



William Daylor High School

Local Control Accountability Plan (LCAP) 2025-2026

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: 2025-2026

Goal Setting (Icapid: 799) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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?

The Daylor staff, students and community worked together to review and analyze 2024-2025 LCAP plan and its impact on student learning as it relates to the Eight State Priorities and EGUSD's Strategic Goals with regular meetings held throughout the year to discuss actions and services that would appropriately support

students and teaching. Staff members were provided with a survey to seek input for goal setting for the 2025-2026 school year. Our PBIS Tier I and II Teams met regularly to track student data and completed the PBIS Fidelity Inventory to assess our progress towards our goals. During student/parent/community input meetings, site data was shared, and members' feedback was solicited. Our School Site Council and ELAC groups reviewed data related to EGUSD's Strategic Goals and our progress toward these goals. Both groups provided input and suggestions based on student data that provided valuable input for creating this year's LCAP.

The following were opportunities for stakeholders to be a part of the evaluation process for this LCAP/Annual Review and Analysis:

School Site Council: October 3, 2024; November 14, 2025; February 6, 2025; April 3, 2025; May 15, 2025

ELAC Meetings: September 19, 2024, and February 5, 2025

Staff meetings: every Monday 2:00-3:30pm

Back to School Night/Title 1 Meeting: September 5, 2024, and Open House April 10, 2025

Additional input sought through ongoing stakeholder and parent communication including family nights and other school functions/events

Additional data was reviewed with educational partners throughout the year. 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. Funding the following areas were suggested:

Focus on increasing student attendance and engagement.

Student and Family Engagement Activities including family events and field trips and collaboration with educational partners.

Professional development (including conference attendance) for all staff to support student learning, specifically for targeted groups and on reteaching strategies.

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

Culturally relevant guest speakers, assemblies, field trips to increase engagement and attendance.

Continue to update campus to create a welcoming and engaging climate.

Resource Inequities (ATSI, TSI 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 have identified the need for targeted support to improve student learning opportunities. Based on our needs assessments and WASC recommendations, the following actions have been suggested: extended learning opportunities, provide professional development/conference attendance so staff can learn best pedagogical practices, purchase additional hardware/software/technology/classroom libraries/math manipulatives to support instruction, increase English Learner support, expand community partnerships, and provide additional attendance support. Daylor plans to develop and staff a student wellness and career center, hire a family/parent liaison to support attendance needs, as well as hire an additional paraeducator to provide targeted supports to struggling students during class time.

Goals, Actions, and Progress Indicators

<div>District Strategic Goal 1: High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.</div>		<div>District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by:<ul style="list-style-type: none">A-G Completion - Percent of Graduates Completing A-G RequirementsAP/IB Exams - Percent of Graduates Passing an AP/IB ExamCAASPP (ELA, Math, Science) - Distance from StandardCAASPP (ELA, Math, Science) - Percent Standard Met or ExceededCTE Sequence Completion - Percent of Graduates Completing a CTE SequenceProgress toward English Proficiency - Percent Increasing ELPI LevelReclassified - Percent of English Learners ReclassifiedTest Participation Rate on Districtwide Assessments</div>	
<div>Site Goal 1.1 (SiteGoalID: 8986) (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</div>			
<div>Action 1.1.1 (SiteGoalID: 8986) (DTS: 03/11/25) Targeted Student Group(s)<ul style="list-style-type: none">All</div>			
Action Plan		Progress Monitoring Plan	Data Collection & Evaluation

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Provide Illuminate training (timesheets) to assist teachers with the administration of the required tests to all students.</p> <p>Provide outreach to students not reaching standards and multilingual ML students (specifically LTELs) using data to encourage attendance and best efforts on CAASPP and ELPAC (timesheets).</p> <p>Develop and provide incentives to encourage students to be here to take the tests and to encourage best efforts.</p> <p>Mentors will work with targeted student groups to inform of the power of doing well on tests/in school/attendance (budgeted in 1.3.1).</p> <p>PLC bi weekly meetings focusing on testing and reteaching strategies developed by analyzing data on targeted students.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$ 1000 Title</p> <p><u>Materials</u> \$ 1000 Title</p>	<p>Quarterly meetings with academic instructional coaches.</p> <p>Monthly meetings with EL team with a focus on attendance and test review.</p> <p>Analyze CAASPP/CAST results by content area and subgroup to inform instruction.</p> <p>Analyze and use Illuminate formative and benchmark assessments to track progress and adjust instruction accordingly.</p> <p>Individual notes regarding counselor/staff/mentor reengagement meetings.</p> <p>Administrative observation data using FONT</p>	<p><u>Diagnostic:</u> ____% of our students have taken all of the Illuminate Benchmark Assessments.</p> <p><u>End of Quarter One:</u> ____% of our students have taken all of the Illuminate Assessments.</p> <p><u>End of Quarter Two:</u> ____% of our students have taken all of the Illuminate Assessments.</p> <p><u>End of Quarter Three:</u> ____% of our students have taken all of the Illuminate Assessments.</p> <p><u>Initial:</u> ____% of our student have taken the Initial ELPAC Assessments.</p> <p><u>Summative:</u> ____% of our student have taken the Summative ELPAC Assessments.</p> <p>____% of our students have taken the CAASPP/CAST assessments in May/June 2026.</p> <p>Mentors met with ____ students to encourage test performance.</p>

Site Goal 1.2 (SiteGoalID: 8898) (DTS: 02/13/25)

Teachers will increase their use of relevant, explicit and accessible learning targets from 28% to 50% as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.2.1 (SiteGoalID: 8898) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide professional development with instructional coaches to improve teacher understanding of the power of using learning targets to increase student outcomes.</p> <p>Timesheets for staff to plan how to develop and utilize learning targets as well as observe one another and how other alternative education sites are using LT to improve instruction.</p> <p>Ongoing training on other high quality instructional strategies including success criteria, active participation, student talk, formative assessments and feedback.</p> <p><u>Certificated Timesheets</u> \$ 1000 Title</p>	<p>Progress Monitoring</p> <p>Administration will collect data through FONT walkthroughs to assess if learning targets/success criteria are being implemented and provide feedback to staff.</p> <p>Analyze Staff Perspective Survey responses to "I frequently define what students need to know and understand" (24-25 was 33%)</p>	<p>Evaluation</p> <p>Administrators completed ____ classroom walkthroughs, recorded them in the FONT system, and sent a feedback email for each observation.</p> <p>FONT data showed a ____% increase in the use of Learning Targets.</p> <p>Our Staff Perspective Survey Data (<i>Support for Academic Learning</i>) satisfaction rate increased from ____% to ____%.</p>

Site Goal 1.3 (SiteGoalID: 8989) (DTS: 03/11/25)

Increase CAASPP ELA scores for students meeting or exceeding standards from 8 % to 15 %.
Increase CAASPP Math scores for students meeting or exceeding standards from 0 % to 10 %.
Increase CAASPP Science scores for students meeting or exceeding standards from 7 % to 15 %.

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

Action 1.3.1 (SiteGoalID: 8989) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Provide on- and off-site professional development (including conference attendance) for teachers to improve first instruction and reteaching in ELA/Science/Math, to explore reteaching strategies to address identified gaps, and to provide opportunities for staff to analyze data to inform interventions and develop remediation/acceleration specifically for identified subgroups.</p> <p>Teachers to work with instructional coaches, observe other teachers/alt ed sites and analyze interim assessments and determine next instructional steps and/or plan/develop mini lessons reteaching supports to reach struggling students (timesheets).</p> <p>Staffing for intervention classes</p>	<p>Staff will report out PD/conference learnings and strategies during staff meetings.</p> <p>Administration will collect data through FONT walkthroughs to assess if instructional strategies are being implemented and provide feedback to staff.</p> <p>Administration to review quarterly progress reports/report cards for targeted student to ensure progress.</p> <p>Teachers will look at common assessment data (Illuminate, unit tests, IXL) and CAASPP/CAST data during PLC and release time and provide the data to the admin team.</p> <p>Survey given to staff to determine effectiveness of PD.</p>	<p>Q1 Progress Report ____% students not meeting mastery. Q1 Report Cards ____% students not meeting mastery.</p> <p>Q1 ____ FONT walkthroughs completed. Q2 ____ FONT walkthroughs completed. Q3 ____ FONT walkthroughs completed.</p> <p>Q2 Progress Report ____% students not meeting mastery. Q2 Report Cards ____% students not meeting mastery.</p> <p>Q3 Progress Report ____% students not meeting mastery. Q3 Report Cards ____% students not meeting mastery.</p> <p>____% of staff reported favorably</p>

<p>(alternative funding sources).</p> <p>Purchase technology, supplemental programs/ curriculum, and supplies needed to support and enhance learning and reteaching, for data analysis, and to provide intervention/ acceleration based on the information gathered during the monthly data analysis meetings.</p> <p>Funding for tutoring for struggling students.</p> <p>Provide supplemental high interest reading materials in a wide range of lexile levels to increase literacy and to support common core ELA Standards. Books purchased will represent the demographics, student cultures, and languages of the site.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Materials/Supplies/Equipment</u> \$9,000 Title \$10,000 Supplemental</p> <p><u>Contracts/Services/Subscription</u> <u>ns:</u> \$5,000 Title \$5,000 Supplemental</p>		<p>about PD.</p>
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Site Goal 1.4 (SiteGoalID: 9043) (DTS: 03/27/25)

The percentage of English Learners making adequate progress towards English language proficiency will increase from 48% to 60% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Targeted Student Group(s)

- EL

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>ML/EL Coordinator to provide supplemental support to accelerate language acquisition including data analysis, progress monitoring, student placement in support classes, goal setting with students (LREBG funding).</p> <p>Additional staffing/classes for targeted EL support (LREBG funding).</p> <p>Timesheets for professional development and ELPAC Data Analysis and planning with EL Instructional Coach.</p> <p>Timesheets for ELPAC testing and additional translation.</p> <p>Professional development/conferences to explore research-based practices and instructional strategies specific to language acquisition and attendance/engagement for ML students (WIDA, CAFE, etc.)</p> <p>Timesheets for engagement/enrichment opportunities for targeted EL groups including ELPAC bootcamp, after school tutoring and support.</p> <p>Supplemental materials for EL instruction, intervention and enrichment materials to promote</p>	<p>Progress Monitoring</p> <p>Attendance data and minutes from ELAC meetings</p> <p>Data from EL classes and ELPAC</p> <p>Monthly meetings with EL coach</p> <p>Data from classroom and curricular assessments and student work samples.</p>	<p>Evaluation</p> <p>___ % of students increase their scores on ELPAC</p> <p>___ % of enrolled EL students attended EL Lab classes</p>

<p>language acquisition, including reading materials to expand Multilingual/ Multicultural classroom libraries</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>.3 FTE EL Coordinator/.2 FTE EL Teacher</u> (outside funding)</p> <p><u>Materials:</u> \$ 1,534 EL Supplemental</p> <p><u>Certificated Timesheets:</u> \$ 2,000 EL Supplemental</p>		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 799)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
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)	2000	Classified- Timesheets
EL Supplemental (7250/0000)	1534	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8899) (DTS: 02/13/25)

At Daylor, we will implement targeted supports for students who identify as Black/African American. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement. These efforts will be measured by the distance from standards met on CAASPP data from 144 points below standards to 100 points below standards.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8899) (DTS: 02/13/25)

Targeted Student Group(s)

- Black or African American

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan <p>Professional development for staff utilizing educational equity instructional coaches, conference attendance, guest speakers to increase academic achievement and school connections of African American students and to address specific needs to close gaps.</p> <p>Purchase books and provide release time/ timesheets for all staff to complete Book Study.</p> <p>Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, Edgenuity assessments, Illuminate, CAASPP, etc.) to gather base levels, identify and target student needs in specific content and skill areas, create and monitor individual plans for reteaching and accelerating for African American students. Provide intervention classes to support student learning.</p> <p>Continue to provide a supportive and culturally responsive campus community through engagement activities, assemblies, field trips, guest speakers, and mentors to leverage African American student assets and affirm their identities.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p>	Progress Monitoring <p>Administration will collect data through FONT walkthroughs and provide feedback to staff.</p> <p>Disparity data, data analysis/discussion in PLC meetings</p> <p>CAASPP/CAST scores and Illuminate data</p> <p>Staff meeting PD from conference attendees</p> <p>Book Study staff presentations/ discussions</p> <p>Field trip attendance</p> <p>Attendance at Mindset, IYT and Pro Youth events</p> <p>RP data (both classroom and office managed)</p>	Evaluation <p>____ % of enrolled African American students attended tutoring sessions.</p> <p>Interim 1 Illuminate ELA scores increased by ____% for African American students.</p> <p>Interim 2 Illuminate ELA scores increased by ____% for African American students.</p> <p>Interim 1 Illuminate Math scores increased by ____% for African American students.</p> <p>Interim 2 Illuminate Math scores increased by ____% for African American students.</p>

<u>Certificated Timesheets</u> \$1,000 Title \$1,000 Supplemental <u>Materials/Supplies/Equipment</u> \$ 10,000 Title <u>Contracts/Services/Subscriptions</u> \$ 7,000 Title		
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Site Goal 2.2 (SiteGoalID: 9053) (DTS: 03/31/25)

Daylor will implement targeted supports for students experiencing homelessness. These efforts will focus on increasing academic achievement (LCAP Goal 1), creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement. These efforts will be measured by the distance from standards met on CAASPP data from 115 points below to 95 points below standards.

Metric: Homeless Student Disparity

Action 2.2.1 (SiteGoalID: 9053) (DTS: 03/31/25)

Targeted Student Group(s)

- Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Provide support systems for our homeless youth/foster youth that include tutoring and mentoring opportunities. Continue work with school social	Administration will collect data through FONT walkthroughs and provide feedback to staff. Attendance at tutoring sessions	

<p>worker, SAFE and FACE offices</p> <p>Professional Development utilizing the SAFE office staff, instructional coaches, conference attendance, and guest speakers to help staff incorporate teaching strategies that identify and meet the learning gaps for our homeless youth.</p> <p>Purchase materials and supplies to provide appropriate learning environment for homeless youth.</p> <p>Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, Edgenuity assessments, Illuminate, CAASPP, etc.) to gather base levels, identify and target student needs in specific content and skill areas, create and monitor individual plans for reteaching and accelerating to targeted groups.</p> <p>Provide access to extracurricular activities (timesheets and materials) to engage students and increase motivation and school connectedness.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$ 1,000 Supplemental</p> <p><u>Materials/Supplies/Equipment</u> \$ 5,000 Supplemental</p> <p><u>Contracts/Services/Subscriptions</u> \$ 3,000 Supplemental</p>	<p>Quarterly grade reviews</p> <p>Data analysis/discussion in PLC meetings</p>	
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Site Goal 2.3 (SiteGoalID: 9055) (DTS: 03/31/25)

Daylor will implement targeted supports for students with disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), creating a safe, inclusive environment where student identity is

affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement. These efforts will be measured by the distance from standards met on CAASPP data from 218 points below to 200 points below standards.

Metric: Students with Disabilities Disparity

Action 2.3.1 (SiteGoalID: 9055) (DTS: 03/31/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Purchase supplemental curriculum and materials to support student learning.</p> <p>Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, Edgenuity assessments, Illuminate, CAASPP, etc.) to gather base levels, identify and target student needs in specific content and skill areas, create and monitor individual plans for reteaching and accelerating to targeted groups.</p> <p>Provide support systems for our students with disabilities that include tutoring and mentoring opportunities.</p> <p>Professional Development/conference attendance to help staff incorporate teaching strategies that identify and meet the learning gaps for our students with disabilities.</p>	<p>Progress Monitoring</p> <p>IYT, Mindset, Tutoring attendance tracking.</p> <p>Classroom and assessment data analysis/discussion in PLC meetings</p> <p>Administration will collect data through FONT walkthroughs and provide feedback to staff.</p>	<p>Evaluation</p>

<p>Hire a Paraprofessional II to provide support in all classes.</p> <p>Staff training on FHQI strategies</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$ 1,000 Supplemental</p> <p><u>Materials/Supplies/Equipment</u> \$ 5,000 Supplemental</p> <p><u>Contracts/Services/Subscriptions</u> \$ 2,000 Supplemental</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 799)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	7000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3: Wellness 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: <ul style="list-style-type: none"> • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1 (SiteGoalID: 8900) (DTS: 02/13/25)

Daylor will utilize PBIS strategies to maintain a healthy, safe, positive school culture where students and families feel connected to and supported by the site to increase responses on school climate survey from 76% to 85%.

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 8900) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <p>Continue to implement Positive Behavior Interventions and Supports (Tier 1 and 2). Monitor students referred for additional support.</p> <p>Professional Development/conferences for PBIS, SEL, and restorative practices, and for staff to understand how trauma influences student learning. PD presentations by school social worker and PBIS coach focused on SEL supports for students.</p> <p>Quarterly celebrations of students and reteach school expectations each quarter.</p> <p>Provide timesheets for staff to track and analyze data to determine support needs, to develop PBIS implementation plan and to provide opportunities for professional development to enhance PBIS at Las Flores K-12.</p> <p>Provide items connected to the PBIS program and promote the PBIS core values (Own It, Work Hard, Listen and Strive for Excellence) and purchase incentives for targeted students that meet identified goals and to increase engagement. Certify as a PBIS Gold school site.</p> <p>Print Daylor Dollars, flyers, resources to increase student engagement, supplies to mail home awards and information to families.</p> <p><i>We will purchase allowable, reasonable, and necessary</i></p>	<p style="text-align: center;">Progress Monitoring</p> <p>Monthly PBIS Tier 1 and II documentation from service providers.</p> <p>Presentations from staff attending conferences at staff meetings.</p> <p>Increase in number of students recognized.</p> <p>Admin will track and share quarterly referral/ suspension data.</p> <p>School climate survey and CHKS data</p>	<p style="text-align: center;">Evaluation</p>

supplies to complete the Action Plan for this goal.

Materials/Supplies/Equipment
\$ 2,000 Supplemental

Site Goal 3.2 (SiteGoalID: 8999) (DTS: 03/14/25)

Daylor will provide social-emotional support and timely interventions to all students, aiming to develop mental health, communication, and conflict resolution skills, and strengthen student resilience to help students feel a part of the Daylor community and increase scores on student perspectives survey.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.2.1 (SiteGoalID: 8999) (DTS: 03/14/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Purchase materials and supplies to support students and families via the wellness center to provide support to students and families - priority given to targeted subgroups</p> <p>Implement a mentorship program for at-risk students (identified through the MTSS process) where students meet on a weekly basis to monitor academic progress, access academic tutoring, explore college and career planning and receive SEL</p>	<p>Monthly PBIS Tier 1 and II documentation from service providers.</p> <p>Monthly IYT and Pro meetings with admin to review data.</p> <p>Monthly staff meetings/discussions about student behavior, academic progress, and program implementation.</p> <p>Increase in attendance at school events</p>	

lessons (IYT, Pro)

Professional Development/Conferences for PBIS, SEL, and restorative practices, and for staff to understand how trauma influences student learning

Continue implementation of Restorative Practices and provide training with equity coaches to build a culturally responsive campus community.

Provide student engagement activities for students identified by the MTSS team. Timesheets and release time to provide training and professional development on MTSS and teacher intervention/ engagement strategies (including but not limited to conference attendance and guest speakers).

Provide timesheets and materials for staff training in Mindset, Restorative Practices, Equity, Trauma Informed Instruction, teambuilding and cooperative learning strategies.

Provide funding and materials to beautify the campus including, but not limited to: upgrading resources, classroom furniture, plants, providing murals, outdoor furniture, to provide a culturally responsive, physically and emotionally healthy and safe learning environment.

We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.

Certificated Timesheets

\$ 1,000 Supplemental

Materials/Supplies/Equipment

\$ 5,000 Title

Contracts/Services/Subscription

\$ 5,000 Title

Administration will track number of students and families utilizing the wellness center and share it with staff and service providers.

Administration will track and share referral/ suspension data.

School climate survey and CHKS data

Site Goal 3.3 (SiteGoalID: 9050) (DTS: 03/31/25)

Daylor will increase student engagement, enhance student school connectedness, promote positive student relationships, and foster a sense of belonging to decrease student discipline referrals by 20%.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.3.1 (SiteGoalID: 9050) (DTS: 03/31/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide additional lunchtime activities/support to decrease office discipline referrals and impact overall suspension data</p> <p>Provide afterschool activities to mentor and engage students (Mindset Academy, Pro Youth, arts program - funding through other sources)</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>	<p>Progress Monitoring</p> <p>VP will collect office discipline referrals each month and share it with the staff.</p> <p>Increase in attendance at after school events.</p> <p>Increase in attendance in mentoring programs.</p>	<p>Evaluation</p>

Site Goal 3.4 (SiteGoalID: 9077) (DTS: 04/03/25)

Daylor will increase our graduation rate from 67.9% to 75%.

Metric: Cohort Graduation Rate

Action 3.4.1 (SiteGoalID: 9077) (DTS: 04/03/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Develop intervention and support programs to address attendance, credit earning rate, and academic achievement.</p> <p>Expand educational learning opportunities for students to include field trips, college outreach/visits, guest speakers, extended day classes, tutoring.</p> <p>Provide training, professional development, conference opportunities for staff to improve instructional practices, develop project based learning plans, and monitor student progress early to decrease the number of D's and F's. Funding to cover fees for training, registrations, associated travel costs, and timesheets for release time.</p> <p>Timesheets for staff to create and provide after school enrichment programs and activities, intermural sports and tutoring.</p> <p>FTE to add intervention classes in English, math and science.</p>	<p>Progress Monitoring</p> <p>Increase in attendance at school events, field trips, tutoring programs.</p> <p>Grade/test score data.</p> <p>Student and family surveys</p> <p>Data analysis at staff meetings</p>	<p>Evaluation</p>

<p>Timesheets for staff to disaggregate data to identify needs and provide information and training/support on college entrance requirements outside of the school day to students.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$ 1,000 Supplemental</p> <p><u>Materials/Supplies/Equipment</u> \$ 5,000 Supplemental</p> <p><u>Contracts/Services/Subscriptions</u> \$ 5,000 Supplemental</p>		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 799)		
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)	5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
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)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8901) (DTS: 02/13/25)

By the end of the 2025-26 school year, Chronic Absenteeism at Daylor will decrease by 20% from 76.4% by targeting chronically absent students with individual phone calls, attendance incentive programs, parent meetings and porch visits.

Metric: Percent Chronically Absent

Action 4.1.1 (SiteGoalID: 8901) (DTS: 02/13/25)

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, as related to your goal.	Progress Monitoring Plan <ul style="list-style-type: none">Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation <ul style="list-style-type: none">Throughout the year, report the results of the formative data as you collect it.In March, summarize your data collection results.Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Hire a Family Liaison to reach out to families of chronically absent students and conduct check-in/check-out sessions with students who are identified at-risk through the MTSS process. Priority will be given to identified subgroups (funding from outside source)</p> <p>Teachers (timesheets), front office staff, Administrators and Family Liaison will make weekly personal phone calls home or Talking Points messages for all absent students. All contacts will be logged into Synergy.</p> <p>Develop data management system that allows for monitoring/tracking of student data.</p> <p>Continue to work with district attendance officer to follow up on data.</p> <p>Develop an onboarding system for incoming students to set goals and review expectations.</p> <p>Increase SEL opportunities to improve student sense of safety, positive staff-student relationships, school culture and climate, and school connectedness to the campus.</p> <p>Provide opportunities for professional Development/ Conferences to learn strategies for engaging disengaged youth.</p> <p>Purchase incentives for students</p>	<p>Teachers, front office staff, Administrators and our Family Liaison will document parent communication in Synergy weekly.</p> <p>Administration will gather and analyze attendance data monthly (including early dismissals and tardies). The Administrative team will analyze data to see if there is an improvement in attendance and share this information with staff members and families.</p> <p>Administration will monitor Chronically Absent students.</p> <p>Bimonthly meetings with District Attendance tech</p> <p>student participation in school sponsored events</p> <p>Administrative porch visits</p> <p>Staff share outs from conference/PD learning.</p>	<p>Chronic Absenteeism Rate Q1 _____</p> <p>Chronic Absenteeism Rate Q2 _____</p> <p>Chronic Absenteeism Rate Q3 _____</p> <p>As of March 2026, Teachers, front office staff, Administrators and Family Liaison documented over _____ calls and Talking Point messages, as well as numerous school-wide written communications. In addition, we have enhanced our social media presence, posting _____ updates that highlight the positive events and learning experiences happening on our campus.</p>

<p>meeting attendance goals and/or showing growth.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$ 1,000 Title</p> <p><u>Material/Supplies/Equipment</u> \$ 2,000 Supplemental</p>		
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Site Goal 4.2 (SiteGoalID: 9044) (DTS: 03/27/25)

Daylor will develop strong partnerships between schools, families, and communities to improve student outcomes, including academic, social-emotional, and overall well-being increasing parental satisfaction on the Perspectives survey from 5 respondents to 50 respondents rating above 80% satisfaction.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.2.1 (SiteGoalID: 9044) (DTS: 03/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Provide ongoing family focused events (family nights, lunch in the quad, movie nights), family educational workshops, and multiple opportunities for family/community engagement.	<p>Attendance at family events.</p> <p>Staff share out of information learned at monthly staff meetings.</p> <p>Log of families utilizing the family</p>	Held _____ family engagement events and increased attendance by _____%.

<p>Provide professional development, conference attendance, guest speakers on strategies for engaging alternative education students and families.</p> <p>Create a family resource space in the wellness center with technology and resources (library books, computer lab, community referrals, etc.)</p> <p>Increase front office and campus signage.</p> <p>Continue student leadership class to help students become an integral part of the learning community and have a voice in school decisions.</p> <p>Engage community partners, mentors, and resources that support families especially families that have disconnected.</p> <p>Parent Teacher Home Visits will be conducted by trained teachers and staff.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$2,000 Supplemental</p> <p><u>Classified Timesheets</u> \$1,000 Title</p> <p><u>Materials/Supplies/Equipment</u> \$ 1,181 Title parent engagement funds \$ 5,000 Supplemental</p> <p><u>Contracts/Services/Subscriptions</u> \$ 5,062 Title \$ 1,592 Supplemental</p>	<p>resource center, and number of family referrals made.</p> <p>Track events planned and developed by Leadership class.</p> <p>BTSN, Open House, Family nights attendance</p> <p>School Site Council and Leadership student feedback</p> <p>Student and parent survey results</p> <p>Social media follows/comments and engagement</p>	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 799)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	1000	Classified- Timesheets
Title I – Basic (4900/3010)	1181	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5062	Contracts/Services/Subscriptions
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)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	1592	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

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	\$2000	\$2000	\$0	\$1000	\$5000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$1000	\$1000
Materials/Supplies/Equipment	\$10000	\$10000	\$5000	\$1181	\$26181
Contracts/Services/Subscriptions	\$5000	\$7000	\$5000	\$5062	\$22062

Title I – Basic (4900/3010) Total: \$54,243

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	\$2000	\$2000	\$2000	\$2000	\$8000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$10000	\$10000	\$5000	\$5000	\$30000
Contracts/Services/Subscriptions	\$5000	\$5000	\$5000	\$1592	\$16592

Supplemental/Concentration (7201/0000) Total: \$54,592

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	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Materials/Supplies/Equipment	\$1534	\$0	\$0	\$0	\$1534
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$3,534

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) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$54,243	\$17,000	\$19,000	\$10,000	\$8,243	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$54,592	\$17,000	\$17,000	\$12,000	\$8,592	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$3,534	\$3,534	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,369	\$37,534	\$36,000	\$22,000	\$16,835	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$54,243	Title I Foster Youth	\$0
		Title I Homeless	\$0
		Title I Centralized Services	\$0
		Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$58,126		

