William Daylor High School

Local Control Accountability Plan (LCAP) 2022-2023

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

William Daylor High School | Focused Work: 2022-2023

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

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

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

- School Site Council - 9/28/2021, 11/09/2021, 3/08/2022, 4/19/2022
- ELAC Meetings - 09/28/2021, 11/09/2021, 03/08/2022
- Staff Meetings - 9/20/2021, 1/24/2022, 2/07/2022, 3/28/2022, 4/18/2022
- Title 1 Parent Night - 10/28/2021

LCAP Metrics and Dashboard Alternative School Status (DASS) data were reviewed with stakeholder in developing the plan, including site data specific related to:

- 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

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.

Impact of LCAP and Annual Update

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

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:

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 will be addressed by providing Restorative Practice training for teachers and release time to plan implementation of these strategies.
- 4.1.1 A Parent Liaison will make direct calls home and invitations to increase the participation of parents in school meetings/activities

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • 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

Site Goal 1.1

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%

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1.Provide professional development for teachers around instructional best practices	The most powerful way to raise student achievement is through professional learning. More than	1. CAASPP Data 2. Classroom observations will

throughout all content areas based on the key Common Core Standards 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 3. Participate in district-sponsored curriculum and best practices workshops,	ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population is becoming increasingly diverse. This means the need for effective professional development for school and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers. **Partnering For School Success** by Generation Ready	gather data on the frequency in application of the strategies 3. Teacher feedback on quality of PD, need for follow up presentations and level of implementation of instructional strategies.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Salaries	

Actions/Services 1.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide extended day and additional opportunities for support for students not meeting proficiency standards in ELA, Math Social Science, Science, and other areas of need, or needing credit recovery. Actions to provide learning opportunities include but are not limited to: • Additional classes available before and after school • Field trips • Summer School options • Study hall periods	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/ls/ba/as /documents/qualstandexplearn.pdf	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)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Salaries	
Title I – Basic (4900/3010)	$2706	Certificated- Salaries	

Actions/Services 1.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will use common planning time to continue PLC work and additional PD to accomplish the following; Identification of essential standards Unpack identified standards and develop learning targets and success criteria, develop and present lessons, formatively assess students with learning targets and success criteria Use assessment results to drive instruction and remediation as necessary Provide productive feedback to students	Dufour, R., Dufour, Eaker, Rl., & Many, T.(2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.)	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	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Salaries	

Actions/Services 1.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
English teachers will use the adopted English curriculum's four levels of access support, before, during, and after reading. They will use the adopted curriculum's online constructed response rubric to provide students with immediate corrective feedback to written work.	*Visible Learning -* John Hattie: Time on Task .38 effect size; Early Intervention .47 effect size; Acceleration .88 effect size	• 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide presentations and field trips to support instruction and expand student experiences, The focus of these field trips will be to; 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,	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

Education Next, 2015

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2000	Certificated- Salaries	
Title I – Basic (4900/3010)	$2000	Contracts/Services /Subscriptions	

Actions/Services 1.2.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Purchase supplemental materials, services, books, equipment and supplies to support instruction in Common Core Standards for students who are credit deficient. • 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.	1. Instructional materials • Classroom observations • Graduation rate increase to 70% • Grades & credits • CAASPP • Site assessments

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	

Actions/Services 1.2.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Utilize Career Technical Education funding to ensure students success in the CTE pathway and to increase the number of students enrolled. 2. Utilize CTE augmentation funding to purchase CTE consumables 3. 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: • 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 ensue graduation path is correct to facilitate students choosing a career path The Pathways supported will be: Careers with Children Building Trades & Construction Specific Item for Funding: CPR 1st Aide Certificates	Works for High School Students High school students involved in CTE are more engaged, perform better and graduate at higher rates. • 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.	1. CTE course completion • 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)	$5000	Materials/Supplies/Equipment	

CTE (7235/0000)	$12000	Materials/Supplies/Equipment	

Actions/Services 1.2.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. College/Career: • Fields Trips • Presentations • Student workshops • After school workshops	Center for Poverty and Research, U.C. Davis *Increasing College Access and Success for Low Income Students*	1. Graduation rate; • Graduation rate increase to 70% • Student participation • Student surveys

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$4000	Certificated- Salaries	

Actions/Services 1.2.5

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Visual and Performing Arts • 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	A Literature Study Related to the Use of Material in the Classroom. Yarger, Gwen P.; Mintz, Susan L	• Grades & credits • Site assessments • Student engagement • Graduation rate

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

Photo

- 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

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	$5000	Materials/Supplies/Equipment	

Actions/Services 1.2.6

Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Purchase technology based equipment, software, and programs to support instruction for students who are not performing basic and above on the CAASPP Provide teachers with professional	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	• CAASPP 6% increase in ELA and 4% in Math • Instructional materials • Grades/credits • Classroom observations • Student engagement

development to effectively use technology to enhance instruction and assure equal access to material for all students.	of 14 points) See "Computer based instruction and health professions education: a meta-analyses of outcomes." Evaluation and the Health Professions, 15(3) 250-281	

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5147	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 • 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 • R-FEP • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. Provide coaching and training opportunities for teachers to learn strategies to provide designated support for EL Students. 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 • ELPAC scores • CAASPP ELA improve by 6%, Math by 4%

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$808	Certificated- Salaries	

Actions/Services 1.3.3

Principally Targeted Student Group

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. El Coordination position to be funded through dedicated ESSR funding 2. Supplement Coordinator with additional funds for identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.	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	Re-designation Data • ELPAC scores • CAASPP ELA improve by 6%, Math by 4%

3. Provide funding for ELPAC Coordinator to assess students using initial and summative ELPAC.

4. Provide funding for ELAC Meetings… Light refreshments parent materials, etc..”

successful. Compelling evidence documents that the gap in speaking norms between ELS and native speakers increases across grade levels. Hakuta, Butler & Witt, (2000):

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$1500	Certificated- Salaries	
EL Supplemental (7250/0000)	$500	Materials/Supplies/Equipment	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1

Teachers will utilize PLC time to develop and analyze formative, interim and summative assessment tied to essential standards to improve student academic performance.

- 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%

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funding for professional development to fully develop	Assessment is formative when teachers gather interpret and use evidence about student	• PLC agenda/calendar • During each PLC cycle of learning teachers review what

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: • Student talk • Active Participation • Learning targets and success criteria • Formative assessment and Feedback This process will require PD with Instructional Coach and release time for teachers to collaborate.	performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, T.R. (2013) _Assessment and Student Success in a Differentiated Classroom_. Formative assessment is a process which comes in many forms and builds both teacher and student knowledge. Black and William (2009) have documented how formative assessment can improve student achievement. (See Black, P., & William, D., "Developing a Theory of Formative Assessment:" in _Educational Assessment, Evaluating and Accountability_, 21 (1), 5-31.	• Evaluate the impact of strategies • Determine what new learning they need

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Salaries	

Actions/Services 2.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Utilize the PLC to involve all faculty in the process of collective inquiry, which will involve; • 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.	Article by Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning. 2nd Edition Handbook, Learning by Doing by DuFour, Dufour, Eaker and Many	• 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	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Salaries	
Title I – Basic (4900/3010)	$3000	Contracts/Services /Subscriptions	

Actions/Services 2.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will meet monthly during PLC to evaluate assess student progress using a variety of data sources: • Classroom formative & summative assessments • State summative Assessments • Site common assessments	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) Assessment and Student Success in a Differentiated Classroom.	• PLC agenda & minutes • Teacher feedback on student progress

Funding Source	Amount	Description of Use	

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

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$3000	Certificated- Salaries	

Actions/Services 3.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide intramural afterschool sports program for students. Registration, timesheet	The Effects of Participation in Athletics on Academic Performance Among High School	• School Climate • Student Engagement

hour for certificated and classified employees. Purchase materials/equipment for program.	Sophomores and Juniors Sitkowski (2008)	• Attendance • Suspension Data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Salaries	

Actions/Services 3.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide materials for the PBIS program. Banners, signage, and PBIS student instructional supplies.	Practices for School-wide PBIS Implementation Hanover Research (2015)	• PBIS program update data • Suspension data • Student engagement

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	

Actions/Services 3.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide professional development for proven strategies that have success with students in an alternative setting. Specifically training to address; • the social/emotional needs of students who are not on track to graduate. • training to identify behaviors that are interfering with academic success and the best response (PBIS),	Exemplary Practices in Alternative Education: Indicators of Quality Programming; National Alternative Education Association; January 30,2009	• Student engagement • Quarter grades & credits • Graduation rate increase to70% • Participation in school groups • SEL surveys

- Restorative Practice and culturally responsive instruction

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$3000	Certificated- Salaries	
Title I – Basic (4900/3010)	$3000	Contracts/Services /Subscriptions	

Actions/Services 3.1.5

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Working through Student Support and Health Services, Purchase and implement SEL lessons and curriculum	Social and emotional learning is critical to students' long-term success in and out of school, and it merits careful, sustained attention throughout K-12 education *Bridgeland, J., Bruce, M., & Hariharan, A. (2013). The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. Washington, DC: Civic Enterprises and Hart Research Associates for CASEL.* SEL programming is most beneficial when it is implemented in planned, ongoing, systemic ways from preschool through high school. *Berman, S., with Chaffee, S., & Sarmiento, J. (2018). The practice base for how we learn: Supporting students' social, emotional, and academic development — Consensus statements of practice from the Council of Distinguished Educators. Washington, DC: National Commission on Social, Emotional, and Academic Development, The Aspen Institute.* SEL programs have as great a long-term impact on academic	• California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • Self-Assessment Survey (SAS) • Suspension rates. • Number of incidents of specific behaviors on campus.

growth as has been found for programs designed specifically to support academic learning.

Hill, C.J., Bloom, H.S., Black, A.R., & Lipsey, M.W. (2008). Empirical benchmarks for interpreting effect sizes in research. Child Development Perspectives, 2, 172-177.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$4000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Salaries	

Actions/Services 3.1.6

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. 2. Act on recommendations from Innovation Bridge, IYT and other district and community partners to support enhanced outcomes for students and the community.	Lewis, C. L. (2011). *" Can You Help Me?": Exploring the Influence of a Mentoring Program on High School Males' of Color Academic Engagement and Self-perception in School*. Michigan State University. Curriculum, Teaching, and Educational Policy.	- 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

- **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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Through a parent Liaison identify parents needs. 2. Provide information on accessing resources 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	School level parent engagement practices. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhances sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: _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 Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in _Narrowing the Achievement Gap_ edited by Timar	• Sign in sheets • Parent participation on school committees • Parent surveys

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Timesheets	

Actions/Services 4.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Establish partnerships with Community Based Organizations (CBOs) to provide services for students and parents. Actions to assure these partnerships are: • Needs assessment to address students health and wellness and a framework for results. • A designated person at the school to lead the effort and oversee the partnership. • A detailed plan for long-term sustainability. Regular evaluation of effectiveness	Many low performing students have non-educational, as well as educational needs, which impact their academic performance. (Wilkinson, r. and Picket, K. (2009) *The Spirit Level: why Greater Equality Makes Societies Stronger:* 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.	• Healthy Kids Survey • Parent Survey • Number of community partners • Attendance • Credits

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Timesheets	

Actions/Services 4.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide opportunities for parent and community members to	Parent, Family, Community Involvement in Education; NEA	• Sign in sheets • Student/ Parent surveys

become informed and involved in the school's Title I Program. To provide support for the students in the Title I Target Group. To identify and provide support to students who are not on track to graduate.	Policy Brief; Center for Great Public Schools; 2008	• CHKS data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	

Actions/Services 4.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Target services to decrease absenteeism 2. Use interventions and support services to remove barriers to regular school attendance • 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 rate - truancy and chronic absence • Credits earned/quarter • Graduation rate increase by 70% • Healthy survey • Parent survey • Student participation

attendance.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$2000	Certificated- Timesheets	

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.

V. Funding

William Daylor High School (521) | 2022 - 2023

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	0.0000	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
2410 Continuation Education **0000** Unrestricted	0.0000	$0	$5,216	$5,216	$5,216	$0	$0	$0	$0
2470 Extended Day **0000** Unrestricted	0.0000	$0	$3,831	$3,831	$3,831	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$50,000	$50,000	$19,000	$7,000	$9,000	$15,000	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$2,808	$2,808	$2,808	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$50,853	$50,853	$23,853	$3,000	$14,000	$10,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$118,708	$118,708	$59,708	$10,000	$24,000	$25,000	

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	$50,853
Subtotal of state or local funds included for this school	$67,855

		Signatures: (Must sign in blue ink)	Date
Principal	Alan Williams		
School Site Council Chairperson	Natasha Powells		
EL Advisory Chairperson	Paolo Ferniza		