William Daylor High School

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

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 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.

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 2025-2026 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 2026-2027 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 2, 2025; November 13, 2025; January 29, 2026; March 12, 2026; May 7, 2026 ELAC Meetings: September 4, 2025, and February 17, 2026 Staff meetings: every Monday 2:00-3:30pm Back to School Night/Title 1 Meeting: September 4, 2025, and Open House April 30, 2026 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 included:

- A focus on increasing student attendance and engagement.
- Student and Family Engagement Activities including family events and field trips and collaboration with educational partners/mentors.
- Professional development (including conference attendance) for all staff to support student learning, specifically for alternative educations students, targeted subgroups, and on engagement and reteaching strategies.
- Expand hands-on, real world learning opportunities through project-based learning activities, field trips, and guest speakers.
- Expanding College/Career support for students including field trips to job trainings, jobs sites, and job fairs.
- Culturally relevant guest speakers, assemblies, field trips to increase engagement and attendance.
- Continue the basketball and soccer programs and add additional art opportunities.
- Continue to update campus to create a welcoming and engaging school 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. As a site we have identified the need for targeted support to improve student learning opportunities. Daylor plans to continue to develop and staff a student wellness and career center, hire a family/parent liaison to support attendance outreach needs, as well as hire an additional paraeducator to provide targeted supports to struggling students during class time.
Based on our surveys, needs assessments, and WASC recommendations, the following actions have been suggested:

- Expand extended learning opportunities with after-school and lunchtime support, along with intersession and summer school opportunities
- Collaborate with instructional coaches and alternative education colleagues to provide professional development focused on high quality instructional strategies, data analyses, and collaboration.
- Provide conference opportunities so staff can learn best pedagogical practices from experts in the field.
- Purchase additional hardware/software/technology/classroom libraries/math manipulatives to support instruction and engagement.
- Increase Multilingual Learner support and professional development for staff in ML instructional strategies and supports for English language acquisition.
- Expand career/wellness center to provide supports for students with college and job applications, scholarship applications, and life planning.
- Expand community partnerships specifically focused on struggling alternative education students, targeted subgroups, and historically underrepresented or marginalized students.
- Provide additional attendance support to families and continue attendance incentive program.
- Continue PBIS program with focus on meeting student needs and creating an engaging learning environment.
- Continue family/community engagement efforts and partnerships to expand opportunities for the community to participate in our school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	**District Needs and Metrics 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.**	**Students need high quality classroom instruction and curriculum as measured by:** • **A-G Completion - Percent of Graduates Completing A-G Requirements** • **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam** • **CAASPP (ELA, Math, Science) - Distance from Standard** • **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded** • **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence** • **Progress toward English Proficiency - Percent Increasing ELPI Level** • **Reclassified - Percent of English Learners Reclassified** • **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1

Teachers will increase their effective use of Student Talk from 14% to 25% and use of Active Engagement strategies from 31% to 50% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.1.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Teachers will utilize High-Quality Instruction (Learning Targets, Success Criteria, Formative Assessment, Feedback, Active Participation, Student Talk) daily to increase student learning, as reflected in outcomes on Assessments. Provide ongoing professional development (developed in collaboration with instructional coaches) to support curriculum and assessment development, implementation of the High Quality Instructional Framework, and improve teacher understanding of the power of using student talk and active engagement to increase student learning outcomes and	**Progress Monitoring** Administration will collect data through FONT walkthroughs to assess if student talk and active engagement strategies are being implemented and provide feedback to staff. Staff will review their peer observations in monthly staff meetings to collaborate on instructional strategies and implementation. Admin and coaches will review data in admin team meetings to ensure fidelity, identify trends and use the data to develop appropriate professional learning opportunities based on observed areas of need.	**Evaluation** By the end of Quarter 3, administrators completed ___ classroom walkthroughs, recorded them in the FONT system, and sent a feedback email for each observation. FONT data showed a ___% increase in the use of Student Talk and a ___% increase in teacher use of Active Participation strategies. Staff participated in ____ peer observations. Teacher self and peer reflection and feedback tools were analyzed in PLC meetings (agendas/notes).

ongoing training on other high quality instructional strategies including learning targets, success criteria, formative assessments and feedback. Provide professional learning opportunities via conferences and workshops with a focus on meeting the diverse learning needs of alternative education students and the use of evidence-based instructional strategies. Timesheets/Release time for staff to plan how to develop and utilize student talk and active engagement as well as observe how staff here and at other alternative education sites are using these strategies to improve instruction. Timesheets for staff to participate in one or more peer walkthrough observations each semester to share strategies and collaborate. **Certificated Timesheets** $ 1000 Title	In monthly PLC meetings, staff will analyze student assessment data to evaluate the effectiveness of instructional strategies aligned to the High Quality Instructional Framework.	During monthly staff meetings data was shared and assessed to see if instructional strategies were implemented to fidelity and to guide staff continuous improvement in instruction and assessment.

Site Goal 1.2

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**
Timesheets to assist teachers with the administration of the required tests to all students and to develop data based instruction to improve student outcomes. Provide incentives to encourage students to be here to take the tests and to encourage	Quarterly meetings with academic instructional coaches. Monthly meetings with ML team with a focus on attendance and test review based on individual student data.	Meeting minutes and agenda from staff meetings/trainings/professional development opportunities showed that staff reflection ______________. *End of Semester One:* ___% of our students have taken all of the ELA Illuminate

best efforts. Mentors to work with targeted student groups to inform of the power of doing well on tests/being at school based on gpa/attendance (budgeted in 1.3.1). *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.* **Certificated Timesheets** $ 1000 Title	Individual notes regarding counselor/staff/mentor reengagement meetings. Administrative FONT observation data	Assessments. ___ of our students have taken all of the Math Illuminate Assessments. *Summative*: ___% of our student have taken the Summative ELPAC Assessments. Mentors met with ____ students to encourage test performance.

Site Goal 1.3

Increase CAASPP ELA scores for students meeting or exceeding standards from 13% to 20%.
Increase CAASPP Math scores for students meeting or exceeding standards from 8% to 15%.
Increase CAASPP Science scores for students meeting or exceeding standards from 4% to 10%.

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

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Action 1.3.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**
Provide professional development (including conference and workshop attendance) for teachers to learn best practices and instructional strategies 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. Development of schoolwide PLCs to increase collaboration and increase staff	Staff will share PD/conference learnings and strategies during staff meetings. Administration will collect data through FONT walkthroughs to assess if instructional strategies are being implemented and share feedback with staff. Staff/PLC meetings to analyze CAASPP/CAST results by content area and subgroup to inform instruction. Staff meetings to analyze and use local formative and benchmark assessments to track progress and adjust instruction	Q1 Report Cards ____% students not meeting mastery. Q2 Report Cards ____% students not meeting mastery. Q3 Report Cards ____% students not meeting mastery. Q1 _____ FONT walkthroughs completed. Q2 _____ FONT walkthroughs completed. Q3 _____ FONT walkthroughs completed. ___% of staff reported favorably about PD.

understanding of best practice in teaching strategies and data analysis to guide instruction and monitor student progress. Collaborate with instructional coaches to support staff meetings focusing on testing and reteaching strategies developed by analyzing data on targeted students. Professional development on data analysis and the value of using data to inform instruction and monitor student progress. Release time/timesheets for teachers to work with instructional coaches on utilizing assessment data to inform instruction and identifying areas of student need; to observe other teachers/alt ed sites; and to plan/develop mini lessons reteaching supports to reach struggling students. Provide extended learning opportunities (afterschool, lunchtime, intersession, and summer school opportunities as well as tutoring) including timesheets for Edmentum class, to support student learning and progress toward graduation. Staffing for additional ELA/Math intervention classes. Mentors to work with targeted student groups to inform of the power of doing well on tests/being at school based on gpa/attendance Purchase additional hardware, software, technology, supplemental programs/curriculum, classroom libraries, math manipulatives, 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. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.* **Certificated Timesheets** $ 500 Title (Edmentum CR classes) **Staffing** .2 FTE additional ELA class for intervention students ($20,000 Title) .2 FTE additional Math class for intervention students (outside funding). **Materials/Supplies/Equipment** $5,000 Title $5,000 Supplemental	accordingly. Administration and counseling to review quarterly progress reports/report cards to ensure progress. Teachers will look at common assessment data (Illuminate, unit tests, IXL) and CAASPP/CAST data during PLC and release time, develop instructional strategies to meet identified needs and provide the data to the admin team. Survey given to staff to determine effectiveness of PD.	____ staff attended conferences and shared learnings in Staff Meetings. Students enrolled in intervention Math/ELA increased their GPA (passing rate) by _________. _____ students participated in extended learning opportunities.

Contracts/Services/Subscriptions: $10,000 Title (NAEA, CCEA, ACSA) (Emerge Tutoring moved to outside funding) $5,000 Supplemental		

Site Goal 1.4

Increase the percentage of Multilingual Learners (ML) making adequate progress towards English language proficiency will increase from 74.4% to 85% as determined by the EL Progress Indicator (ELPI) on the California State Department of Education's Dashboard.
Increase the percentage of Long Term ELs making adequate progress towards English language proficiency from 76.9% to 85%
Increase the percentage of ML students reclassification from 3.3% to 5%
Increase the percentage of Long Term ML reclassification from 3.8% to 5%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.4.1

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Increase Multilingual Learner support via professional development for staff in ML instructional strategies and supports for English language acquisition. Provide professional development, workshops, or conferences to explore research-based best practices and instructional strategies specific to language acquisition and attendance/engagement for ML students (WIDA, CABE, etc.) Release time/timesheets for planning with colleagues and EL Instructional Coach. Timesheets for ELPAC testing and additional translation. Timesheet staff to provide mentoring and outreach to students not reaching standards and multilingual ML students (specifically LTELs) using data to encourage attendance	**Progress Monitoring** Attendance data and minutes from ELAC meetings Data from EL classes regarding student progress. Data from number of EL/LTEL reclassified and progress made by EL/LTEL on ELPAC. Monthly meetings with EL coach Data from classroom and curricular assessments and student work samples. Data from administrative FONT walkthroughs observing EL strategies in use.	**Evaluation** ___ % of EL students increase their scores on ELPAC ___ % of LTEL students increase their scores on ELPAC ___ % of EL students were enrolled in EL Lab classes (GPA?) % of EL that reclassified % of LTELs that reclassified # families attending ELAC increased

and best efforts on CAASPP and ELPAC. Funding for engagement/enrichment opportunities for targeted EL groups including ELPAC bootcamp, before/after school tutoring, and summer school/intersession support. Purchase supplemental materials for ML instruction, intervention, enrichment materials to promote language acquisition (including reading materials to expand Multilingual/Multicultural classroom libraries) and technology to support ML learners. Promote participation in ELAC meetings by making them accessible, providing light refreshments and translation services. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.* **Materials:** $1460 EL Supplemental **Certificated Timesheets:** $1500 EL Supplemental		

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$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

Implement targeted supports for students who identify as Black/African American, homeless, Native American, foster youth and students with disabilities. 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 reducing the distance from standards met for each subgroup on CAASPP data by 25%.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**
Professional development utilizing educational equity instructional coaches and other district staff, conference attendance, mentors, community partners, or guest speakers focused on increasing academic achievement, identifying and resolving	Administration will collect data through FONT walkthroughs and provide feedback to staff. Disparity data, data analysis/discussion in PLC meetings	____ % of enrolled African American students attended tutoring sessions. ____ % of enrolled Native American students attended tutoring sessions. ____ % of enrolled Homeless students attended tutoring sessions.

learning gaps, and increasing the school connections of African American, Native American, and Homeless students, Foster Youth, and Students with Disabilities, as well as develop engagement strategies to affirm student assets. Purchase books and provide release time/ timesheets for all staff to complete Book Study with a focus on equity, the needs of African American, Native American, and Homeless students, Foster Youth and/or Students with Disabilities. Develop a Student Equity Council to increase student voice and leadership opportunities. Provide intervention classes and tutoring to support student learning. Develop community partnerships focused on family and student supports that provide mentoring, culturally relevant experiences and guidance for our African American, Native American, and Homeless students, Foster Youth, and Students with Disabilities to increase graduation rates, support academic achievement, provide guidance and mentoring, and ensure the campus climate is welcoming and comfortable for all students and families, specifically underrepresented or historically marginalized groups. Purchase technology, materials, and supplies to provide appropriate learning environment African American, Native American, and Homeless students, Foster Youth, and Students with Disabilities. Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, assessments, surveys, etc.) to gather base levels, identify and target student needs in specific content and skill areas, and create and monitor individual plans for reteaching and accelerating to targeted groups. Provide access to extracurricular activities (timesheets and materials) to engage students and increase motivation and school connectedness. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.* **<u>Certificated Timesheets</u>** $500 Title $500 Supplemental **<u>Materials/Supplies/Equipment</u>** $4860 Title	CAASPP/CAST scores and Illuminate data Staff meeting PD from conference attendees Book Study staff presentations/ discussions Field trip attendance Attendance at Mindset, IYT and Pro Youth events RP data (both classroom and office managed)	____ % of enrolled Foster Youth attended tutoring sessions. ____ % of enrolled Students with Disabilities attended tutoring sessions. By the end of Q3 graduation rate for targeted students increased by _____ students. By the end of Q3 chronic attendance rate for targeted students dropped by ____% By the end of Q3 the daily attendance rate for targeted studentsincreased by ___% By the end of Q3 the number of NP grades for targeted students dropped by ____%

$5000 Supplemental **Contracts/Services/Subscriptions** $ 3000 Title $15,000 Supplemental		

Funding Sources for District Goal 2		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$0	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$0	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$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:

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

Site Goal 3.1

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

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Continue to implement Positive Behavior Interventions and Supports. Monitor and track data of students referred for additional support. Quarterly celebrations of students making progress and to reteach school expectations. Provide light refreshments for the students as they complete personal data review and goalsetting activities. Timesheets for staff to track and analyze data to determine support needs, to develop PBIS implementation plans, and to provide opportunities for professional development to enhance PBIS at Daylor. Timesheets for initial summer planning days. Provide items connected to the PBIS program and to promote the PBIS core values (Own It, Work Hard, Listen, and Strive for Excellence) and purchase incentives for students that meet identified goals and to increase engagement. Certify as a PBIS Platinum school site. Funding to print Daylor Dollars, flyers, resources to increase student engagement, and supplies to mail home awards and information to families. *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.*	**Progress Monitoring** Monthly PBIS Tier 1 and II documentation from service providers. Presentations from staff attending conferences at staff meetings. Increase in number of students recognized. Admin will track and share quarterly referral/ suspension data. School climate survey and CHKS data	**Evaluation** By the end of Q3, ______ students were referred to MTSS team. ____ students referred received support/services (all were offered, some decline supports). Monthly PLC meetings included discussion of student academic progress, attendance and discipline data. Quarterly staff completed student grade reviews to ensure students were supported, and to discuss how to support student disparity data. ___ of the staff nominated students for student of the month. Continued attendance recognition campaign - students with 80% or better attendance were recognized every two weeks. Attendance at Mindset, IYT and _______ events was about ____ across the programs.

Materials/Supplies/Equipment $ 3,000 Supplemental **Certificated Timesheets** $ 1500 Supplemental		

Site Goal 3.2

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

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Action 3.2.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 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 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	**Progress Monitoring** Monthly PBIS Tier 1 and II documentation from service providers. Monthly IYT and Pro meetings with admin to review data. Monthly staff meetings/discussions about student behavior, academic progress, and program implementation. Increase in attendance at school events 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	**Evaluation** Attendance at school events increased by _____. ______ students and families utilizing the wellness center. Referrals/Suspensions decreased by ______. School climate survey and CHKS data??

students identified by the MTSS team. Provide funding 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.* **Materials/Supplies/Equipment** $ 5,000 Title **Contracts/Services/Subscriptions** $ 3,000 Title		

Site Goal 3.3

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

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide funding for additional lunchtime or afterschool activities/support to engage students, decrease office discipline referrals, reduce overall suspension data (timesheets, Mindset Academy, Thames Academy,	**Progress Monitoring** VP will collect office discipline referrals each month and share it with the staff. Increase in attendance at after school events (sign in sheets).	**Evaluation** Referrals/Suspensions decreased by ______. ____ students attended after school events/activities.

Emerge, Madu, All Things Pretty, arts program) Funding and supplies for staff to create and provide after school/lunchtime enrichment programs and activities, intermural sports, PE class, and tutoring. *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.* **Certificated Timesheets** $ 1000 Supplemental **Contracts/Services/Subscriptions** $ 10,000 Supplemental **Materials/Supplies/Equipment** $ 1026 Supplemental	Increase in attendance in mentoring programs (sign in sheets). Synergy and RED DIY data Monthly admin/mentor group meetings	Attendance in mentoring programs was _______ (numbers) ___ students passed their PE class.

Site Goal 3.4

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

Metric: Cohort Graduation Rate

Action 3.4.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Develop intervention and support programs to address attendance, credit earning rate, and academic achievement. Expand educational learning opportunities for students to include field trips, college outreach/visits, guest speakers, extended day classes, tutoring. Provide training, professional development,	**Progress Monitoring** Increase in attendance at school events, field trips, tutoring programs. Grade/test score data. Student and family surveys Data analysis at staff meetings Admin review monthly attendance reports	**Evaluation** # of D and NP grades reduced by ___% between Q1 and Q2, by _____ % Q2 to Q3. survey results showed ________. Attendance at events increased by ____. By the end of Q3, the number of graduates increased by ____

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. 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. *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.* **Certificated Timesheets** $ 1,000 Title **Contracts/Services/Subscriptions** $ 5,000 Title	Field trip attendance and data Tutoring center attendance and grade data Synergy gradebook Graduation rate	

Funding Sources for District Goal 3		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$0	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$0	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$0	Contracts/Services/Subscriptions

District Strategic Goal 4:	District Needs and Metrics 4:
Family & Community Engagement **All students will benefit from programs and services designed to inform and engage family and community partners.**	**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

By the end of the 2026-27 school year, Chronic Absenteeism at Daylor will decrease by 10% from 76.4% by targeting chronically absent students with individual phone calls, attendance incentive programs, parent meetings and porch visits.

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Hire a staff member to reach out to families of chronically absent students and conduct check-in/check-out sessions with students who are identified as at-risk through the MTSS process. Priority will be given to identified subgroups (funding from outside source) Teachers and front office staff make personal phone calls home/send Talking Points messages for chronically absent students. All contacts will be logged into Synergy. Partner with site, district, and community agencies to increase student attendance through outreach, interventions,	**Progress Monitoring** Teachers, front office staff, Administrators and our Family Liaison will document parent communication in Synergy weekly. 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. Administration will monitor Chronically Absent students. Bimonthly meetings with District Attendance tech	**Evaluation** Chronic Absenteeism Rate Q1 ____ Chronic Absenteeism Rate Q2 ____ Chronic Absenteeism Rate Q3 ____ At the end of Q3, teachers, front office staff, and administrators 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.

and support systems. Develop a data management system that allows for monitoring/tracking of student attendance and outreach data. Continue our onboarding system for incoming students to set goals and review site expectations. Increase SEL opportunities to improve student sense of safety, positive staff-student relationships, school culture and climate, and school connectedness to the campus. Provide opportunities for professional development, conferences or workshops to learn strategies for engaging disengaged youth. Purchase incentives for students meeting attendance goals and/or showing growth. *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.* **Certificated Timesheets** $500 Supplemental	student participation in school sponsored events Administrative porch visits Staff share outs from conference/PD learning.	

Site Goal 4.2

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

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Action 4.2.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**

Provide funding for ongoing family focused events (family nights, lunch in the quad, movie nights, family educational workshops) and other opportunities for family/community engagement. Provide professional development, conference attendance, guest speakers on strategies for engaging alternative education students and families. Create a family resource space in the wellness center with technology and resources (library books, computer lab, community referrals, etc.) Increase front office and campus signage to ensure all families and students feel welcome and a part of the Daylor campus. Continue student leadership class to help students become an integral part of the learning community and are provided a voice in school decisions. Engage community partners, mentors, and resources that support families especially families that have historically been disconnected from educational opportunities. Parent Teacher Home Visits conducted by trained teachers and staff. *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.* **Classified Timesheets** $ 500 Supplemental **Certificated Timesheets** $500 Supplemental **Materials/Supplies/Equipment** $ 740 Title parent engagement funds $ 2000 Supplemental	Attendance at family events. Staff share out of information learned at monthly staff meetings. Log of families utilizing the family resource center, and number of family referrals made. Track events planned and developed by Leadership class. BTSN, Open House, Family nights attendance School Site Council and Leadership student feedback Student and parent survey results Social media follows/comments and engagement	Held _____ family engagement events and increased attendance by ____%. _____ students and families utilized the family resource center. Student leadership planned ___ events and ___ fundraisers.

Funding Sources for District Goal 4

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets

Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$0	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$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	$20,000	$0	$0	$0	$20,000
Certificated- Timesheets	$2,500	$500	$1,000	$0	$4,000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$6,000	$4,860	$0	$0	$10,860
Contracts/Services/Subscriptions	$10,000	$3,000	$5,000	$740	$18,740
				Title I Basic (4900/3010) Total:	**$53,600**

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	$0	$500	$1,000	$1,000	$2,500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$500	$500
Materials/Supplies/Equipment	$5,000	$5,000	$3,026	$2,000	$15,026
Contracts/Services/Subscriptions	$5,000	$15,000	$10,000	$0	$30,000
				Supplemental/Concentration (7201/0000) Total:	**$48,026**

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	$1,500	$0	$0	$0	$1,500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$1,460	$0	$0	$0	$1,460
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
				EL Supplemental (7250/0000) Total:	**$2,960**

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) | 2026-2027

Fund Source ***Mgmt. Code / Description*** ***Resc. Code / Description***	**Allocation**	**EGUSD Strategic Goals** **1. Curriculum and Instruction**	**2. Targeted Supports & Interventions**	**3. Wellness**	**4. Family Engagement**	**Balance**
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$53,600	$38,500	$8,360	$6,000	$740	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$48,026	$10,000	$20,500	$14,026	$3,500	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$2,960	$2,960	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$104,586	$51,460	$28,860	$20,026	$4,240	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$53,600
Subtotal of state or local funds included for this school	$50,986