



William Daylor High School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: ALAN WILLIAMS

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <ul style="list-style-type: none"> • School Site Council - 9/24/2020, 10/21/2020, 2/17/2021, 4/28/2021 • Staff Meetings - 8/13/2020, 1/4/2021, 2/1/2021, 2/22/2021, 4/19/2021 • Title 1 Parent Night - 9/10/2020 <p>LCAP Metrics and Dashboard Alternative School Status (DASS) data were reviewed with stakeholder in developing the plan, including site data specific related to:</p> <ul style="list-style-type: none"> • Graduation Rate • Progress Toward English Proficiency • Attendance and Absences • Discipline data including suspensions and expulsions • School Connectedness and Climate • Family and Community Engagement • CAASPP • California Healthy Kids Survey • WASC Mid-Cycle Data and Report <p>William Daylor works with stakeholders identifying priorities and allocating resources. All meeting opportunities are utilized to discuss the needs of the students and steps that the school can take to meet those needs and provide opportunities for student success.</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The School Site Council, ELAC and staff reviewed input from all stakeholders. They synthesized the input to include the following site priorities in the LCAP:</p> <ol style="list-style-type: none"> 1. Provide extended learning opportunities for all students, particularly those at risk of not graduating on time. 2. Provide professional development opportunities for certificated and classified personnel to support student academic and personal needs. 3. Increase parental and community involvement. 4. Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options. 5. Develop a strong college/career focus and support. Provide opportunities for students to adjust plans and connect academic training to personal goals.

- 6. Expand experiential learning experiences, including project based instruction, field trips, speakers and performances.
- 7. Create opportunities in the classroom and beyond to make learning relevant and engaging.
- 8. Provide academic and non-academic support for students to help them be successful.
- 9. Emphasize the importance of attendance and provide support and follow-up to ensure that students are able to be at school.

The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the plan. This process also allowed the school to gather feedback from stakeholder groups who had not previously participated in the school plan development process. The school developed a coordinated plan consolidating WASC, Title 1 and LCAP to address the needs of all student learners.

Resource Inequities

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

Our school was identified as Comprehensive Support and Improvement because the graduation rate did not meet required target and needs additional targeted support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of the graduation rate:

- 1.1.1 Teachers will receive professional development on instructional practices
- 1.1.2 Provide additional academic support for students who are performing at not meeting standards on state testing
- 2.1.3 Teachers will meet regularly to evaluate/assess student progress using a variety of data.
- 3.1.1 The suspension rate for (student group) will be addressed by providing Restorative Practice training for teachers and release time to plan implementation of these strategies.
- 4.1.1 An Parent Liaison will make direct calls home and invitations to increase the participation of parents in school meetings/activities

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment 	
<p>Site Goal 1.1</p>		
<p>Increase the percent of students who meet or exceed performance goals in ELA from 6% to 12% Increase the percent of students how meet or exceed performance goals in Math from 0% to 4% Increase the percentage of students who graduate from 56.5% to 66.5% Improve number of student completing CTE pathway from 0 to 20%</p>		
<p>Metric: CAASPP</p>		
<p>Actions/Services 1.1.1</p>		
<p>Principally Targeted Student Group</p> <p>• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD • White</p>		
<p>Specific Actions to Meet Expected Outcome</p> <p>1. Provide professional development for teachers around instructional best practices throughout all content areas based on the key Common Core Standards</p> <p>2. Provide release time to explore models of effective practice, visit classrooms to observe best instructional practices in action such as the framework for high quality instruction</p> <p>3. Participate in district-sponsored curriculum and best practices workshops,</p>	<p>What is the Research Confirming this is an Effective Practice?</p> <p>The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population is becoming increasingly diverse. This means the need for effective professional development for school and</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>1. CAASPP Data</p> <p>2. Classroom observations will gather data on the frequency in application of the strategies</p> <p>3. Teacher feedback on quality of PD, need for follow up presentations and level of implementation of instructional strategies.</p>

teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers.
Partnering For School Success
 by Generation Ready

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide extended day and additional opportunities for support for students not meeting proficiency standards in ELA, Math Social Science, Science, and other areas of need, or needing credit recovery.</p> <p>Actions to provide learning opportunities include but are not limited to:</p> <ul style="list-style-type: none"> • Additional classes available before and after school • Field trips • Summer School options • Study hall periods 	<p>Quality Standards for Expanded Learning - After School Programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year.”1 ...www.cde.ca.gov/lr/ba/as/documents/qualstandexplern.pdf</p>	<ol style="list-style-type: none"> 1. Course completion/credits earned per quarter 2. Summer School enrollment 3. Field trip participation 4. CAASPP improve ELA score by 6%, and in math by 4% 5. High school graduation rate increase from 56.5% to 66.5%.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will use common planning time to continue PLC work and additional PD to accomplish the following;</p> <p>Identification of essential standards</p> <p>Unpack identified standards and develop learning targets and success criteria, develop and present lessons, formatively assess students with learning targets and success criteria</p> <p>Use assessment results to drive instruction and remediation as necessary</p> <p>Provide productive feedback to students</p>	<p>Dufour, R., Dufour, Eaker, Rl., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.)</p>	<ol style="list-style-type: none"> 1. Admin at PLC meetings, classroom walkthroughs 2. Improvement in both ELA and Math CAASPP Data 3. PLC evaluations

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2106	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Explore technology based math programs, ie; IXL math and Khan Academy, to supplement direct instruction.</p> <p>Develop a scaffolded approach to Math I curriculum to help build conceptual understanding of basic skills in math to close the achievement gap.</p>	<p>Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21 percentile points) vs. using technology to replace the teacher (gain of 14 points.) See "Computer-based instruction and health professions education: a meta-analysis of outcomes." <i>Evaluation and the Health Professions</i>, 15(3) 250-281.</p>	<ol style="list-style-type: none"> Student Grades CAASPP 4% increase in students meeting or exceeding in math Teacher assessment monitor and increase number of students meeting standards 		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>English teachers will use the adopted English curriculum's four levels of access support, before, during, and after reading.</p> <p>They will use the adopted curriculum's online constructed response rubric to provide students with immediate corrective feedback to written work.</p>	<p><i>Visible Learning</i> - John Hattie: Time on Task .38 effect size; Early Intervention .47 effect size; Acceleration .88 effect size</p>	<ul style="list-style-type: none"> Teacher assessments of students written work Quarter grades & credits CAASPP 6% increase in ELA in students meeting or exceeding Students feedback on effectiveness of rubric 		
Funding Source	Amount	Description of Use		

Site Goal 1.2

Increase percentage of students who meet graduation requirements from 56.5% to 66.5%
 Increase the percentage of students who are college/career ready through a range of CTE courses, pathways and related activities

Increase CTE completion rate at least 17%

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide presentations and field trips to support instruction and expand student experiences, The focus of these field trips will be to; <ol style="list-style-type: none"> 1. Enhance classroom instruction 2. Student experience college and career settings 3. To build student's background knowledge 	It's About time: Extended Learning and Academic Achievement; Kour Amanda S. - University of Pittsburgh Office of Child development, 2013 The educational value of field trips; Greene, J.P., Kisida, B., & Bowen, D.J. (2013). The educational value of field trips. Education Next, 16. Learning from a live theater; Student realize gains in knowledge, tolerance, and more; Jay P. Greene, Collin Hitt, Anne Karybill and Cari A. Bogulksi, Education Next, 2015	<ol style="list-style-type: none"> 1. College/career readiness 2. Student/teacher feedback of value of field trip did they feel this experience enhanced their learning 3. Classroom observations on student engagement

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Purchase supplemental materials, services, books, equipment and supplies to support instruction in Common Core Standards for students who are credit deficient. <ul style="list-style-type: none"> • Binders, dividers, unit organizers and additional school supplies for students to organize classwork in all core classes. • Whiteboards, poster board, graphing paper, dry markers/erasers, calculators, protractors, supplemental lab supplies for science. • Following the guidelines and policies of the school district and CPL, purchase adopted supplemental books and novels for English class, periodicals for Social Science. 	A Literature Study Related to the Use of Material in the Classroom. Yarger, Gwen P.; Mintz, Susan L.	<ol style="list-style-type: none"> 1. Instructional materials <ul style="list-style-type: none"> • Classroom observations • Graduation rate increase to 70% • Grades & credits • CAASPP • Site assessments

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Utilize Career Technical Education funding to ensure students success in the CTE pathway and to increase the number of students enrolled.</p> <p>2. Title I Funds will be used to provide the following: consumable supplies, instructional equipment, and software. CTE funds will also be used to provide consumable supplies, instructional equipment, and software as well as field trips. Additionally CTE funds will also support:</p> <ul style="list-style-type: none"> Professional development for teachers to enhance connections to relevant college and career paths. Increase student awareness of CTE by career exploration presentations Provide opportunities for students to visit CTE classrooms on site and throughout the district Encourage students to attend district sponsored career exploration opportunities Meet with students to ensure graduation path is correct to facilitate students choosing a career path <p>The Pathways supported will be: Careers with Children Building Trades & Construction</p> <p>Specific Item for Funding: CPR 1st Aide Certificates</p>	<p>Works for High School Students High school students involved in CTE are more engaged, perform better and graduate at higher rates.</p> <ul style="list-style-type: none"> 81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school. The average high school graduation rate for students concentrating in CTE programs is 93% higher when compared to an average national freshman graduation rate of 80%. More than 75% of secondary CTE concentrators pursued postsecondary education shortly after high. 	<p>1. CTE course completion</p> <ul style="list-style-type: none"> CTE course enrollment numbers CTE course completion numbers Internships and job opportunities reported to site's WBL log Brochure/flyer/agenda from PD events saved in teacher's OPTIC portfolio Site controller uses correct industry sector goal code when submitting purchase requisitions

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$12000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.4

Principally Targeted Student Group
<ul style="list-style-type: none"> All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. College/Career:</p> <ul style="list-style-type: none"> Fields Trips Presentations Student workshops After school workshops Refreshment/food 	<p>Center for Poverty and Research, U.C. Davis <i>Increasing College Access and Success for Low Income Students</i></p>	<p>1. Graduation rate;</p> <ul style="list-style-type: none"> Graduation rate increase to 70% Student participation Student surveys

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.5

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Visual and Performing Arts</p> <ul style="list-style-type: none"> • Crayola Colored Pencils - sets of 36 • Sharpie Ultra Fine Pt. permanent marker pens • Pentel erasers • 2 boxes Ticonderoga #2 pencils • Mayco Glazes (ceramic) in asstd. colors • 300 lbs. Ghost white clay • Faber Castell Kneaded Erasers • Assorted Drawing templates • Sargent Watercolors - 16 color sets semi-moist • Canson Water color paper - 1 ream • Nasco Acrylic Paints - asst. colors • Black canvas paper - 6 pads • Canvas pads • Gold Taklon Acrylic Brushes - 1 package • Assorted Water Color Brushes - 1 pkg. • Nasco Canvas boards - 36 boards <p>Photo</p> <ul style="list-style-type: none"> • HP 711 in black (x2) • HP 711 in Magenta 3 pack • HP 711 in Yellow 3 pack • HP 711 in Cyan 3 pack • Paper - HP Design-jet large format Instant dry Semigloss Photo paper roll 24" x 100 (2 rolls) • Paint - Richeson Assorted Brush Set - set of 42 (3 sets) • Blick student grade tempera paint • Plastic mixing pallets • Sharpie ultra fine point & fine point • Software - Graphic design software 	<p>A Literature Study Related to the Use of Material in the Classroom. Yarger, Gwen P.; Mintz, Susan L</p>	<ul style="list-style-type: none"> • Grades & credits • Site assessments • Student engagement • Graduation rate

Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.6

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase technology based equipment, software, and programs to support instruction for students who are not performing basic and above on the CAASPP</p> <p>Provide teachers with professional development to effectively use technology to enhance instruction and assure equal access to material for all students.</p>	<p>Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21 percentile points) vs. using technology to replace teacher (gain of 14 points) See "Computer based instruction and health professions education: a meta-analysis of outcomes." Evaluation and the Health Professions, 15(3) 250-281</p>	<ul style="list-style-type: none"> • CAASPP 6% increase in ELA and 4% in Math • Instructional materials • Grades/credits • Classroom observations • Student engagement

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$2500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$4500	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.3	
Increase proficiency for EL students Increase graduation rate for Foster Youth	
Metric: Content Standards Implementation	

Actions/Services 1.3.1

Principally Targeted Student Group		
• Foster Youth		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Meet with Foster youth upon enrollment, connect with foster youth Liason 2. Develop an ILP, if necessary 3. Counselor to assure ongoing academic and social/emotional support is provided, 4. Ongoing review of progress to assure immediate response	A recent survey administered by the California State University, Sacramento public policy and administration program asked former foster youth to identify the components that enabled them to make it to college, (42% of foster students do not graduate from high school). Thirty three foster youth enrolled at two 4 years universities in CA responded. Of the respondents who identified an individual as a source of social support, half cited teachers, counselors or other mentors whom they met in their school environment. Given the instability that many foster youth face in their home lives, school may provide a stabilizing environment from which this population can draw support.	1. Graduation rate <ul style="list-style-type: none"> Attendance rate at least 95% Grades An average of 25 credits earned/quarter Graduation rate should be the same target Involvement in site offered groups
Funding Source	Amount	Description of Use

Actions/Services 1.3.2

Principally Targeted Student Group		
• EL		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Coordinate EL services and communicate with parents of English Learners . Arrange for translation services as needed. Administer state and local assessments as needed ex. ELPAC. Purchase supplemental materials for instruction, intervention & enrichment. Site Administrator will act as EL coordinator and providing the EL supports for students with an English Learner Designation.	Bright Ideas for the Classroom; Essential Actions: 15 Research-based Practices to Increase EL Student Achievement; Kristina Robertson; Colorin Colorado, 2014	1. Percentage of EI's reclassified <ul style="list-style-type: none"> ELPAC results EL strategy surveys Re-designation numbers Timesheet
Funding Source	Amount	Description of Use

EL Supplemental (7250/0000)	\$580	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Actions/Services 1.3.3

Principally Targeted Student Group

- EL • R-FEP • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Teachers will utilize research proven instructional strategies that are effective for English Learners, with the support of EL Coordinator, as well as professional learning opportunities specific to EL strategies provided in site staff meetings/PLCs. 2. Specifically the development of Academic Language. 3. Differentiating instruction,	Pipeline. http://escholarship.org/uc/item/84h2j44qs . Support for Long Term English Learners (LTEL): Dutro, S. and Kinsella K. (2010) and Balalova (J) have drawn attention to the need to differentiate instruction for LTELs, students who have had most or all of their education in American schools and are not academically successful. Compelling evidence documents that the gap in speaking norms between ELS and native speakers increases across grade levels. Hakuta, Butler & Witt, (2000): see	Re-designation Data <ul style="list-style-type: none"> • ELPAC scores • CAASPP ELA improve by 6%, Math by 4%

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$1108	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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<p>Site Goal 2.1</p> <p>Teachers will utilize PLC time to develop and analyze formative, interim and summative assessment tied to essential standards to improve student academic performance.</p> <ul style="list-style-type: none"> • Increase percentage of students who meet or exceed performance in goals in ELA from 6% to 12% • Increase percentage of students who meet or exceed performance goals in Math from 0% to 4% • Increase percentage of students who meet all graduation requirements from 56.5% to 66.5% <p>Metric: Other (Site-based/local assessment)</p>

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide funding for professional development to fully develop the Professional Learning Community process. Using the PLC process of examining student work and sharing best practice teachers will implement framework for high quality instruction: <ul style="list-style-type: none"> • Student talk 	Assessment is formative when teachers gather interpret and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, T.R. (2013) <i>Assessment and Student Success in a Differentiated Classroom</i> . Formative assessment is a process which comes in many forms and builds both teacher and student knowledge. Black and William	<ul style="list-style-type: none"> • PLC agenda/calendar • During each PLC cycle of learning teachers review what they have learned • Evaluate the impact of strategies • Determine what new learning they need

<ul style="list-style-type: none"> Active Participation Learning targets and success criteria Formative assessment and Feedback <p>This process will require PD with Instructional Coach and release time for teachers to collaborate.</p>	<p>(2009) have documented how formative assessment can improve student achievement. (See Black, P., & William, D., "Developing a Theory of Formative Assessment:" in <i>Educational Assessment, Evaluating and Accountability</i>, 21 (1), 5-31.</p>	
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Utilize the PLC to involve all faculty in the process of collective inquiry, which will involve;</p> <ul style="list-style-type: none"> looking at student learning data (CAASPP, student work, site assessment) use the data to determine student learning needs assessing student performance in each claim of the CAASPP, use this information to determine teacher training needs. this will done through PLC time, release time, workshops. 	<p>Article by Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning. 2nd Edition Handbook, <u>Learning by Doing</u> by DuFour, Dufour, Eaker and Many</p>	<ul style="list-style-type: none"> LCAP needs survey CAASPP increase students m/e in ELA by 6%, and 4% in Math Quarter Grades Development of assessments

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will meet monthly during PLC to evaluate assess student progress using a variety of data sources:</p> <ul style="list-style-type: none"> Classroom formative & summative assessments State summative Assessments Site common assessments 	<p>Assessment is formative when teachers gather interpret and use evidence about student performance to make decisions about next steps. (Tomlinson, C.A. & Moon, T.R. (2013) <u>Assessment and Student Success in a Differentiated Classroom.</u></p>	<ul style="list-style-type: none"> PLC agenda & minutes Teacher feedback on student progress

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$360	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:
 All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:
 Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

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

Site Goal 3.1

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

Metric: Cohort Graduation

Actions/Services 3.1.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> • All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1. Weekly PBIS team meetings to plan and assess level of implementation of each tier, determine next steps 2. 6 week school-wide review of implementation of the behavior matrix 3. Coordinate with the PBIS Coordinator to plan the implementation of Restorative Practice. 4. PBIS monthly communication, banners, posters, instructional supplies	Research documents that teachers can create engaging environments through personal care, maintaining positive social environments, and creating academic tasks that are authentic, collaborative and give students choices where they can experience some control over their learning. Fredricks, and McColskey (2012); Perry, Turner and Meyer, 2006;	1. Results of 6 week evaluation - teachers feedback on classroom behavior 2. Monthly student attendance percentages 3. Monthly discipline data 4. School Climate SEL survey 5. TFI score 6. PIC data		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

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

Supplemental/Concentration (7201/0000)	\$476	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Actions/Services 3.1.3

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide materials for the PBIS program. Banners, signage, and PBIS student instructional supplies.	<u>Practices for School-wide PBIS Implementation Hanover Research</u> (2015)	<ul style="list-style-type: none"> • PBIS program update data • Suspension data • Student engagement 		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.4

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide professional development for proven strategies that have success with students in an alternative setting. Specifically training to address; <ul style="list-style-type: none"> • the social/emotional needs of students who are not on track to graduate. • training to identify behaviors that are interfering with academic success and the best response (PBIS), • Restorative Practice and culturally responsive instruction 	Exemplary Practices in Alternative Education: Indicators of Quality Programming; National Alternative Education Association; January 30,2009	<ul style="list-style-type: none"> • Student engagement • Quarter grades & credits • Graduation rate increase to70% • Participation in school groups • SEL surveys 		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.5

Principally Targeted Student Group				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Create a site based social emotional Learning curriculum based on, but not limited to the CASEL core competencies Program to include teacher led modules to focus on: <ol style="list-style-type: none"> 1. self awareness 2. self management 				

- 3. responsible decision making
- 4. relationship skills
- 5. social awareness

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.6

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. William Daylor High School will partner with IYT (Improve Your Tomorrow), a mentoring program for males of color in Sacramento secondary schools. Male students will benefit from mentoring, college and career field trips, and access to a local network of resources and opportunities.</p> <p>2. Act on recommendations from Innovation Bridge, IYT and other district and community partners to support enhanced outcomes for students and the community.</p>	<p>Lewis, C. L. (2011). "Can You Help Me?": <i>Exploring the Influence of a Mentoring Program on High School Males' of Color Academic Engagement and Self-perception in School</i>. Michigan State University. Curriculum, Teaching, and Educational Policy.</p>	<ul style="list-style-type: none"> • Graduation rates • Attendance rates • Increase in student engagement and connection to the school as evidenced by LCAP, CHKS, and EGUSD Social-Emotional Survey.

Funding Source	Amount	Description of Use		

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

Improve attendance rate by 10%
 Decrease chronic absenteeism rate by 10%
 Increase involvement of parents and community members to improve graduation rate, and student achievement

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Through a parent Liaison identify parents needs.</p> <p>2. Provide information on accessing resources</p>	<p>School level parent engagement practices. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to</p>	<ul style="list-style-type: none"> • Sign in sheets • Parent participation on school committees • Parent surveys

such as the site website and Parent Vue

3. Invite families to events such as:

- Back-to-School-Night
- Open House
- School Site Council/English Language Advisory Council
- Healthy Living Seminars

be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhances sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: *Deepening Democracy: Institutional Innovations in Empowered Participator Governance*. Verso Books. Volume 4. New York; Bryk, et.al., (2009) *Charting Chicago School Reform: Democratic Localism as a Lever for Change*. Westview Press, Boulder, CO., and Erbsstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in *Narrowing the Achievement Gap* edited by Timar and Maxell-Jolly., Harvard Education Press, Cambridge.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$300	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	\$200	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$2500	Classified Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

- All

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Certificated Salaries	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide opportunities for parent and community members to become informed and involved in the school's Title I Program.</p> <p>To provide support for the students in the</p>	<p>Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008</p>	<ul style="list-style-type: none"> • Sign in sheets • Student/ Parent surveys • CHKS data

Title I Target Group.			
To identify and provide support to students who are not on track to graduate.			
Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$200	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Actions/Services 4.1.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Target services to decrease absenteeism 2. Use interventions and support services to remove barriers to regular school attendance <ul style="list-style-type: none"> • Weekly attendance team meetings • Ongoing communication with parents/students • Home visits • Celebrate students with perfect and improved attendance • Contract services with CBOs to provide interventions for social/emotional well being 	Based on the results of the review of the existing literature an effective student attendance program includes monitoring, prevention, and intervention activities. Monitoring activities should provide schools with accurate and timely information to effectively identify students who are most at risk of becoming chronically absent. These systems should provide educators with information about student attendance before the student becomes chronically absent. Schools can take steps to prevent student absenteeism. These prevention activities should be broad-based and designed to educate students, parents, families, teachers and communities about the importance of consistent school attendance while also creating conditions that incentivize perfect or near perfect attendance. More importantly, prevention measure should also include efforts to education and information to students so they develop and understanding of the importance of regular school attendance.	<ul style="list-style-type: none"> • Attendance rate - truancy and chronic absence • Credits earned/quarter • Graduation rate increase by 70% • Healthy survey • Parent survey • Student participation

Funding Source	Amount	Description of Use	
Family & Community Engagement (7415/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

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.

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

William Daylor High School - 521

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2312 Education Fees 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$4,000	\$0	\$1,000	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	1	\$0	\$128,823	\$128,823	\$128,823	\$0	\$0	\$0	\$0
2410 Continuation Education 0000 Unrestricted	0	\$0	\$4,995	\$4,995	\$4,995	\$0	\$0	\$0	\$0
2411 Continuation Education - Allocated FTE 0000 Unrestricted	14.4	\$0	\$1,419,794	\$1,419,794	\$1,419,794	\$0	\$0	\$0	\$0
2470 Extended Day 0000 Unrestricted	0	\$0	\$3,831	\$3,831	\$3,831	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	1.4	\$0	\$89,141	\$89,141	\$89,141	\$0	\$0	\$0	\$0
4263 Child Care Administration 0000 Unrestricted	3.6289	\$0	\$214,339	\$214,339	\$214,339	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$2,855	\$2,855	\$2,855	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	1	\$0	\$87,914	\$87,914	\$0	\$0	\$87,914	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0	\$0	\$1,836	\$1,836	\$0	\$360	\$1,476	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$12,000	\$12,000	\$12,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$1,888	\$1,888	\$1,688	\$0	\$0	\$200	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$15,457	\$15,457	\$0	\$0	\$15,457	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0	\$0	\$31,406	\$31,406	\$16,106	\$1,800	\$10,000	\$3,500	\$0
2410 Continuation Education	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0

3210 Elementary & Secondary School Relief (ESSER)									
2410 Continuation Education 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	0.375	\$0	\$16,689	\$16,689	\$0	\$0	\$16,689	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	22.0039	\$0	\$2,049,968	\$2,049,968	\$1,910,572	\$2,160	\$133,536	\$3,700	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$58,095
Subtotal of state or local funds included for this school	\$1,991,873

Title I Centralized Services			
Title I Foster Youth	\$0	Title I Homeless	\$1,982
Title I Centralized Services	\$7,595	Title I Preschool	\$0

Principal **Alan Williams** _____
 School Site Council Chairperson **Natasha Powells** _____
 EL Advisory Chairperson **Paola Ferniza** _____