



Sheldon High School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673143430618

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Three trainings on May 15th, 25th, and 31st that addressed the overall plan and utilization of LCAP planning and implementation; the three funding categories of the LCFF, the three student categories upon which we will principally target our goals, and the Supplemental/Concentration Funding Spending guideline; and the Decision Making Model approach, consecutively. Four Student Site Council meetings took place as well on the following dates: September 12, 2016, November 7, 2016, January 9, 2017, and April 17, 2017, September 11, 2017, October 5, 2017. A survey was also distributed to parents in November.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The trainings directed and assisted in the new approach to site spending which involves more specificity with expenditures and the implementation of principally targeted student groups comprised of SED, EL, and FY. The meetings with the School Site Council and the surveys provided us with feedback as to what the parents and students think are the key areas of focus, challenges, and strengths for our school. They assisted in the decision for funding based upon their needs.</p>

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"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Increase the percentage of students who are academically proficient through access to CCSS based materials, instructional strategies and technology.

Metric: A-G Completion

Actions/Services 1.1.1

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 supplemental materials to improve CCSS instruction.	<ol style="list-style-type: none"> 1. <i>Classrooms as Contexts for Motivating Learning</i> (2006) - Perry, Turner and Meyer 2. Information gathered from parent/student surveys requesting added support for academic challenges. 3. Addresses Gardner's Multiple Intelligences theory 4. Creates a surplus for deficiencies in textbooks that exist in some programs 	<ol style="list-style-type: none"> 1. PLC groups review and discuss achievement data, summative and formative assessments 2. Student surveys (SE and Healthy Kids...) 3. PSAT Readiness Scores 4. Enrollment and completion in AP/Honors 5. Number of AP exams taken and passed

What funding source will you use?

Supplemental funding 7201

1. Science supplemental workbooks printed at the district printshop: \$7,500
2. Math supplemental Workbooks printed at the district printshop: \$500

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase access to technology in the classroom.	<ol style="list-style-type: none"> 1. Positive effects of technology on cognition, affect and behavior-- Waxman, H.C., Lin, M., & Michk, G.M. (2003) report on evidence from 42 primary studies. See "A meta-analysis of the effectiveness of teaching and learning with technology on student outcomes" 2. Information gathered from parent/student surveys requesting added support for academic challenges. 3. Added technology piece as a required aspect of the CASSPP 4. C/PL workshops support increased technology-based education 5. Added technology piece for course taught by Counseling and presentations to 8th graders 	<ol style="list-style-type: none"> 1. Student, teacher, and parent surveys to be analyzed by administration, the leadership team, and staff in administrative and PLC forums for insight into the needs of various stakeholders including questions regarding the technological needs and added support to better engage students 2. Leadership and PLC groups to review and discuss

What funding source will you use?

Supplemental funding 7201

1. Added Chrome Carts \$28,712
2. Maintenance of recent Language Lab update, additional lab stations \$6,230
3. Ceramics extruder \$536
4. Technology equipment: projectors, document cameras, printers Science lab equipment \$17,100
5. Bamboo Folio-hardware \$728
6. Projector for Counseling department \$588
7. Speakers and Amplifiers for Black Box (Theatre): \$3,353
8. Kiln repair: \$812
9. Mounted projectors: \$9,725
10. computer equipment: \$70,000
11. **total \$137,784**

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?
Support the Library resources to include, but not limited to, online databases, library materials, and SDAIE.	<ol style="list-style-type: none"> 1. LCFF Priority #1: Basic Services: all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. 2. Research widely supports access to instructional and support materials to assist in closing the achievement gap. 	Library-reported printing for student assignments. Reported student access of supplemental resources.

What funding source will you use?

Supplemental funding 7201

1. Books \$6,028 (NEW 3/8/18)

Actions/Services 1.1.4

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?
Targeted support for Math, Science, and English for a-g completion.	<ol style="list-style-type: none"> 1. Well taught, systematic, differentiated instruction for all underperforming students improves student achievement. (Tomlinson, C. et. al., "Differentiating Instruction in response to student readiness, interest, and learning profile, in academically diverse classrooms: A review of the literature". <i>Journal for the Education of the Gifted</i>. Volume 27, 119-145. 	<ol style="list-style-type: none"> 1. Grades 2. a-g completion rates 3. CAASPP, CAST, and EAP testing 4. Four-year university enrollment statistics 5. Senior surveys 6. CSU and CC persistence rates

2. Data showing D and F rates in all three subject areas shows a need for support in this area
3. Four-year university enrollment by Sheldon students has shown a decrease since 2014

What funding source will you use?

Supplemental funding 7201

1. Academic Decathlon: Team fee, \$520; Awards Banquet, \$320
2. Science Olympiad: Registrations, materials, travel expenses: \$1,250
3. English Core Curriculum Implementation: 12th grade, 5 teachers with subs \$875; 11th grade, 5 teachers with subs \$875; 10th grade, 5 teachers with subs \$875; 9th grade, 8 teachers with subs \$1400
4. English 10 Honors course development and articulation with AP, 5 teachers with sub, \$875
5. Math 3/Math 3 Honors courses and assessment development, 6 sub days, \$187/day, \$1,126

Total \$8,116

Site Goal 1.2

Increase the percentage of students that are college- and career-ready by offering a range of AP/Honors, A-G, and CTE courses, pathways, and related activities.

Metric: Access to Courses (Honors, AP/IB, CTE)

Actions/Services 1.2.1

Principally Targeted Student Group

- 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?
Expand CTE courses, options, and activities.	CDE Pathway support directly connects CTE involvement and pathways with increased student academic achievement. http://www.ascd.org/publications/newsletters/policy-priorities/vol23/num01/Career-Technical-Education@-Pathways-Toward-Postsecondary-Success.aspx	<ol style="list-style-type: none"> 1. CTE course enrollment increases 2. Internship and industry specific opportunities

What funding source will you use?

Supplemental funding 7201

1. Field trips \$800
2. Materials, supplies, and equipment \$6,000

Total \$6,800

Actions/Services 1.2.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
Increase AP/Honors enrollment, completion, and exam pass rates.	<ol style="list-style-type: none"> 1. Effective practices in reading and writing tutoring programs include a knowledgeable coordinator, training for volunteers and coordination between classroom instruction and volunteers. (Lauer, 2004) 2. Research supports enrollment in AP and Honors courses increases student academic success and readiness for college and careers. 	Enrollment and course completion data and exam pass rates

What funding source will you use?

Supplemental funding 7201

1. Exam financial assistance \$15,000

AP Coordinator 7220

1. Stipends: \$4,000

AP Outreach 7225

1. Timesheets for tutoring AP: \$1,000

AP Training 7218

1. Professional Development, AP training: \$5,000

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?
Targeted support for core subjects and graduation requirements to address a-g completion and the Achievement Gap.	<ol style="list-style-type: none"> 1. Student engagement, when a student's attention is attracted to an idea or task and held there because the student sees the idea/task as worthwhile, has been extensively studied. (Tomlinson, C.A. (2003) <i>Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching</i>, available at www.ASCD.org 2. Well taught, systematic, differentiated instruction for all underperforming students improves student achievement. (Tomlinson, C. et. al., "Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of the literature". <i>Journal for the Education of the Gifted</i>, Volume 27, 119-145. 3. The research on the effects fo interventions during out of school time, (before and after school) is mixed. [See T. Kane, (2004) and Bodilly & Beckett, (2005) for evidence of negative impacts.] P. Lauer, et. al., (2004) in a meta-analysis of our of school interventions document some success with tutoring programs in "The Effectiveness of Out of School Time Strategies in Assisting Low Achieving Students in Reading and Mathematics: 	<ol style="list-style-type: none"> 1. Grades 2. a-g completion rates 3. CAASPP, CAST, and EAP testing 4. Four-year university enrollment statistics 5. Senior surveys 6. CSU and CC persistence rates 7. Graduation rates

- A Research Synthesis.*" In this 2004 McCREL publication, Lauer concludes that the most effective programs are tutoring programs to strengthen reading and writing.
4. Data showing D and F rates in all subject areas shows a need for support in this area
 5. Four-year university enrollment by Sheldon students has shown a decrease since 2014

What funding source will you use?

Supplemental funding 7201

1. VAPA Equipment upgrade and/or replacement: \$4,100
2. Piano Accompanist: \$3,100
3. Ceramic wheels: \$3,218
4. Oboe: \$1,500

Total = \$11,918

Extended Day 2270

1. APEX timesheets: \$10,970
2. APEX supplemental books: \$616
3. Supplemental supplies: \$2,250
4. Tutoring/planning timesheets: \$44,384

Site Goal 1.3

Increase the number of students that complete CTE Sequences.

Metric: CTE Sequence Completion

Actions/Services 1.3.1

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?
Increase the number of students that complete CTE Sequences.	CDE Pathway support directly connects CTE involvement and pathways with increased student academic achievement. http://www.ascd.org/publications/newsletters/policy-priorities/vol23/num01/Career-Technical-Education@-Pathways-Toward-Postsecondary-Success.aspx	<ol style="list-style-type: none"> 1. CTE course enrollment increases 2. Internship and industry specific opportunities

What funding source will you use?

Supplemental funds 7201

1. Substitutes for CTE site visits \$801

Site Goal 1.4

Increase EL student academic proficiency, provide various opportunities for EL parent participation, and offer professional learning for teachers to implement curriculum designed specifically to support EL students.

Metric: Progress toward English Proficiency

Actions/Services 1.4.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome

Increase the number LTELs for reclassification and parent participation; provide teachers with professional development/release time and supplemental materials to support EL instruction.

What is the Research Confirming this is an Effective Practice?

California Education Code requires that students be provided with Specially Designed Instruction in English (SDAIE). However, there is no formal definition or research base to inform a consistent definition of SDAIE and consequently, the EL research community endorses sheltered content instruction, where full waived bilingual education is not feasible. The features of sheltered instruction are described in Saunders, W. and Goldenberg, C. "Research to Guide English Language Development Instruction" and "Programs and Practices for Effective Sheltered Content Instruction", by Echevarria, J. and Short, D. Both chapters include definitions, research bases, and recommended instructional approaches and appear in *Improving Education for English Learners: Research-Based Approaches*, Standards, Curriculum Frameworks and Instructional Resources Division, California Department of Education, 2010. Other ELD topics that appear in this publication are listed below.

- Snow, M.A. and Katz, A. outline the foundations and implementation of English Language Development (ELD) in Kindergarten through Grade Five
- Dutro, S. and Kinsella, K. summarize the research and discuss ELD issues and implementation strategies for students grades six through twelve.
- August, D. and Shanahan, T. summarize the research on effective English literacy instruction for English Learners.
- Lindholm-Leary and Genesee, discuss alternative bilingual programs including transitional bilingual, developmental bilingual, and two immersion programs.

Regardless of approach, all authors agree that EL student success in California schools will be accelerated only when students are proficient in English, requiring consistent, explicit and purposeful language instruction with regular structured practice. Doing so will help them develop a competent command of school based terms and internalize the forms of academic language. To become fluent English speakers, ELs need ELD in the regular classroom and depending upon the English language development, will benefit from ELD classes and summer school devoted to sheltered content instruction and ELD. As an example, the transition of EL students from middle to high school with summer school for incoming 9th grade EL students can be supported by the need for secondary students to have reading, writing, listening

How will you Measure the Effectiveness of the Actions/Services?

1. District generated data on the number of students being reclassified as fluent English learners in Spring.
2. Documentation of parent sign-in sheets for ELAC meetings.
3. An end of the year EL teacher survey will be conducted and will be analyze for program strengths and needs. Informal narrative notation in agenda minutes of teacher input/comments at meetings and release time.

and speaking academic skills in English in order to be successful in high school.

Bilingual tutorials, when conducted by bilingually trained staff, can improve student learning outcomes. See ALAS ("wings" in Spanish), an intervention for middle and high school Latino students, which has been shown to improve school persistence and outcomes. *Ganadara, et. al. 1998. Capturing Latino Students in the Academic Pipeline.*

What funding source will you use?

EL funding 7250

1. FTE-EL teacher and coordinator funding: \$37,250
2. EL supplemental supplies: \$3,000
3. Supplementing ELAC meetings: \$1,000
4. EL Curriculum and Assessment (CELDT/ELPAC; ELA SBAC: \$3,210)

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
- Student Information System

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Increase the opportunities and number of staff who participate in staff development and collaborative planning which includes strategies for differentiated instruction, use of technology and calibration of assessments.

Metric: Data and Program Evaluation

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?
<p>Staff participation and development to produce collaborative planning to support differentiated instruction and school culture through PLCs.</p>	<ol style="list-style-type: none"> 1. Professional development is defined as " the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999). As Thomas Guskey (2000, p.4) states, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development." Professional development is key to meeting today's educational demands." 2. Research and experience help us recognize that high-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are embedded, sustained, and 	<ol style="list-style-type: none"> 1. Teacher surveys 2. Classroom visits 3. PLC committee feedback 4. Curriculum teams with aligned assessments

collaborative will assist in the goal to remain up-to-date (Sparks, 2002).

3. PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).

What funding source will you use?

Supplemental funding 7201

1. Learning In Brain conference and subs: \$7,691
2. CETA (California Educational Theatre Association) Annual Conference: \$1,577
3. CLTA Conference (California Language Teachers' Association) \$636 (NEW 3/8/18)
4. Subs for collaborative planning: \$3,000

Total =\$12,904

Actions/Services 2.1.2

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

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?
Organize opportunities for articulation.	Communication between regional elementary, middle, and high schools provides continuity for students.	Feedback on the outreach from high school staff and students to the feeder elementary and middle schools.

What funding source will you use?

No cost

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1

Increase the percentage of students who are engaged and actively involved in school and school activities.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- 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>Implementation and further training for PBIS, Restorative Practices, PLCs, and monitoring School Culture.</p>	<ol style="list-style-type: none"> 1. Interventions which integrate academic learning and positive behavior management may be appropriate in some schools. Research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with CCSS. "Students who do not have a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it." He states: "<i>A comprehensive meta-analysis of over 200 students of social-emotional learning sills implementation (Durlak, et. al., 2011) found that well implemented SEL is linked to student gains in social-emotional skills, improved attitude about self, others, and school, positive classroom behavior, and 10 percentile-point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced.</i>" (See "Social-emotional Skills Can Boost Common Core Implementation", M.J. Elias, Phi Delta Kappan, November 2014, p. 60). 2. This program explicitly teaches expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them to deal with the knowledge and skill demands of academic curricula. One of the more widely used programs, which claims to be based on research findings, includes: PBIS (Positive Behavior Interventions & Support) 3. EGUSD workshops and in-service support the maintenance of these programs and their continued development. 	<ol style="list-style-type: none"> 1. GRIT and PBIS data 2. PBIS Tiered Fidelity Inventory 3. School-wide SEL and Healthy Kids surveys to students, staff, and parents 4. Department assessment data

What funding source will you use?

PBIS 7440

1. Materials and supplies: \$1,000

Supplemental funding 7201

1. Cafeteria Sound System: \$12,000
2. Professional Development \$3,000

3. TEALtv (PBIS): Equipment: \$2,000
4. FTE-Grivel-ASB \$22,681
5. FTE-Miller, Weaver GRIT-Intervention Funding \$136,362
6. FTE- Wilmeth -TIC \$30,000
7. Intervention timesheets: \$1,000
8. Student handbook: 2,664

total 7201 = \$209,707

Actions/Services 3.1.2

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Develop intervention and support services to address attendance, academic achievement, and school involvement.</p>	<ol style="list-style-type: none"> 1. LCFF Priority #6: School Climate (School Connectedness, Positive Behavior, Safe environment): School climate promotes success of all students. School climate means factors that impact student success. This includes student health, safety and discipline as well as how connected all students feel to their school. <ol style="list-style-type: none"> 1. Services/Action: iPositive Behavioral Interventions and Supports (PBIS) is a systems approach to establishing the social, cultural and behavioral supports needed for all children in a school to achieve both social and academic success. 2. Evidence-Based Practice: PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies: Training for PBIS and Multiple discipline teams http://www.pbis.org/ 2. This program explicitly teaches expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them to deal with the knowledge and skill demands of academic curricula. One of the more widely used programs, which claims to be based on research findings, includes: PBIS (Positive Behavior Interventions & Support) See www.pbis.org 3. Research and district-wide data supports programs and initiatives that address increased student participation and achievement leads to academic, emotional, and social success. 	<ol style="list-style-type: none"> 1. School survey 2. TEAM Husky evaluation 3. AVID surveys 4. Healthy Kids survey 5. Decrease in disciplinary interventions 6. Attendance data

What funding source will you use?

Supplemental funding 7201

1. Team Husky: \$200
2. FTE -Intervention Counselor/Peer Counseling Program: \$98,465
3. CRASH- supplies \$500
4. Student enrichment trips/Student Presentations \$3,000
5. Academic competitions \$550
6. Senior Portfolio Scoring, substitutes: \$2,000
7. FTE-Shaw/Timesheets SOAII: \$25,000

- 8. 5 Release Days for Senior Project Coordinator, 1 day per quarter, plus day of Senior Boards, \$175 per day: \$875
- 9. Sub for teacher to attend field trip with Latino Student group, \$250 (NEW 3/8/18)

Total = \$130,840

Academic Competitions fund 7206

- 1. Competitions: \$500

Extended Day fund 2270

- 1. Tutoring/Planning timesheets for Math, English, Social Science. \$6,500

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:

- Family and Community Engagement

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase the number of opportunities for regional parents to interact with school staff and community partners.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

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?
Structure a parent support education plan and develop/fund outreach programs for SHS, SMS and elementary regional parents.	School level parent engagement practices. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced sense of social justice, and increased civil skills, among others. (See Funk & Wright, 2003: <i>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</i> . Verso Books. Volume 4. New York; Bryk, et. al., (2009) <i>Charting Chicago School Reform: Democratic Localism as a Lever for Change</i> . Westview Press, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in <i>Narrowing the Achievement Gap</i> edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.	<ol style="list-style-type: none"> 1. Parent surveys 2. Regional school feedback 3. Participation in school events

What funding source will you use?

Supplemental funding 7201

- 1. Speakers \$7,900
- 2. FTE-Grimm/timesheets for-Parent coordinator(s) \$13,325
- 3. Freshmen Orientation handbook: \$325

Total = \$21,550

Actions/Services 4.1.2

Principally Targeted Student Group

- 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?
Develop more CTE opportunities and relationships with community partners.	Community involvement promotes student success and positive school culture.	<ol style="list-style-type: none">1. Community services hours2. Partnerships and Internships3. Community participation and feedback in school events

What funding source will you use?

Supplemental funding 7201

1. Senior projects \$800
 - Pamphlets to share with CTE partners
 - Time for coordinator to plan presentations
 - Time for coordinator visit partners

Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$44,460	\$44,460	\$44,460	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$34,956	\$34,956	\$0	\$0	\$34,956	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4250 Director of Career and Technical Education and College Readiness 3550 Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$43,233	\$43,233	\$43,233	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 4035 NCLB: Title II, Part A, Teacher Quality	1	\$0	\$123,433	\$123,433	\$123,433	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	9.3128	\$0	\$347,822	\$347,822	\$0	\$0	\$347,822	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$199,819	\$199,819	\$199,819	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.55	\$0	\$67,327	\$67,327	\$67,327	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special	9.625	\$0	\$794,061	\$794,061	\$794,061	\$0	\$0	\$0	\$0

Education									
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.875	\$0	\$31,927	\$31,927	\$31,927	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	6.875	\$0	\$343,607	\$343,607	\$343,607	\$0	\$0	\$0	\$0
3680 Emotionally Disturbed (ED) - Tier I 6500 Special Education	2.125	\$0	\$147,754	\$147,754	\$147,754	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.375	\$0	\$204,244	\$204,244	\$204,244	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$11,272	\$0	\$11,272	\$11,272	\$0	\$0	\$0	\$0
5040 Human Resources 9205 EGEA Administration	0.333	\$0	\$39,586	\$39,586	\$0	\$0	\$39,586	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$500	\$0	\$500	\$500	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$2,081	\$0	\$2,081	\$2,081	\$0	\$0	\$0	\$0
5280 Fiscal Services 9314 Muriel Vint Memorial - 9-12 Band	0	\$1,193	\$0	\$1,193	\$1,193	\$0	\$0	\$0	\$0
4020 Secondary Education 9315 Castellan Memorial Fund	0	\$5,990	\$0	\$5,990	\$5,990	\$0	\$0	\$0	\$0
4020 Secondary Education 9440 Cash for College	0	\$300	\$0	\$300	\$300	\$0	\$0	\$0	\$0
4020 Secondary Education 9445 Leadership Symposium Sheldon High School - SCOE	0	\$848	\$0	\$848	\$848	\$0	\$0	\$0	\$0
4020 Secondary Education 9581 Air and Waste Management Association	0	\$233	\$0	\$233	\$233	\$0	\$0	\$0	\$0
Totals	171.4562	\$220,453	\$16,870,403	\$17,090,856	\$15,723,591	\$12,904	\$1,328,511	\$25,850	

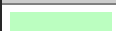
Signatures: (Must sign in blue ink)

Date

Principal **Paula Duncan**

School Site Council Chairperson **Barb Malana**

Benefits Calculator for Timesheets



Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

EL Advisory Chairperson **Philip Eulie**
