fees and timesheets for certificated and classified employees.</p> <p>Purchase and implement SEL lessons and curriculum for Advocacy (Character Strong).</p> <p>Provide professional development including conference attendance, guest speakers, and workshops for proven strategies that have success with students in an alternative setting. Specific training to focus on addressing 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), and restorative practice and culturally responsive instruction strategies.</p> | <p>Admin walkthroughs and teacher feedback on classroom behavior and student engagement</p> <p>School Climate and SEL surveys</p> <p>TFI to show full implementation in all areas</p> <p>PIC data (attendance, climate, discipline)</p> <p>PBIS program update data</p> <p>California Healthy Kids Survey (CHKS)</p> <p>Quarter grades & credits</p> <p>Graduation rate</p> <p>Participation in school groups and activities</p> <p>Student Leadership event/activities planning</p> | |

Targeted Student Group(s)

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

| Action Plan <ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students. | Progress Monitoring <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? | Evaluation <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>Develop community partnerships for targeted student groups to support enhanced outcomes for student academic and social needs and engagement with the local community.</p> <p>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 access to a local network of resources and opportunities.</p> <p>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.</p> <p>Create additional student support programs including, but not limited to, Peer to Peer, Student Equity Council, and others.</p> <p>Purchase necessary supplies and materials necessary to support those programs. Timesheets for staff involved in those programs.</p> | <p>Progress Monitoring</p> <p>Graduation rates</p> <p>Attendance rates</p> <p>Increase in student engagement and connection to the school as evidenced by classroom observations and student surveys</p> <p>Staff meeting/PBIS minutes addressing the school climate, culture and student engagement</p> | <p>Evaluation</p> |

Action 3.1.3 (SiteGoalID: 7724) (DTS: 12/13/23)**Targeted Student Group(s)**

• Foster Youth • Low Income • School-wide

| 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 professional development for all staff (certificated and classified) regarding Restorative Practices and Trauma Informed practices to increase the use of schoolwide strategies to support student learning.</p> <p>Provide funding for on and off site trainings, conference attendance, guest speakers/facilitators, purchase books and resources to support trainings, release time for common planning and implementation.</p> | <p>Progress Monitoring</p> <p>Attendance Data</p> <p>Discipline Data</p> <p>MTSS referrals</p> <p>PBIS data</p> <p>CHKS</p> <p>EGUSD surveys</p> | <p>Evaluation</p> |

Action 3.1.4 (SiteGoalID: 7724) (DTS: 12/13/23)**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 |

| | | |
|--|--|--|
| <p>Develop a student leadership elective class to increase school connectedness and student engagement.</p> <p>Purchase items, and materials to support this class and student developed events including instructional supplies, promotional posters, art materials and books to support learning strategies.</p> <p>Provide funding to attend professional development events for teachers and students, guest speakers and field trips for students to learn how to be leaders on campus and how to incorporate student voice into site decisions.</p> <p>Purchase school promotional materials including banners/signs, school supplies and other items to increase student engagement, community connectedness and support a positive learning environment.</p> | <p>Course enrollment numbers</p> <p>Internships and job opportunities</p> <p>College/career readiness assessments</p> <p>Classroom observations on student engagement</p> <p>Graduation rates and grades</p> <p>Attendance data</p> <p>Student participation in school events</p> <p>Student surveys</p> <p>CHKS data</p> <p>Discipline data</p> | |
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Action 3.1.5 (SiteGoalID: 7724) (DTS: 04/22/24)

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 |
| <p>Counselor to deliver lessons on graduation requirements and career opportunities.</p> <p>Professional development</p> | <p>attendance data at workshops and tutoring</p> <p>staff presentations on strategies learned</p> | |

| | | |
|---|---|--|
| <p>including training, workshops and conference attendance to inform staff of appropriate intervention strategies (including AVID strategies).</p> <p>Provide before/after school tutoring opportunities. Purchase necessary materials and supplies to run tutoring programs as well as lessons to expose students to college and career opportunities.</p> <p>Hire a career counseling tech increase career/college readiness, complete college/career plans, complete FASFA, college and scholarship applications, support student attendance and increase family communication.</p> <p>Salary: \$56,057 from CSI for 1.0 para</p> | <p>graduation rates</p> <p>grades and credit/course completion data</p> <p>data from career/college tech student meetings</p> | |
|---|---|--|

| Funding Sources for District Goal 3 (DEV - LCAP ID: 661) | | |
|--|--------|----------------------------------|
| Funding Source | Amount | Description of Use |
| Title I – Basic (4900/3010) | 0 | Certificated- Salaries |
| Title I – Basic (4900/3010) | 5000 | Certificated- Timesheets |
| Title I – Basic (4900/3010) | 0 | Classified- Salaries |
| Title I – Basic (4900/3010) | 0 | Classified- Timesheets |
| Title I – Basic (4900/3010) | 6000 | Contracts/Services/Subscriptions |
| Title I – Basic (4900/3010) | 7000 | Materials/Supplies/Equipment |
| | | |
| Supplemental/Concentration (7201/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7201/0000) | 3000 | Certificated- Timesheets |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Salaries |

| | | |
|--|-------|----------------------------------|
| Supplemental/Concentration (7201/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7201/0000) | 10000 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7201/0000) | 6500 | Materials/Supplies/Equipment |
| | | |
| EL Supplemental (7250/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7250/0000) | 0 | Certificated- Timesheets |
| EL Supplemental (7250/0000) | 0 | Classified- Salaries |
| EL Supplemental (7250/0000) | 0 | Classified- Timesheets |
| EL Supplemental (7250/0000) | 0 | Contracts/Services/Subscriptions |
| EL Supplemental (7250/0000) | 0 | Materials/Supplies/Equipment |
| | | |

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage 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
- 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: 7725) (DTS: 12/13/23)

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

Action 4.1.1 (SiteGoalID: 7725) (DTS: 12/13/23)

Targeted Student Group(s)

• All

| Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. | Progress Monitoring <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? | Evaluation <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>Timesheets for staff members to expand the school website, site social media accounts and provide information on accessing resources to parents and families.</p> <p>Invite families to events such as: Back-to-School-Night, Open House, School Site Council/English Language Advisory Council, monthly family nights and lunch days, parenting workshops and Healthy Living Seminars. Funds to be used to timesheet staff, outreach to families, necessary materials and supplies for the events, and to provide light snack/refreshments at monthly parent engagement functions.</p> <p>Increase signage on campus welcoming families and community members.</p> <p>Establish partnerships with Community Based Organizations (CBOs) to provide services for students and parents. Actions to assure these partnerships are: needs assessment to address students health and wellness and a framework for results, timesheet designated staff at the school to lead the effort and oversee the partnership, detailed plan for long-term sustainability, and regular evaluation of effectiveness.</p> | <p>Progress Monitoring</p> <p>Healthy Kids Survey</p> <p>Student/Parent Surveys</p> <p>Number of community partners</p> <p>Credits and grades</p> <p>Sign in sheets at events showing ? student and family participation in activities and events</p> <p>Parent participation on school committees</p> <p>Attendance rate - truancy and chronic absence</p> <p>Graduation rate</p> <p>Student leadership event/activity planning records</p> | <p>Evaluation</p> |

| | | |
|--|--|--|
| <p>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.</p> <p>Quarterly field trips to expose students to art, music, and cultural events that reinforce learning outside of the school day.</p> | | |
|--|--|--|

Action 4.1.2 (SiteGoalID: 7725) (DTS: 12/13/23)

Targeted Student Group(s)

• Foster Youth • Low Income • School-wide

| 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>Implement a tiered attendance program to increase student attendance and address the root causes of student absences.</p> <p>Funding for interventions and support services to remove barriers to regular school attendance.</p> <p>Funds to be used to timesheet certificated and clerical staff for attendance team meetings, postage to increase communication with</p> | <p>Progress Monitoring</p> <p>Attendance data</p> <p>Chronic absenteeism rates</p> <p>CHKS Data</p> <p>Surveys</p> | <p>Evaluation</p> |

parents/students, virtual and in person home visits, events to celebrate students with perfect and improved attendance, contract services with CBOs to provide interventions for social/emotional well being, sports, and mentoring programs, software licenses for newsletters and other publications, and positive signage.

Funding Sources for District Goal 4 (DEV - LCAP ID: 661)

| Funding Source | Amount | Description of Use |
|--|--------|----------------------------------|
| Title I – Basic (4900/3010) | 0 | Certificated- Salaries |
| Title I – Basic (4900/3010) | 4000 | Certificated- Timesheets |
| Title I – Basic (4900/3010) | 1000 | Classified- Salaries |
| Title I – Basic (4900/3010) | 0 | Classified- Timesheets |
| Title I – Basic (4900/3010) | 6000 | Contracts/Services/Subscriptions |
| Title I – Basic (4900/3010) | 7890 | Materials/Supplies/Equipment |
| | | |
| Supplemental/Concentration (7201/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7201/0000) | 2000 | Certificated- Timesheets |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7201/0000) | 10000 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7201/0000) | 7500 | Materials/Supplies/Equipment |
| | | |
| EL Supplemental (7250/0000) | 0 | Certificated- Salaries |

| | | |
|-----------------------------|-----------------------------------|----------------------------------|
| EL Supplemental (7250/0000) | <input type="text" value="900"/> | Certificated- Timesheets |
| EL Supplemental (7250/0000) | <input type="text" value="0"/> | Classified- Salaries |
| EL Supplemental (7250/0000) | <input type="text" value="0"/> | Classified- Timesheets |
| EL Supplemental (7250/0000) | <input type="text" value="0"/> | Contracts/Services/Subscriptions |
| EL Supplemental (7250/0000) | <input type="text" value="1000"/> | Materials/Supplies/Equipment |
| | | |

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

| 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 | \$4931 | \$0 | \$5000 | \$4000 | \$13931 |
| Classified- Salaries | \$0 | \$0 | \$0 | \$1000 | \$1000 |
| Classified- Timesheets | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contracts/Services/Subscriptions | \$10000 | \$0 | \$6000 | \$6000 | \$22000 |
| Materials/Supplies/Equipment | \$10000 | \$0 | \$7000 | \$7890 | \$24890 |

Supplemental/Concentration (7201/0000)

| 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 | \$3000 | \$1000 | \$3000 | \$2000 | \$9000 |
| Classified- Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Classified- Timesheets | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contracts/Services/Subscriptions | \$10000 | \$5000 | \$10000 | \$10000 | \$35000 |
| Materials/Supplies/Equipment | \$9774 | \$5000 | \$6500 | \$7500 | \$28774 |

EL Supplemental (7250/0000)

| 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 | \$900 | \$0 | \$0 | \$900 | \$1800 |
| Classified- Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Classified- Timesheets | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contracts/Services/Subscriptions | \$0 | \$0 | \$0 | \$0 | \$0 |
| Materials/Supplies/Equipment | \$776 | \$0 | \$0 | \$1000 | \$1776 |

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

William Daylor High School (521) | 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 | \$61,821 | \$24,931 | \$0 | \$18,000 | \$18,890 | \$0 |
| 7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted | \$72,774 | \$22,774 | \$11,000 | \$19,500 | \$19,500 | \$0 |
| 7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted | \$3,576 | \$1,676 | \$0 | \$0 | \$1,900 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$138,171 | \$49,381 | \$11,000 | \$37,500 | \$40,290 | |

| Fund Subtotals | Title I Centralized Services | | | |
|---|------------------------------|------------------------------|-----|-----------------------|
| Subtotal of additional federal funds included for this school | \$61,821 | Title I Foster Youth | \$0 | Title I Homeless \$0 |
| Subtotal of state or local funds included for this school | \$76,350 | Title I Centralized Services | \$0 | Title I Preschool \$0 |

| | | Signatures: (Must sign in blue ink) | Date |
|---------------------------------|----------------|--|-------|
| Principal | Justine Fuller | _____ | _____ |
| School Site Council Chairperson | Maria Magana | _____ | _____ |
| EL Advisory Chairperson | Ernesto Galvan | _____ | _____ |