



William Daylor High School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673143432002

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>WDHS met with stakeholder groups to determine and identify critical areas of need: School Site Council Meetings were held February 8, 2017, May 10, 2017, August 30, 2017, September 6, 2017, September 13, 2017; Staff Meetings May 18, 2017, August 7, 2017, August 17, 2017. A survey was also distributed to parents in August.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>We held informational meetings to build knowledge of and receive input regarding the LCAP, Supplemental/Concentration Funding Spending guidelines, and the DMM process. During the meetings stakeholders were informed that W. Daylor would be designated a Title I school for the 2017-2018 school year. The included the discussion of identifying our Title I Targeted Assistance group. Stakeholders provided meaningful input that we were able to integrate into the LCAP.</p> <ol style="list-style-type: none">1. Provide opportunities for parents on campus2. Provide opportunities for students to learn real life issues - banking, applying for credit, fix a flat tire, field trips3. Increase academic support during the day4. Additional teacher training

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none">• Access to Courses (Honors, AP/IB, CTE)• A-G Completion• AP/IB Exams• CAASPP• Content Standards Implementation• CTE Sequence Completion

- EAP
- Instructional Materials
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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Site Goal 1.1

William Daylor HS will ensure academic growth for all students in ELA, specifically in reading comprehension, and Math. 20% of 11th grade students in ELA CAASP met or exceeded standards while 47% nearly met, 100% of 11th grade students in Math CAASP did not the standards and only 6% were in the nearly met range. 73.9% of EL students made progress toward English proficiency. W. Daylor teachers and administration will closely examine each claim in both ELA and Math to determine next steps.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All
- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- School-wide
- SWD
- White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide professional development for teachers around instructional best practices throughout all content areas based on the key Common Core Standards through release time to explore models of effective practice, seminars on best practices, workshops with instructional coaches, and collaboration with like programs to, develop curriculum, provide time to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback.</p>	<p>The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population is becoming increasingly diverse. This means the need for effective professional development for school and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers. <u>Partnering For School Success</u> by Generation Ready</p>	<ul style="list-style-type: none"> • California Assessment of Student Progress and Performance-CAASP • Content Standards implementation • Instructional materials • Classroom Observations

What funding source will you use?

Local Control Accountability Plan/LCFF
3010 Title I \$1,273.00
Teacher Release Time/subs

Actions/Services 1.1.2

Principally Targeted Student Group

- All
- Asian
- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- School-wide
- SWD
- White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Expand professional learning community development, involving all faculty in the process of collective inquiry, which will involve; looking at student learning data (CAASPP, student work, site assessment) use</p>	<p>Article by Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning. 2nd Edition Handbook, <u>Learning by Doing</u></p>	<ul style="list-style-type: none"> • CAASPP • Grades • Re-designated EL Learners

the data to determine student learning needs assessing student performance in each claim of the CAASPP, use this information to determine teacher learning needs. This will be done through PLC time, release time, workshops.

by DuFour, Dufour, Eaker and Many

What funding source will you use?

Local Control Accountability Plan/LCFF
5858 Title I \$4,000
Workshop

Actions/Services 1.1.3

Principally Targeted Student Group

- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Provide extended day and additional opportunities for support for students not meeting proficiency standards 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:</p> <ul style="list-style-type: none"> • extended day- APEX, tutoring • Field trips • Summer School • additional sections before and after school 	<p>Quality Standards for Expanded Learning - After School Programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year.</p>	<ul style="list-style-type: none"> • Access to courses • Course completion/credit earned • CAASPP • Grades • High school graduation rate

What funding source will you use?

3010 Title I
.2 FTE \$22,000
5858 Title I
\$2,000

Actions/Services 1.1.4

Principally Targeted Student Group

- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Meet with Foster youth upon enrollment, develop an ILP, connect with the Newcomer group and with the Counselor to assure ongoing academic and social/emotional support is provided, ongoing review of progress to assure immediate response.</p>	<p>A recent survey administered by the California State University, Sacramento public policy and administration program asked former foster youth to identify the components that enabled them to make it to college, (42% of foster students do not graduate from high school). Thirty three foster youth enrolled at two 4-year universities in California responded. Of the respondents who identified an</p>	<ul style="list-style-type: none"> • Attendance • Grades • Credit completion • Graduation numbers

individual as a source of social support, half cited teachers, counselors or other mentors whom they met in their school environment. Given the instability that many foster youth face in their home lives, school may provide a stabilizing environment from which this population can draw support.

What funding source will you use?

N/A

Actions/Services 1.1.5

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development for teachers around research proven instructional strategies, specifically the development of Academic Language and differentiating instruction, that are effective with English Learners including but not limited to release time to collaborate and work with instructional coaches, workshops, PLC.	Support for Long Term English Learners (LTEL): Dutro, S. and Kinsella K. (2010) and Balalova (J) have drawn attention to the need to differentiate instruction for LTELs, students who have had most or all of their education in American schools and are not academically successful. Compelling evidence documents that the gap in speaking norms between ELS and native speakers increases across grade levels. Hakuta, Butler & Witt, (2000). Progress from the beginning to middle levels of proficiency is fairly rapid but progress slows considerably when many ELS reach a middle level of English proficiency. Genessee et.al, (2006); See <i>Educating English Learners. A Research Synthesis</i> . Cambridge University Press: New York.	<ul style="list-style-type: none"> • CELDT • ELPAC • Grades • CAASPP • Re-designation numbers

What funding source will you use?

EL-Supplemental -\$1,600
 CELDT & ELPAC - \$500

Site Goal 1.2

Implement cross curricular strategies for reading and writing.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- All • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • R-FEP • School-wide • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase technology based equipment,	Transforming American Education: Learning	<ul style="list-style-type: none"> • Implementation of Common Core

software, programs and subscriptions to support instruction for students who are at risk of not graduating. Provide professional development for staff to increase skill in developing and implementing instruction using technology to increase success with the target group. Subscription to Criterion Online Writing Evaluation Service by ETS - a research supported program to help improve writing, which is a persistent area of growth for the students in the T1 Target Group. Additional training in the use of Google in the Classroom.

Powered by Technology, National Education Technology Plan 2010, U.S. Department of Education

- Standards
- Grades
 - CAASPP
 - Observations
 - EGUSD graduate profile

What funding source will you use?

5858 Title 1: \$9640 total

- Criterion Writing Service subscription: \$5000
- Google in the Classroom professional development: \$2000
- Additional equipment and supplies: \$2640

Actions/Services 1.2.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Purchase technology based equipment, software, and programs to support instruction for students who are not performing basic and above on the CAASPP and for students who are at risk of not graduating. Provide teachers with professional development to effectively use technology to enhance instruction and assure equal access to the material for all students. Purchase remote presentation devices, Elmos, projectors to enhance learning, IPADS for observations.</p>	<p>Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21 percentile points) vs. using technology to replace the teacher (gain of 14 points.) See "Computer-based instruction and health professions education: a meta-analysis of outcomes." <i>Evaluation and the Health Professions</i>, 15(3) 250-281.</p>	<ul style="list-style-type: none"> • CAASPP • Instructional Materials • Common Core Standards implementation • Grades/Credits • Classroom observations

What funding source will you use?

3010 Title I \$8,000
Elmos - 1/\$600
Projectors 1/\$600
IPADS - 3/\$3,500
Other electronic devices \$3,000

Actions/Services 1.2.3

Principally Targeted Student Group

• Asian • Black or African American • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

<p>Title I Target Group Provide professional development 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. This may include training identifying behaviors that are interfering with academic success and the best response (PBIS), Restorative Practice and culturally responsive instruction, use of technology to enhance learning.</p>	<p>Exemplary Practices in Alternative Education: Indicators of Quality Programming; National Alternative Education Association; January 30,2009</p>	<ul style="list-style-type: none"> • Quarter grades & credits • Graduation rate • Participation in school groups • SEL surveys
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<p>What funding source will you use?</p>
<p>5858 Title I \$1,500</p>

Actions/Services 1.2.4

<p>Principally Targeted Student Group</p>
<p>• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • White</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Purchase supplementary materials, services, books, equipment and supplies to support instruction in Common Core Standards and students who are credit deficient.</p> <ul style="list-style-type: none"> • Binders, dividers, unit organizers and additional school supplies for students to organize classwork in all core classes. \$1,000 • Whiteboards, poster board, graphing paper, photo paper, dry markers/erasers, calculators, protractors, supplemental lab supplies for science. \$2,000 • Supplemental books and novels for English class, periodicals for Social Science. \$200.00 • Purchase remote presentation devices, projectors to enhance learning. \$2,000 	<p>A Literature Study Related to the Use of Material in the Classroom. Yarger, Gwen P.; Mintz, Susan L.</p>	<ul style="list-style-type: none"> • Classroom observations • Graduation numbers • Grades & credits • CAASPP • Site assessments

<p>What funding source will you use?</p>
<p>3010 Title I \$ 1,027</p>

Site Goal 1.3

Increase the number of students who are college/career ready through a range of CTE courses, pathways and related activities.

<p>Metric: CTE Sequence Completion</p>

Actions/Services 1.3.1

<p>Principally Targeted Student Group</p>
<p>• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Increase the number of students enrolled in and completing CTE sequence by the following actions:</p> <ul style="list-style-type: none"> Professional development for teachers to enhance connections to relevant college and career paths. Increase student awareness of CTE by career exploration presentations Provide opportunities for students to visit CTE classrooms Encourage students to attend district sponsored career exploration opportunities 	<p>Works for High School Students High school students involved in CTE are more engaged, perform better and graduate at higher rates.</p> <ul style="list-style-type: none"> 81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school. The average high school graduation rate for students concentrating in CTE programs is 93% higher when compared to an average national freshman graduation rate of 80%. More than 75% of secondary CTE concentrators pursued postsecondary education shortly after high. 	<ul style="list-style-type: none"> CTE course enrollment numbers CTE course completion numbers Internships and job opportunities

<p>What funding source will you use?</p>
<p>5858 Title I Classroom visits/field trips/ career exploration - \$2,000</p>

Actions/Services 1.3.2

<p>Principally Targeted Student Group</p>
<p>• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • White</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group 0.2 FTE CTE outreach teacher to connect students with career and college options. Meet with individuals and groups to develop college and career plans, identify options, resources, trainings and internships. Provide students with knowledge of job readiness skills.</p>	<p>CTE Works for High School Students High school students involved in CTE are more engaged, perform better and graduate at higher rates.</p> <ul style="list-style-type: none"> 81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school. The average high school graduation rate for students concentrating in CTE programs is 93% higher when compared to an average national freshman graduation rate of 80%. More than 75% of secondary CTE concentrators pursued postsecondary education shortly after high. 	<ul style="list-style-type: none"> CTE enrollment College/career portfolios Graduation rate Student surveys

<p>What funding source will you use?</p>
<p>5858 Title I-0.2 FTE \$2,000</p>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

programmatic evaluation.

- Assessment System
- Data and Program Evaluation
- Student Information System

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Site Goal 2.1

Improve the use of authentic and timely assessment to inform instruction and monitor student progress.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Use the Professional Learning Community process to develop strategies and techniques for using formative assessment to determine and address student needs. Using the PLC process of collective inquiry teachers will address the following: What do we want students to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty learning? How will we respond when learning has already occurred?</p>	<p>Assessment is formative when teachers gather interpret and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, T.R. (2013) <i>Assessment and Student Success in a Differentiated Classroom</i>. Formative assessment is a process which comes in many forms and builds both teacher and student knowledge. Black and William (2009) have documented how formative assessment can improve student achievement. (See Black, P., & William, D., "Developing a Theory of Formative Assessment:" in <i>Educational Assessment, Evaluating and Accountability</i>, 21 (1), 5-31.</p>	<ul style="list-style-type: none"> • PLC agenda • Assessments are analyzed • CAASPP

What funding source will you use?

5858 Title I \$3,500
General Funds

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>William Daylor High School will be going through the WASC accreditation process this year. While we are able to accommodate the time to write the report it is not sufficient to complete the work before the visit in March of 2018. Because of this we will fund timesheet and or release days to allow the WDHS site committee to complete this work.</p>	<p>ACS WASC accreditation is a school improvement process and therefore is a process that serves as the foundation for quality education. An accredited school is a statement to the broader community and the stakeholders that it is trustworthy institution for student learning and committed to ongoing improvement Educational institutions benefit from the self study and self-improvement provided by the accreditation process.</p>	<ul style="list-style-type: none"> • CAASPP • Content Standards Implementation • Use of assessment • Results of the needs assessment

What funding source will you use?

5858 Title I \$1,500
Release time for teachers

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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Site Goal 3.1

Provide a learning environment that is culturally responsive and emotionally healthy, where students feel safe academically and physically.

Metric: School Climate

Actions/Services 3.1.1**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Continue to implement Positive Behavior Interventions and Supports, Restorative Practice, and use PLC to monitor school culture. Provide after school activities to enhance student engagement. PBIS Coordinator attend the PBIS conference, Oct. 11 & 12, 2017 Cost -</p> <ul style="list-style-type: none"> • Weekly PBIS team meetings - assess level of implementation of each tier, determine next steps, PBIS monthly updates and communication • 6 week school-wide review of implementation of behavior matrix • Coordinate with the PBIS Alt Ed Coordinator to plan the implementation of Restorative Practice with PBIS • After school incentive activities to keep students connected to school. 	<p>Research documents that teachers can create engaging environments through personal care, maintaining positive social environments, and creating academic tasks that are authentic, collaborative and give students choices where they can experience some control over their learning. Fredricks, and McColskey (2012); Perry, Turner and Meyer, 2006;</p>	<ul style="list-style-type: none"> • Attendance • Student engagement • School Climate Surveys • SEL surveys • Suspensions/expulsion data • Credit earned

What funding source will you use?

PBIS \$500
5858 Title I \$2,000

Actions/Services 3.1.2**Principally Targeted Student Group**

- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Filipino
- Foster Youth
- Hispanic or Latino
- Low Income
- Native

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Target services to decrease absenteeism and use interventions and support services to address barriers to regular school attendance, and academic achievement.</p> <ul style="list-style-type: none"> • Weekly attendance team meetings to monitor attendance and determine interventions • Ongoing communication with parent/students • Celebrate students with perfect and near perfect attendance 	<p>Based on the results of the review of the existing literature an effective student attendance program includes monitoring, prevention, and intervention activities. Monitoring activities should provide schools with accurate and timely information to effectively identify students who are most at risk of becoming chronically absent. These systems should provide educators with information about student attendance before the student become chronically absent. Schools can take steps to prevent student absenteeism. These prevention activities should be broad-based and designed to educate students, parents, families, teachers, and communities about the importance of consistent school attendance while also creating conditions that incentivize perfect or near perfect attendance. More importantly, prevention measures should also include efforts to education and information to students so they develop and understanding of the importance of regular school attendance.</p>	<ul style="list-style-type: none"> • Attendance rate-Truancy & Chronic absence rates • Credits earned/quarter • Graduation rate • Healthy Kids Survey • Parent Survey

<p>What funding source will you use?</p>
<p>General Funds Supplemental Concentration funds \$2,046 3010 Title I-\$1,000 PBIS - \$100</p>

Actions/Services 3.1.3

<p>Principally Targeted Student Group</p>
<p>• 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</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide intramural afterschool sports program for students. Timesheet hour for certificated and classified employees. Purchase materials/equipment/provide transportation for program.</p>	<p><u>The Effects of Participation in Athletics on Academic Performance Among High School Sophomores and Juniors</u> Sitkowski (2008)</p>	<ul style="list-style-type: none"> • School Climate • Student Engagement • Attendance • Suspension Data

<p>What funding source will you use?</p>
<p>5858 Title I After School \$1,500</p>

Actions/Services 3.1.4

<p>Principally Targeted Student Group</p>
<p>• All</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide materials for the PBIS program. Banners, signage, incentives and PBIS instructional supplies.	Practices for School-wide PBIS Implementation Hanover Research (2015)	<ul style="list-style-type: none"> • PBIS program update data • Suspension data • Student engagement

What funding source will you use?
5858 Title I \$1,000 PBIS \$400

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: <ul style="list-style-type: none"> • Family and Community Engagement
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Site Goal 4.1

Provide programs and services designed to inform and involve family and community partners.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Identify opportunities and provide information to families about events, including information nights, the site website, Parent Vue, school committees, and any forums that require parent input, improve home school communication using a variety of media.	School level parent engagement practices. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhances sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: <i>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</i> . Verso Books. Volume 4. New York; Bryk, et.al., (2009) <i>Charting Chicago School Reform: Democratic Localism as a Lever for Change</i> . Westview Press, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in <i>Narrowing the Achievement Gap</i> , edited by Timar and Maxell-Jolly., Harvard Education Press, Cambridge.	<ul style="list-style-type: none"> • Sign in sheets • Parent participation on school committees • Parent surveys

What funding source will you use?
General funds - \$200

Actions/Services 4.1.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Establish partnerships with Community Based Organizations (CBOs) to provide services for students and parents. Actions to assure these partnerships are:</p> <ul style="list-style-type: none"> • Needs assessment to address students health and wellness and a framework for results. • A designated person at the school to lead the effort and oversee the partnership. • A detailed plan for long-term sustainability. <p>Regular evaluation of effectiveness</p>	<p>Many low performing students have non-educational, as well as educational needs, which impact their academic performance. (Wilkinson, r. and Picket, K. (2009) <i>The Spirit Level: why Greater Equality Makes Societies Stronger</i>: New York, Bloomsbury) Wrap around services, including clothing meals, mental health services, supplies and other supports for the most high need students are associated with improved personal well-being, greater student engagement, improved academic performance and fewer negative interactions with the law.</p>	<ul style="list-style-type: none"> • Healthy Kids Survey • Parent Survey • Number of community partners • Attendance • Credits

<p>What funding source will you use?</p>
<p>3010 Title I- \$ 827.00 General Funds</p>

Actions/Services 4.1.3

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title I Target Group Provide opportunities for parent and community members to become informed and involved in the school's Title I Program and to support the students in the Title I Target Group and provide support to students who are not on track to graduate.</p>	<p>Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008</p>	<ul style="list-style-type: none"> • Sign in sheets • Student/ Parent surveys • CHKS data

<p>What funding source will you use?</p>
<p>3010 Title I - \$200</p>

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.

IV. Funding

William Daylor High School - 521

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2312 Education Fees 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$1,535	\$0	\$1,535	\$1,535	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	1	\$0	\$119,706	\$119,706	\$119,706	\$0	\$0	\$0	\$0
2410 Continuation Education 0000 Unrestricted	0	\$0	\$8,378	\$8,378	\$8,378	\$0	\$0	\$0	\$0
2411 Continuation Education - Allocated FTE 0000 Unrestricted	14.15	\$0	\$1,402,049	\$1,402,049	\$1,402,049	\$0	\$0	\$0	\$0
2440 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$5,000	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$0
2470 Extended Day 0000 Unrestricted	0	\$0	\$3,831	\$3,831	\$3,831	\$0	\$0	\$0	\$0
2480 Summer School/Extended Learning 0000 Unrestricted	0	\$14,413	\$0	\$14,413	\$14,413	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.8	\$0	\$65,761	\$65,761	\$65,761	\$0	\$0	\$0	\$0
4263 Child Care Administration 0000 Unrestricted	3.0288	\$0	\$193,096	\$193,096	\$193,096	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$7,943	\$7,943	\$7,943	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	1	\$0	\$76,930	\$76,930	\$0	\$0	\$76,930	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$2,046	\$2,046	\$0	\$0	\$2,046	\$0	\$0
7250 EL Supplemental Program Services 7- 12 0000 Unrestricted	0	\$0	\$2,100	\$2,100	\$1,600	\$500	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$18,121	\$18,121	\$0	\$0	\$18,121	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$34,027	\$34,027	\$32,027	\$0	\$0	\$2,000	\$0

4250 Director of Career and Technical Education and College Readiness 3550 Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$4,915	\$4,915	\$4,915	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	0.375	\$0	\$10,562	\$10,562	\$0	\$0	\$10,562	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$35,000	\$5,000	\$5,000	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	0.875	\$0	\$71,834	\$71,834	\$71,834	\$0	\$0	\$0	\$0
Totals	21.4289	\$20,948	\$2,072,299	\$2,093,247	\$1,972,088	\$5,500	\$113,659	\$2,000	

Signatures: (Must sign in blue ink)

Date

Principal **Katherine Whiteside**

School Site Council Chairperson **Sharyn Douglas**

EL Advisory Chairperson **Luy Huynh**

Benefits Calculator for Timesheets	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

