Sheldon High School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: PAULA DUNCAN

County-District-School (CDS) Code: 34673143430618

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

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?
Stakeholders were engaged through multiple methods: • EGUSD LCAP Input 2021 Survey Results (students/parents/staff)   • EGUSD Parent Survey   • EGUSD Social Emotional Learning and Culture/Climate Student/Staff Survey   • Sheldon High School School Site Council; 8/24/20 and 11/9/20; 1/25/21; 4/20/21 and 5/17/21   • Site CTE/Academy/Pathway Meetings; Building Trades and Engineering -- 03/04/21; Ag Advisory Board Meetings -- 10/14/2020, 02/04/21, 04/26/2021; Biotech Academy Meeting -- 9/16/2020, 3/22/21   • ELAC Meetings; 10/15/20, 1/21/21, 5/13/21   LCAP Approval Process – All Departments submitted a Department Decision Making Model specifying recommendations for purchases. Each department ranked requests by need. Items were then selected based on need with a focus on equity between departments. Once items were selected, selection went to School Site Council to be presented to community parents/students who reviewed, made suggestions and approved expenditures on May 12, 2021.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Decisions were made through analysis of current as well as past data through the following: • A-G Completion Rates – Analyzed through Administration, Leadership and Department Meetings   • College and Career Readiness on California Dashboard -- Analyzed through Administration, Leadership   • Student Grades – Analyzed through Department, PLC/Grade Level Teams   • Department Common Assessment Data – Analyzed through PLC/Grade Level Teams   • Attendance/Chronic Absenteeism Data – Analyzed through Administration and Leadership Meetings   • AP Enrollment Data -- Analyzed through Administration and Leadership Meetings   • ELPAC Data – Analyzed through EL PLC   • EL Redesignation Data – Analyzed by EL PLC   • PBIS Tiered Fidelity Inventory – Analyzed by the PBIS, Admin and Site Leadership Team   • Suspension Data -- Analyzed through Administration and Leadership meetings   All departments including Administration, Front Office and Counseling submitted Decision Making Models specifying recommendations for purchases of materials/equipment/services to address needs based on the specific data analyzed as well as to target unduplicated student groups. Data was also shared with SSC, ELAC, Academies/Pathways. Members processed data and made recommendations for LCAP expenditures based on District and Site goals.   As a result of SSC input, added "Welcome Back Celebration" to 4.1.3 to include students/parents/guardians/community members. This would occur once sites are completely reopened and students return to school.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
During SSC Meetings, parents/students expressed a need for student/parent support as parents/guardians/students feel they will be behind after close to or more than a year on the Distance Learning model. Sheldon is beginning implementation on the Pack Time model that will grow into a full fledged intervention model as our PLC model matures through guidance from Solution Tree.

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 percentage of students who are academically proficient through access to CCSS based materials, instructional strategies and technology.
CAASPP Math Standard Met or Exceeded Increase by 5% from 35% to 40%
CAASPP English Standard Met or Exceeded increase by 5% from 67% to 70%
CAASPP Science Standard Met or Exceeded is not available at this time.
A-G Completion Rate increase 4% from 44% to 46%
College and Career Readiness on the California Dashboard:

- increase percentage of students that qualify as prepared 4% from 38.1% to 42.1%
    - increase percentage of SEL that qualified as prepared 4% from 34/4% to 36.4%
    - increase percentage of SWD that qualified as prepared 4% from 0% to 4%
- increase percentage of student that qualify as approaching prepared 4% from 22% to 26%
- reduce percentage of students that qualify as not prepared 4% from 39.8% to 25.8%

Industrial Arts Project Completion Rate increase by 4% from 90% to 94%

Metric: A-G Completion	

Actions/Services 1.1.1

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?
1. Provide supplemental materials to improve CCSS instruction. • 63 copies of supplemental text, *Sound and Sense* for AP English Literature as enrollment has increased. • Math supplemental handouts -- Print Shop • Science supplemental materials for Living Earth, Chemistry, Anatomy and Criminalistics -- Print Shop ◦ Science World class set	1. • Janet Carlson Powell and Ronald D. Anderson, "Curriculum materials and science education reform in the USA", Studies in Science Education, Pages 107-135	Published online: 28 Mar 2008 • UNESCO International Bureau of Education, "Supplementary Learning and Teaching Materials", Learning Portal, March 29, 2018, https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/supplementary-learning-and-teaching	1. • Department Common Assessment Data • CAASPP Scores/Math/Science • College & Career Preparation • A-G Completion Rates

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$8100	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$4200	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.2

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?
1. Continue to increase student access to technology in the classroom. • 3 Laptop computers & 3 projectors to play music for running and warm-up, project Tabata and various workout videos created by staff to facilitate student learning and performance, as well as to view student project videos.	1. • Darling-Hammond, Linda, et al. "Using Technology to Support At-Risk Students' Learning." Stanford Center for Opportunity Policy in Education, Alliance for Excellent Education and Stanford Center for Opportunity Policy in Education, 24 Aug. 2017, edpolicy.stanford.edu/library/publications/1241. • Richmond, Aaron, S. and Troisi, Jordan D., "Technology in the Classroom: What the Research Tells Us", Inside Higher ED, December 12, 2018, , https://www.insidehighered.com/digital-learning/views/2018/12/12/what-research-tells-us-about-using-technology-classroom-opinion	1. • Fitness Gram • Skills Testing

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$5400	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.3

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?
1. Support literacy and increase student interest in supplemental fiction/non fiction text by providing Library resources that appeal to our diverse student population with a primary focus on our SED population: • Library Books purchase from Junior Library Guild and Follet. • Library Materials through Demco Library Supply and School Specialty.	1. • Fisher, Douglas, and Nancy Frey. "Raise Reading Volume Through Access, Choice, Discussion, and Book Talks." Reading Teacher, vol. 72, no. 1, July 2018, pp. 89–97. EBSCOhost, doi:10.1002/trtr.1691. • Chmielewski, Anna K., and Center for Education Policy Analysis (CEPA) at Stanford University. "The Global Increase in the Socioeconomic Achievement Gap, 1964-2015. CEPA Working Paper No. 17-04." Stanford Center for Education Policy Analysis, Stanford Center for Education Policy Analysis, 22 May 2017. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,uid,url&db=eric&AN=ED579079&site=ehost-live.	1. • Library Circulation Data • CAASPP ELA Scores

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$7000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.4

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?
1. Provide opportunities to encourage student, with a focus on SEL & SED students, participation in academic competition to support Math, Science, and English for a-g completion. • Mathletes, CML Monthly Contests, Annual AMC Math Contest • Science Olympiad • Science Showcase • Academic Decathalon	1. • "Because school-sponsored activities were found to be beneficialboth for math achievement and for college expectations, it is impor-tant to encourage all students to become involved in the clubs andteams that their schools offer." - Dumais, Susan A. "Cohort and Gender Differences in Extracurricular Participation: The Relationship between activities, math achievement, and college expectations." Sociological Spectrum 29.1 (2009). • Neubert, Josh, "10 Ways Competitions Enhance Learning", Insittute of Competition Sciences, July 45,2016 https://www.cometitionsciences.org/2016/07/04/10-ways-competitions-enhance-learning/	1. • A-G Completion Rates • College & Career Readiness • CAASPP Math and Science Data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$3220	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$3000	Certificated Salaries	Edit	Delete

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.
CTE Pathway Completion increase 3% from 17% to 20%
AP Exam pass rate of 2% from 29% to 31%
A-G Overall Completion rate increase of 3% from 48% to 51%
A-G SED Completion rate increase of 3% from 50% to 53%
A-G AA Completion rate increase of 3% from 34% to 37%
College and Career Readiness on the California Dashboard (see 1.1)

Metric: A-G Completion	

Actions/Services 1.2.1

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?
1. Continue to expand student access to CTE courses, options, and activities during and after the school day. • Cyber Patriot Team Registration -- 5 teams &	1. • According to Sac State's Girl Power Research results from EGUSD students: Suggestions for Girls' Recruitment 1. Increase females' personal interest in computer science through extracurricular activities: 2.Create connection and relations with the parents and the whole family through informative workshops and lectures:	1. • CTE Sequence Completion • Internship and Industry Specific Opportunities ○ All activities will be recorded in site's

- materials
- CStem License Fee & Curriculum/software
- Certificated hours
- Wood, fasteners, paint, glue
- PITSCO Materials
- VEX Robotics parts/components/team registration
- Ag materials and supplies
  - Sheldon Feed $1500
  - Office Depot $500
  - CA FFA $500
  - National FFA $500
  - Lowes $500
- Toon Boom for CTE Animation/VAPA Pathway

The suggestion to increase the personal interest of female students in CS through more exposure to CS like having CS clubs, extracurricular computer science events such as, coding competitions, coding assemblies and coding games. These extracurricular events need to include parts that is tailored to the girls taste in order to increase the females' interests in computer science Giving the opportunity to continuously participate in meaningful CS-related activities with a strong support and structure in place, is more likely to increase girls interest to choose to study courses related to CS or a program that focuses on CS

- With the funding from the National Science Foundation, California Department of Education, and other funding sources, the C-STEM Center has been actively conducting the research on integrated learning of Computing and STEM subjects. We study how integrating computing and robotics into STEM education in both formal and informal programs will affect student motivation and outcome, especially for traditionally underrepresented and economically disadvantaged groups and at-risk students.
- Dougherty, Shaun, M., "The Effect of Career and Technical Education on Human Capital Accumuliation: Causal Evidence from Massachusetts, March 27, 2018, https://www.mitpressjournals.org/doi/full/10.1162/edfp_a_00224
- CTE Element 2: High Quality Curriculum and Instruction
- Vega, Vanessa, "Project-Based Learning Research Review", December 1, 2015 edutopia

WBL log

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$5345	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$4400	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$4500	Certificated Salaries	Edit	Delete
CTE (7235/0000)	$26000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

• All • Low Income • 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. Increase student access to AP/Honors, and provide support for SED & SEL student exam pass rates by offering: • AP Exam Financial Assistance • AP/Honors tutoring/test correction through extended day funding	1. • Warne, Russell, T., "Reseach on the Academic Benefits of the Advanced Placement Program, Taking Stock and Looking Forward", SAGE Journals, January 1, 2017, https://journals.sagepub.com/doi/full/10.1177/2158244016682996 • Grühn, Daniel & Cheng, Yanhua. (2014). A Self-Correcting Approach to Multiple-Choice Exams Improves Students' Learning. Teaching of Psychology. https://www.researchgate.net/publication/278144935_A_Self-Correcting_Approach_to_Multiple-Choice_Exams_Improves_Students'_Learning	1. • AP Exam Pass Rates

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$14000	Contracts/Services	Edit	Delete

Actions/Services 1.2.3

Principally Targeted Student Group

• All • 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?

1. Provide resources/materials/supplies, technology/equipment to support core subjects and project based learning.
 	
• Class set of calculators for all Physics classrooms as our increasing SED population does not have the funds to purchase.
• Fund to support SED students' costs with Senior Project.
• Provide Musical Instruments and maintenance for SED student band members:
  ○ Clarinet
  ○ Flute
  ○ Tenor Sax
  ○ Cleaning fees
• Royalties/Music rental for musicals
• CELTX subscription for 40 seats
• Math Tutoring/student support/certificated time sheets
• Sheet music
• Adapters for new Mac Visual Art Computers
	1.
	
	• Examining the Role of Active Student Engagement in high School Arts Courses, Nichols, Walden University 2015
	• These items are necessary tools for continuing success in our VAPA classes. We need working and up to date equipment. Research has found that, "Engagement in arts education can improve school climate, empower students with a sense of purpose and ownership, and enhance mutual respect for their teachers and peers" and that "increases in arts learning positively and significantly affect students' school engagement, college aspirations, and their inclinations to draw upon works of art as a means for empathizing with others. In terms of school engagement, students were more likely to agree that school work is enjoyable, makes them think about things in new ways, and that their school offers programs, classes, and activities that keep them interested in school". (Brian Kisida & Daniel H. Bowen – Brookings).
	• Viadero, Debra, "Exercise Seen as Priming Pump for Students' Academic Strides", Education Week, 2008, https://www.edweek.org/ew/articles/2008/02/13/23exercise_ep.h27.html?tmp=1797071541
	• Vega, Vanessa, "Project-Based Learning Research Review", December 1, 2015 edutopia
	• "Why Community Involvement in Schools is Important." Pride Surveys, Pride Surveys, 6 May 2016, pridesurveys.com/index.php/blog/community-involvement-in-schools/. Accessed 19 Feb. 2020. "How Scoring Tests with Rubrics Helps Students Succeed." Teachnology, Teachnology, Inc., 2020. teach-nology.com/currenttrends/alternative_assessment/rubrics/. Accessed 20 Feb. 2020. "Grading and Reporting for Educational Equity." Great Schools Partnership, Great Schools Partnership, 2020. greatschoolspartnership.org/proficiency-based-learning/grading-reporting/. Accessed 20 Feb. 2020.
		1.
		
		• A-G Completion Rates
		• College & Career Readiness
		• CAASPP Scores
		• Industrial Arts/Wood Shop Project Completion Rates

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$18900	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$16200	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$15000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.4

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?
1. Provide opportunities for extra-curricular activities to support core subjects. • Equitas/Civic Field Trip • Lenea Festival • Oregon Shakespeare Festival • Band Adjudication Fees • La Rasa conference/college visit to encourage college attendance • Certificated substitutes	1. • Based on US census: there are still gaps separating Hispanics from other groups in overall education. The proportion of Hispanics between 18 and 24 years' old who have not completed high school and are not enrolled in school is still higher than that of non-Hispanics. Enrollment in graduate or professional school still lags that of other groups. Among the population ages 25 to 34, graduate school enrollment is 4.2 percent for non-Hispanic whites, 4.0 percent for blacks, (not significantly different from non-Hispanic whites), 7.6 percent for Asians and 1.9 percent for Hispanics. • Field trips to live theater enhance literary knowledge, tolerance and empathy among students, according to a study published this week by researchers in the University of Arkansas Department of Education Reform. https://www.sciencedaily.com/releases/2014/10/141016165953.htm	1. • A-G Completion Rates • College & Career Readiness

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$450	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$10775	Contracts/Services	Edit	Delete
Student Fees (2312/0000)	$20000	Certificated Salaries	Edit	Delete

Site Goal 1.3

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. Provide funding to support identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings in addition to EL Coordinator duties.
EL Redesignation increase of 5% from 14% to 19%
Progress towards English Proficiency (ELPAC) increase 5% from 45% to 50%

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

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?
1. Increase the number LTELs for reclassification; provide teachers with professional development/release time and supplemental materials to support EL instruction. • CABE Conference • GLAD Training • EL Supplemental materials/supplies • EL Site Team Collaboration • EL Curriculum & Assessment (ELPAC ELA, CAASPP) • District Translation Services • Certificated time sheets	1. • Neri, Rebecca; Lozano, Maritza; Chang, Sandy; Herman, Joan, "High-Leverage principles of Effective Instruction for English learners. From College and Career Ready Standards to Teaching and Learning in the Classroom: a Series of Resources for Teacher", National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles, Graduate School of Education & Information, The Regents of the University of California, 2016, https://files.eric.ed.gov/fulltext/ED570911.pdf	1. • Redesignation Data • ELPAC Scores

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$5400	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$3600	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	$4077	Certificated Salaries	Edit	Delete

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?
1. Support EL academic achievement and LTEL redesignation by providing EL Coordinator/ELPAC Coordinator funding. • .333 FTE for EL Coordinator	1. • Neri, Rebecca; Lozano, Maritza; Chang, Sandy; Herman, Joan, "High-Leverage principles of Effective Instruction for English learners. From College and Career Ready Standards to Teaching and Learning in the Classroom: a	1. • ELPAC Scores • Redesingation Data

• Certificatied time sheets for ELPAC/EGMAP testing and RFEP monitoring	Series of Resources for Teacher", National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles, Graduate School of Education & Information, The Regents of the University of California, 2016, https://files.eric.ed.gov/fulltext/ED570911.pdf

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$42000	Certificated Salaries	Edit	Delete

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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

Increase the opportunities and number of staff who participate in staff development and collaborative planning in the PLC model which includes strategies for differentiated instruction, calibration of assessments (formative, interim and summative) targeted interventions based on timely data analysis, and use of technology/Illuminate.

Establish baseline for staff understanding and implementation of the PLC model this year as we begin our work directly with Solution Tree in the formal implementation of the PLC model. (Our site has been working to implement the PLC model without the benefit of direct instruction from PLC industry experts.)

CAASPP Math Standard Met or Exceeded Increase by 3% from 35% to 38%
CAASPP English Standard Met or Exceeded Increase by 5% from 67% to 70%

Metric: Data and Program Evaluation	

Actions/Services 2.1.1

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?
1. Provide funding for subject specific professional learning opportunities for teachers. • National Economic & Financial Literacy Conference • Dance & Movement Conference • CETA • AVID	• Killion, Joeleen, "High-quality collaboration benefits teachers and students", Learning Forward, October 2015, https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf • Meyer, Leila, "Report: High Functioning Professional Learning Communitites Support Student Achievement", The Journal, October 2016, https://thejournal.com/articles/2016/10/24/report-high-functioning-professional-learning-communities-support-student-achievement.aspx	1. • Administration will monitor Department work products that are outcomes of Conference attendance.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$3300	Contracts/Services	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group

• All • Low Income • 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. Provide resources/funding/opportunities/education for the continued development of the PLC model (including continued Illuminate trainings to aid in data analysis), i.e. -- the continued development of common formative, interim, and summative assessments to drive data informed instruction. • Professional Development in the implementation of the PLC model through Solution Tree • English Collaboration/planning Days • Health Summer Planning -- New Curriculum • Science Collaboration Release Days Physics in the Universe • World Language Summer Collaboration/Release days • Senior Project collaboration release days • Certificated substitutes	1. • Learning Forward, The Professional Learning Association, "Learning Communities", https://learningforward.org/standards/learning-communities • National High School, "Successful K-12 Transitions Through Vertical and Horizontal Articulation", College & Career Readiness & Success at American Institutes for Research, October 2011, https://ccrscenter.org/blog/successful-k-12-transitions-through-vertical-and-horizontal-articulation	1. • Administration attendance at department/grade level/PLC meetings, walk-throughs • Teacher Surveys • LCAP Needs Survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$15300	Certificated Salaries	Edit	Delete

Actions/Services 2.1.3

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?
1. Provide resources/technology for timely academic student feedback as identified in 2020 LCAP Needs Analysis. • Pack Time Implementation Certificated time sheets/Enriching students software • Turnitin License for immediate feedback on student writing assignments • Peardeck site subscription for creative, real time assessment • Classkick site subscription for creative, real time assessment	1. • Jones, Karl "Practical issues for academics using the Turnitin plagarism detection sofware" Research Gate, 01/01/2008	1. • CAASP ELA

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$17749	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$34000	Certificated Salaries	Edit	Delete

District Strategic Goal 3:

District Needs and Metrics 3:

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

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

School Climate Overall (September 2020 Metrics):

- Students increase 3% from 68% to 70%
- Parents increase 2% from 74% to 76%
- Staff increase 2% from 88% to 90%

3.1.2 (See 3.1.2 for specific actions)

- Suspension rate of African American students reduce 2% from 11.4% to 9.4%
- Suspension rate of Foster Youth reduce 10% from 133.3% to 123.3.%
- Suspension rate of SED reduce 2% from 15.4% to 13.4%

Metric: Suspension	

Actions/Services 3.1.1

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?

1.   Provide resources/training/materials for the continued implementation of the PBIS model to support positive/productive school culture, and student as well as staff interactions.
  • PBIS postcards, stamps
  • PBIS signage/supplies/equipment
  • TEAL TV certificated time sheets/Adobe software
	1.
	    Madigan, Kathleen, Cross, Richard W., Smolkowski, Keith, Strycker, Lisa A., "Association between schoolwide positive behavior interventions and supports and academic achievement: 9 year evaluation" Educational Research and Evaluation, Volume 22, 2016
		1.
		
		  • School Climate Data
		  • PBIS Tiered Fidelity Inventory

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$13500	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$60	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$2000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$12000	Materials/Supplies/Equipment	Edit	Delete
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group
• All • Black or African American • 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?
1. Provide support/resources, restorative interventions to reduce the percentage of students, with a focus on African American and SEL students, suspended from class/school for 1 day or more. • 1.00 GRIT/Intervention Restorative Classroom • 1.15 for Intervention Counselor to provide an additional layer of support for students and collaborate with teachers to create/maintain productive, functional relationships with students/families.	1. • Fronius, Trevor, et. al., "Restorative Justice in U.S. Schools: A Research Review", WestEd Justice and Prevention Research Center, February 2016, • CDE, "The Role of Character Education in Public Schools", 2019, California Department of Education, https://www.cde.ca.gov/is/yd/ce/chartered.asp • American School Counselor Association, "Empirical Research Studies Supporting the Value of School Counseling", https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf	1. • GRIT Data • Site home suspension data • Site on-campus suspension data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$183603	Certificated Salaries	Edit	Delete

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?
1. Provide increased opportunities for student voice. • ASB • Equity Council • Athletic Council	1. • Benner, Brown, Jeffrey, "Elevating Student Voice in Education", Center for American Progress, August 2019	1. • School Climate Data

Funding Source	Amount	Description of Use		

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	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

Increase the number of opportunities for regional parents to interact with school staff and community partners.
4.1.1 (September 2020 metrics utilized as 2021/2022 school year should resume on campus for comparable data.)

• Chronic Absenteeism Foster Youth reduction of .3% from 7.5% to 7.2%.
• Chronic Absenteeism Homeless reduction of 5% from 35.5% to 30.5%

- Chronic Absenteeism SWD reduction of 2% from 14.2% to 12.2%

4.1.3 (September 2020 metrics utilized as 2021/2022 school year should resume on campus for comparable data.)

- LCAP Needs Survey Parent Input increase 3% from 61% to 64%
- LCAP Needs Survey Parent Involvement increase 3% from 77% to 80%.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Foster Youth • 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. Provide intervention and support services to address attendance, academic achievement, and school involvement. • SOA II/Attendance • Counseling Tech • Classified substitutes • 1.2 Teacher-in-Charge	1. GreatSchools Staff, "Why attendance matters", Great Schools.org, pages 20— 22	1. • Chronic Absenteeism data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$131383	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$29650	Classified Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• All • 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?
1. Structure a parent support education plan and develop/fund outreach programs for SHS, SMS and elementary regional parents. • "Welcome Back Celebration when school resumes as suggested by SSC, which might include Visual & Performing Arts, BBQ, activities, speaker with goal of including families/guardians/community. • Freshman Orientation & Handbook • Sophomore Orientation • Motivational Speakers • Parent Liaison	1. Wood, Lacy; Bauman, Emily, "How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform", NME Education Foundation, February 2017, https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf	1. • EGUSD Parent survey • LCAP Needs Survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2700	Contracts/Services	Edit	Delete

Actions/Services 4.1.3

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?
1. Provide opportunities to encourage EL parent participation in site ELAC and LTEL redesignation meetings/ceremonies. • Organize communication methods utilizing student letters home as well as ELAC representative volunteers to reach non-English speaking parents/guardians. • Arrange for translators to attend site ELAC and Redesignation ceremonies to provide translation for parent/guardians. • Supplies •	1. Breiseth, Lydia; Robertson, Kristina: Lafond, Susan, "Encouraging and Sustaining ELL Parent Engagement, Colorin Colorado, 2015, http://www.colorincolorado.org/article/encouraging-and-sustaining-ell-parent-engagement	1. • Parent (EL) participation data • LCAP Needs Survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$1500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$500	Materials/Supplies/Equipment	Edit	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.

Sheldon High School is currently at 59.5% of enrollment of unduplicated pupils.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Sheldon High School - 487

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	
2200 Regular Education (9-12) **0000** Unrestricted	0	$0	$150,313	$150,313	$150,313	$0	$0	$0	$0
2201 Regular Education (9-12) - Allocated FTE **0000** Unrestricted	121.1158	$0	$12,708,455	$12,708,455	$12,708,455	$0	$0	$0	$0
2222 Results Staffing EGEA (9-12) **0000** Unrestricted	2	$0	$208,498	$208,498	$208,498	$0	$0	$0	$0
2230 Non-Instructional FTE (9-12) **0000** Unrestricted	1.5	$0	$190,308	$190,308	$190,308	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0	$0	$64,720	$64,720	$64,720	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$20,000	$20,000	$20,000	$0	$0	$0	$0
2340 Secondary Counselors **0000** Unrestricted	5.85	$0	$806,093	$806,093	$806,093	$0	$0	$0	$0
4255 Regional Occupational Program **0000** Unrestricted	0.666	$0	$212,267	$212,267	$212,267	$0	$0	$0	$0
4275 AVID Support **0000** Unrestricted	0.4	$0	$40,527	$40,527	$40,527	$0	$0	$0	$0
4380 Health Services **0000** Unrestricted	1	$0	$52,767	$52,767	$0	$0	$52,767	$0	$0
4700 Summer School/Extended Learning Administration **0000** Unrestricted	0	$0	$3,657	$3,657	$3,657	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$164,308	$164,308	$164,308	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	10	$0	$730,997	$730,997	$0	$0	$730,997	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	3.885	$0	$561,735	$561,735	$114,490	$70,349	$211,163	$165,733	$0
7206 Academic 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	0	$0	$4,855	$4,855	$4,855	$0	$0	$0	$0

Coordination **0000** Unrestricted									
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	$0	$8,234	$8,234	$8,234	$0	$0	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0	$0	$26,000	$26,000	$26,000	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.167	$0	$46,077	$46,077	$46,077	$0	$0	$0	$0
7270 PBIS Coordination **0000** Unrestricted	0.333	$0	$28,125	$28,125	$0	$0	$28,125	$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	$15,000	$15,000	$15,000	$0	$0	$0	$0
2200 Regular Education (9-12) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$18,028	$18,028	$18,028	$0	$0	$0	$0
2200 Regular Education (9-12) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$18,028	$18,028	$18,028	$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)	9.7816	$0	$401,211	$401,211	$0	$0	$401,211	$0	$0
3150 Independent Living Skills (ILS) **6500** Special Education	2.75	$0	$232,380	$232,380	$232,380	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	10.625	$0	$764,969	$764,969	$764,969	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	11.25	$0	$670,407	$670,407	$670,407	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	4.3125	$0	$220,097	$220,097	$220,097	$0	$0	$0	$0
3680 Academic, Behavior and Social	2.125	$0	$140,291	$140,291	$140,291	$0	$0	$0	$0

Supports Self-Contained Classes (ABSS-SCC)-Tier I **6512** Special Education: Mental Health Services									
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$13,593	$0	$13,593	$13,593	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	187.7609	$13,593	$18,515,847	$18,529,440	$16,868,095	$70,349	$1,425,263	$165,733	

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	$437,267
Subtotal of state or local funds included for this school	$18,092,173

Principal **Paula Duncan**

School Site Council Chairperson **Rich Diltz**

EL Advisory Chairperson **Shah Peri Mansoori**