



Sheldon High School

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Sheldon 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?

Stakeholders were engaged through multiple methods:

- EGUSD LCAP Needs Assessment Survey Results (students/parents/staff)
- EGUSD Social Emotional Learning and Culture/Climate Student//Parent/Staff Survey
- Sheldon High School School Site Council; 8/23/21 and 11/8/21; 1/24/22; 4/18/21 and 5/16/22
- Site CTE/Academy/Pathway Meetings; Building Trades and Engineering -- 03/04/21; Ag Advisory Board Meetings -- 10/21/2022, 5/13/2022; Biotech Academy Meeting -- 9/15/2021, 3/21/21

- ELAC Meetings; 11/16/2021, 02/08/2022, 5/11/22

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 as well as student need with a focus on EL, Students with disabilities, SED, Foster Youth, AA, Hispanic groups. 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 April 18, 2022.

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 Attendance Data -- Analyzed through Administration, Leadership, Counseling
- 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, student mental health will be a focus for Title 1 with a continued focus on the R.I.T.E Way, A-G Completion, & AP/Honors enrollment, & Math Achievement. Counselors have already begun identifying students who qualify for AP/Honors enrollment but have not chosen to select those classes during course selection for various reasons, encouraging them to enroll in AP/Honors courses. In addition, specific teachers are encouraging qualified students to enroll in AP/Honors classes as well.

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 mental health support as well as student academic support as students are still struggling with academics due to falling behind after close to or more than a year on the Distance Learning model. Sheldon is began implementation on the Pack Time model that also included Flex Time periods in which students chose or were chosen by specific core teachers for intervention academic support. SHS will continue to grow this model incorporating more Flex Time periods for student academic intervention during the 2022/2023 school year.

Goals, Actions, and Progress Indicators

District Strategic Goal 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.

District Needs and Metrics 1:

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 A-G Completion rate by 3% from 50% to 53%.

- African American from 26% to 29%
- Latino 44% to 47%
- EL 21% to 24%
- SED 16% to 19%

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • Low Income

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?
<p>1. Provide supplemental materials to improve CCSS instruction.</p> <ul style="list-style-type: none"> • Math supplemental handouts -- Print Shop (7201/\$1,600 for 850 copies) • Science supplemental materials for: <ul style="list-style-type: none"> ◦ Living Earth, Chemistry, Anatomy and Criminalistics -- Print Shop (7201/\$5,000) ◦ Science World 	<p>1.</p> <ul style="list-style-type: none"> • 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, 	<p>1.</p> <ul style="list-style-type: none"> • Department Common Assessment Data (Illuminate) • CAASPP Scores/Math /Science • A-G Completion Rates

- (7201/\$400)
- English:
 - LitCharts 5 Licenses (7201/\$340)
 - Sound and sense 15th Edition 35 copies @ \$110 each (7201/\$3,850)
 - 5 Copies each of:
 - Romeo & Juliet (1968 version) (7201/\$110)
 - Romeo & Juliet (1997 version) (7201/\$100)
 - The Great Gatsby (2013 version) (7201/\$50)
 - The Great Gatsby (1974 version) (7201/\$50)
 - Fund to support SED students' costs with Senior Project (7201/\$5,000)
 - Science:
 - class set of Electronic Balances (7201/\$1,600)
 - class set of white boards (7201/\$600)
 - Site wide:
 - Chromebook chargers to be kept in classrooms for student use (2312/\$2,800)

<https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/supplementary-learning-and-teaching>

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$2800	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$6600	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$12055	Materials/Supplies/Equipment	

Actions/Services 1.1.2

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • Low Income • SWD

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?

<p>1. .</p> <ul style="list-style-type: none"> • Counseling: <ul style="list-style-type: none"> ◦ Projector for new student orientation, student presentations, student academic support meeting/groups. (7201/\$500) ◦ Laptop for new student orientation, student presentations, student academic support meeting/groups. (7201/\$1,200) 	<p>1.</p> <ul style="list-style-type: none"> • 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 	<p>1.</p> <ul style="list-style-type: none"> • Student Survey Results • Student Academic Progress
--	--	---

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$1700	Materials/Supplies/Equipment	

Actions/Services 1.1.3

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?
<p>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:</p> <ul style="list-style-type: none"> • Library Books purchase from Junior Library Guild and Follet. (7201/\$6,000) • Library Materials through Demco Library Supply and 	<p>1.</p> <ul style="list-style-type: none"> • 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 	<p>1.</p> <ul style="list-style-type: none"> • Library Circulation Data • CAASPP ELA Scores

School Specialty.
(7201/\$1,000)

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.

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

Actions/Services 1.1.4

Principally Targeted Student Group

• Black or African American • Hispanic or Latino

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?
<p>1. Provide opportunities to encourage student participation in academic competition.</p> <ul style="list-style-type: none"> • Mathletes, CML Monthly Contests, Annual AMC Math Contest (7201/\$400) • Science Olympiad: <ul style="list-style-type: none"> ◦ Certificated Timesheets (2270/\$2,500) • Science Showcase (7201/\$500) <ul style="list-style-type: none"> ◦ paper and pencils, filter paper, petri dishes, wet erace markers, parafilm, hydrogen peroxide, acid base indicators • Academic Decathlon <ul style="list-style-type: none"> ◦ Northern California Regional Fee (7201/\$1,200) • Mock Trial (7201/\$1,070) <ul style="list-style-type: none"> ◦ Competition Fee (7201/\$500) 	<p>1.</p> <ul style="list-style-type: none"> • "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.cometitionscience 	<p>1.</p> <ul style="list-style-type: none"> • A-G Completion Rates • College & Career Readiness • CAASPP Math and Science Data

- Miscellaneous Academic Competitions (7206/\$500)

s.org/2016/07/04/10-ways-competitions-enhance-learning/

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$2500	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$3170	Contracts/Services /Subscriptions	
Academic Competitions (7206/0000)	\$500	Contracts/Services /Subscriptions	

Site Goal 1.2

Increase the CTE Pathway completion rate by 3% from 17% to 20%.
 CTE Pathway Completion increase of 3% from 17% to 20%
 AA CTE Pathway Completion increase of 3% from 8% to 11%
 Hispanic CTE Pathway Completion increase of 3% from 16% to 19%
 SED CTE Pathway Completion increase of 3% from 16% to 19%

Metric: CTE Sequence Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American
- Hispanic or Latino
- Low Income
- 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. Continue to expand student access to CTE courses, options, and activities during and after the school day. <ul style="list-style-type: none"> Cyber Patriot Team: <ul style="list-style-type: none"> Registration -- 5 teams (7201/\$875) Materials (7201/\$400) Certificate Hours (7201/\$4,000) CStem <ul style="list-style-type: none"> Curriculum/software (7235/\$1,000) Certificated Hours 	1. <ul style="list-style-type: none"> 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: The suggestion to 	1. <ul style="list-style-type: none"> CTE Sequence Completion Internship and Industry Specific Opportunities <ul style="list-style-type: none"> All activities will be recorded in site's WBL log

(7235/\$4,200)

- Building Trades:
 - Hughes Hardwood (7235/\$12,000)
- Engineering Materials/Equipment: (7235/\$3,500)
 - Wood, fasteners, paint, glue, cardboard, rubber bands
 - PITSCO Materials
- Ag materials and supplies
 - Sheldon Feed (72535/\$1500)
 - Office Depot (7235/\$500)
 - CA FFA (7235/\$500)
 - National FFA (7235/\$500)
 - Lowes (7235/\$500)

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 Accumulation: 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

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$4000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$400	Materials/Supplies/Equipment	
CTE (7235/0000)	\$18000	Materials/Supplies/Equipment	
CTE (7235/0000)	\$2000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$875	Contracts/Services /Subscriptions	
CTE (7235/0000)	\$4000	Certificated- Timesheets	

Site Goal 1.3

Increase ELPI percentage by 3% from 62.9% to 65.9%
 Increase Reclassification English Learners to English Proficient by 3% from 5% to 8%

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- EL

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. Support EL academic achievement and LTEL redesignation by providing EL Coordinator/ELPAC Coordinator funding. <ul style="list-style-type: none"> • .333 FTE for EL Coordinator • .167 for ELPAC Coordination, testing and RFEP monitoring 	1. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • ELPAC Scores • Redesignation Data

--	--	--

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$29584	Certificated- Salaries
Title I – Basic (4900/3010)	\$17584	Certificated- Salaries

Actions/Services 1.3.2

Principally Targeted Student Group

- EL

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?
<p>1. Increase the number of LTELs for reclassification; provide teachers with professional development/release time and supplemental materials to support EL instruction.</p> <ul style="list-style-type: none"> • CAFE Conference for 3 teachers (7250/\$5,000) • Prepare' Conference, Educating Latinos for the Future of America for 1 teacher (7250/\$2,000) • GLAD Training for 2 teachers (7250/\$4,000) • EL Site Team Collaboration including EL district personnel & PLC work; certificated time sheets (7250/\$6000) • EL Coach Meetings; certificated timesheets (7250/\$1,200) • EL Professional Learning/Conferences (7250/\$6,614) 	<p>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</p>	<ul style="list-style-type: none"> • Redesignation Data • ELPAC Scores • EL Walk-through Data • RFEP Monitoring Data • EL PLC Assessment Data

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$7200	Certificated- Timesheets
EL Supplemental (7250/0000)	\$17614	Contracts/Services /Subscriptions

--	--	--

Site Goal 1.4

Increase Physical Fitness Testing pass rate by 3% from 81.6% in 2018/2019 to 84.6%.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

- 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?
<p>1.</p> <ul style="list-style-type: none"> • Physical Education -- play music for running and warm-up, project Tabata, Yoga, AMWRAP, and various workout videos created by staff to facilitate student learning and performance, as well as to view student project videos. : <ul style="list-style-type: none"> ◦ 3 HP Envy Laptop computers (7201/\$2,850) ◦ 3 Pro Ex 9240 projectors (7201/\$2,550) 	<p>1.</p> <ul style="list-style-type: none"> • Bishop, Vadeboncoeur, Stellefson, Weinsz, "Moving Beyond the Gym: A Content Analysis of YouTube as an Information Resource for Physical Literacy", International Journal of Research and Public Health, September 2019 	<p>1.</p> <ul style="list-style-type: none"> • Physical Fitness Testing data • Student formative and asummative sssessment data

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$5400	Materials/Supplies/Equipment	

Site Goal 1.5

Increase AP Exam Passing score by 3% from 26% to 29%.

Metric: AP/IB Exams

Actions/Services 1.5.1

Principally Targeted Student Group

- Black or African American • Hispanic or Latino • Two or More

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?
<p>1.</p> <ul style="list-style-type: none"> • AP Exam Financial Assistance (4900/\$14,000) • AP/Honors tutoring/test correction through extended day funding Social Science (2270/\$3,600) • AP Recruitment/Enrollment (7225/\$1,000) • AP Teacher Summer Workshops (7218/\$5000) 	<ul style="list-style-type: none"> • Warne, Russell, T., "Research 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 • Grün, 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 	<ul style="list-style-type: none"> • AP Exam Pass Rates • AP Enrollment Data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$14000	Contracts/Services /Subscriptions	
PreAP Training (7218/0000)	\$5000	Certificated- Timesheets	
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets	

Site Goal 1.6

Provide resources/materials/supplies, technology/equipment to support instruction and project based learning.

Metric: Other (Site-based/local assessment)

Actions/Services 1.6.1

Principally Targeted Student Group

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

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?
<ul style="list-style-type: none"> • Provide Musical Instruments and maintenance for SED student band and drumline members: <ul style="list-style-type: none"> ◦ Bass Clarinet (7201/\$3,000) ◦ Drumline instruments (7201/\$4,000) • Provide band uniform maintenance and cleaning for SED students: <ul style="list-style-type: none"> ◦ Uniform Cleaning fees (2312/\$3400) ◦ Instrument Repair (2312/\$4,000) • Photo: <ul style="list-style-type: none"> ◦ Paper, film and dark room chemicals (7201/\$2,000) • Animation: <ul style="list-style-type: none"> ◦ 18x24 Canvas Prints to display student work (7201/\$2400) ◦ Non-member NATAS Entry Fee (7201/\$900) ◦ CAEA Membership (7201/\$220) • Ceramics: <ul style="list-style-type: none"> ◦ Raku Kiln with furniture, pyromyter and dolly (7201/\$4,000) ◦ Griffin Grip 2 (7201/\$500) ◦ Pre-burned Screen Print (7201/\$150) • Commercial Art: <ul style="list-style-type: none"> ◦ HP Color Laserjet Professional CP 5225dn Printer (7201/\$1,828) • Performing Arts: <ul style="list-style-type: none"> ◦ Royalties/Music rental for musicals (7201/\$6,000) ◦ Guest Artists Piano Accompanyist and choreographer (7201/\$5,000) • Chior: <ul style="list-style-type: none"> ◦ Sheet music (7201/\$2,000) ◦ Pianist (72301/\$6,500) • Animation: <ul style="list-style-type: none"> ◦ Hp Ink Refill, color and black and white (7201/\$400) • Sheet music for band (7201/\$2,000) 	<ul style="list-style-type: none"> • 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?mp=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. 	<ul style="list-style-type: none"> • Elective enrollment rates • Industrial Arts/Wood Shop Project Completion Rates

- Science:
 - Equipment maintenance/calibration (2312/\$2,700)

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/p
roficiency-based-learning
/grading-reporting/. Accessed
20 Feb. 202

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$7400	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$22278	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$18620	Contracts/Services /Subscriptions	
Student Fees (2312/0000)	\$2700	Contracts/Services /Subscriptions	

Site Goal 1.7

Provide opportunities for student extra-curricular activities to support core as well as elective instruction.

Metric: Other (Site-based/local assessment)

Actions/Services 1.7.1

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?
<ul style="list-style-type: none"> • Theater: <ul style="list-style-type: none"> ◦ Lenea Festival (includes bus \$7201/\$500) ◦ Oregon Shakespeare Festival & Local Shakespeare Festival (7201/\$3,000) • Band Competitions and Adjudication Fees: <ul style="list-style-type: none"> ◦ Sac State (7201/\$600) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student Participation Rates • Advanced Theater Enrollment • College & Career Readiness

- Delta 7201/\$450)
- Woodcreek (7201/\$500)
- UOP (7201/\$500)
- Golden Empire (7201/\$1,200)
- Santa Cruz (7201/\$550)
- Folsom (7201/\$550)
- NCBA Fall (7201/\$1,200)
- Chior Competitions:
 - Golden Empire Festival, includes bus (7201/\$1,300)
- Visual Art Club Competitions:
 - Kingsley Art Club Memberships 6 (Visual/Ceramics and Photo (7201/\$600)
 - CAEA Memberships 4 (7201/\$440)
- La Rasa conference/college visit to encourage college attendance
 - Bus (7201/\$700)
 - Certificated Substitute (7201/\$300)

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>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$7040	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$3000	Certificated- Timesheets	

Site Goal 1.8

Provide site support for AVID.

- Increase A-G completion rate 3% from 50% to 53%
- AVID Site Plan

Metric: A-G Completion

Actions/Services 1.8.1

Principally Targeted Student Group

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?
1. <ul style="list-style-type: none"> • AVID Site Coordinator Stipend (7233/\$4000) • AVID Registration Fee (7233/\$800) • AVID site T-shirts (7233/\$1800) • AVID <ul style="list-style-type: none"> ◦ College visit to CSUS (bus, certificated timesheets, 4900/\$2100) ◦ UC Davis college visit (bus, certificated timesheets, 4900/\$2100) 	1. <ul style="list-style-type: none"> • Wilson, Sulak, Bagby, “Effect of the Advancement Via Individual Determination (AVID) program on Middle Level Students’ Executive Function”, Taylor & Grancis Online, September 2021 • Wai, “Can College Visits Improve College Aspirations? Findings From A Randomized Experiment.”, Forbes Science, February 2021 	1. <ul style="list-style-type: none"> • AVID Site Plan • A-G Completion Rat

Funding Source	Amount	Description of Use	
AVID (7233/0000)	\$800	Contracts/Services /Subscriptions	
AVID (7233/0000)	\$4000	Certificated-Stipends	
AVID (7233/0000)	\$1800	Materials/Supplies/Equipment	
AVID (7233/0000)	\$700	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$1900	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$1500	Certificated- Timesheets	

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
---	--

Site Goal 2.1

Increase the opportunities and number of staff who participate in subject specific professional development/education and collaborative planning in the PLC model.

Continue to 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.) We

will begin sending teams to Solution Tree PLC conferences as conference options open up.

CAASPP Math Standard Met or Exceeded Increase by 2% from 41% to 43%
 CAASPP English Standard Met or Exceeded Increase by 2% from 64% to 66%

Metric: Data and Program Evaluation

Actions/Services 2.1.1

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?
<p>1. Provide funding for subject specific professional learning opportunities for teachers.</p> <ul style="list-style-type: none"> • National Economic & Financial Literacy Conference or Jump Start Conference -- Social Science (4900/\$1,300) • Broadway Teacher Conference 2 teachers (7201/\$2,600) • CATE Conference (4900/\$5,000) • AVID: <ul style="list-style-type: none"> ◦ PD for new AVID teacher (4900/\$565) ◦ AVID Summer Institute (\$2800) • CADA Conference for Activities Directors (7201/\$1,000) • Core Subject Specific teacher PD/Conferences (4900/\$22,862) 	<ul style="list-style-type: none"> • 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 Communities Support Student Achievement”, The Journal, October 2016, https://thejournal.com/articles/2016/10/24/report-high-functioning-professional-learning-communities-support-student-achievement.aspx 	<p>1.</p> <ul style="list-style-type: none"> • Administration will monitor Department work products that are outcomes of Conference attendance. • AVID Site Plan • Walk-throughs

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$9665	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$3600	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$22862	Contracts/Services /Subscriptions	

Actions/Services 2.1.2

Principally Targeted Student Group

• All • Low Income • 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?
<p>1. Provide resources/funding /opportunities/education for the continued development of the PLC model.</p> <ul style="list-style-type: none"> • Professional Development in the implementation of the PLC model through Solution Tree (4900/\$25,000) • English Collaboration/planning Days (4900/\$10,000) • Health Summer Planning -- New Curriculum/new teacher (4900/\$3,000) • Science Collaboration/Curriculum Planning for Chemistry in the Earth (4900/\$1,600) • World Language: <ul style="list-style-type: none"> ◦ Summer Planning/Collaboration (7201/\$2,100) ◦ Teacher Collaboration/Planning release days (7201/\$800) • Department Summer Planning (7201/\$7595) • Senior Project: (Time sheets) <ul style="list-style-type: none"> ◦ Coordination/Planning (7201/\$1,000) ◦ Grading of research papers ((7201/\$2,800) ◦ Portfolio scoring (7201/\$1200) ◦ Mid-year judging (7201/\$600) • Professional Learning Opportunities for Administrative Team (Restorative Circles, Intervention, PLC Model 4900/\$15,000) 	<p>1.</p> <ul style="list-style-type: none"> • 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 	<p>1.</p> <ul style="list-style-type: none"> • Walk throughs • CAASPP Scores • LCAP Needs Survey • Formative & Summative Assessments • Illuminate Data

Funding Source	Amount	Description of Use	

Title I – Basic (4900/3010)	\$25000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$14600	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$8500	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$15000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$7595	Certificated- Timesheets	

Actions/Services 2.1.3

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?
<p>1. Provide resources/technology for timely academic student feedback/intervention.</p> <ul style="list-style-type: none"> • Pack Time Implementation (Research/lesson planning/survey creation/monitoring/Flex Time monitoring/facilitation site Pack Time team meetings: <ul style="list-style-type: none"> ◦ Certificated time sheets (4900/\$23,000) ◦ Enriching students software (4900/\$7,000) • Turnitin License for immediate feedback on student writing assignments (7201/\$10,994) • Peardeck site subscription for creative, real time assessment: (7201/\$7,500) • Classkick site subscription for creative, real time assessment: (7201/\$3,599) • Parlay Licenses, 2 @ \$720/year for 5 students (7201/\$1,440) 	<p>1.</p> <ul style="list-style-type: none"> • Waigand, “Using Turnitin to help students understand plagiarism”, University of Calgary in Qatar, 2019 • Ilomaki, Lakkala, “Digital technology and practices for school improvement: innovative digital school model”, Research and Practice in Technology Enhanced Learning, SpringOpen, December 2018 	<p>1.</p> <ul style="list-style-type: none"> • CAASPP • Illuminate Data • Formative & Summative Assessments

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$23000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$7000	Contracts/Services /Subscriptions	

Supplemental/Concentration (7201/0000)	\$30533	Contracts/Services /Subscriptions
--	---------	-----------------------------------

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • 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 71%
- Parents increase 2% from 74% to 76%
- Staff increase 2% from 84% to 86%
- SEL of students overall increase of 2% from 76% to 78%

3.1.2 (See 3.1.2 for specific actions)

- Suspension rate of African American students reduce 2% from 13% to 11%
- Suspension rate of Foster Youth reduce 2% from 26% to 24. %
- Suspension rate of SED reduce 2% from 5.9% to 3.9%

Metric: School Climate

Actions/Services 3.1.1

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?
1. Provide resources/training /materials for the continued implementation of the PBIS model	1. Madigan, Kathleen, Cross, Richard W., Smolkowski, Keith,	1. <ul style="list-style-type: none"> • School Climate Data

to support positive/productive school culture, and student as well as staff interactions.

- PBIS postcards, stamps (7201/\$2,000)
- PBIS signage/supplies /equipment (7201/\$8,000)
- TEAL TV certificated time sheets (7201/\$10,550)
- TEAL TV Equipment:
 - TEAL TV Adobe Software (7201/\$100)
 - Two Canon XA40 Camcorders (7201/\$3,400)
 - 2 Audio-Technica AT875R Shotgun Microphones, Cables and Windscreens (7201/\$539)
 - 4 Impact Forever LED lighting panels, 3 Impact Turtle C-Stands, 2 Genaray LED on cameral Light panel (7201/\$1,078)
 - 3 Magnus V/T-4000 Tripod System with fluid head (7201/\$448)
 - Rendering Workstation Computer: 30E4SoNWoo, Workstation TS (7201/\$2149.61)
- GameTime Subscription for clean/up-to-date music for student activities/rallies /assemblies /performance (7201/\$1,995)
- Sound System Speakers for student activites (Gym) (7201/\$6,000)

Strycker, Lisa A., "Association between schoolwide positive behavior interventions and supports and academic achievement: 9 year evaluation" Educational Research and Evaluation, Volume 22, 2016

- PBIS Tiered Fidelity Inventory
- CHKS

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$10550	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$2095	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$16614	Materials/Supplies/Equipment	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$6000	Materials/Supplies/Equipment	

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Low Income

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?
<p>1. Provide support/resources, restorative interventions to all students to reduce the percentage of students suspended from class/school for 1 day or more.</p> <ul style="list-style-type: none"> • 1.00 R3 Intervention Restorative Classroom (4900/\$100,000) • 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. (4900/\$145,000) • 1.0 Program Administrator (PBIS/Restorative/Attendance Intervention) (4900/\$112,681) 	<p>1.</p> <ul style="list-style-type: none"> • 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 	<p>1.</p> <ul style="list-style-type: none"> • Restorative Classroom Data • Site home suspension data • Site on-campus suspension data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$112681	Certificated- Salaries	
Title I – Basic (4900/3010)	\$245603	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?
<p>1. Provide increased opportunities for student voice.</p> <ul style="list-style-type: none"> • ASB/Equity Council/Athletic Council 	<p>1.</p> <ul style="list-style-type: none"> • Benner, Brown, Jeffrey, "Elevating Student Voice in Education", Center for 	<p>1.</p> <ul style="list-style-type: none"> • School Climate Data • CHKS

<ul style="list-style-type: none"> -- Student led collaboration/meetings to facilitate site process/procedures input with teacher oversight (7201/\$15,000) 	American Progress, August 2019	<ul style="list-style-type: none"> LCAP Metrics
--	--------------------------------	--

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$15000	Certificated- Timesheets	

Actions/Services 3.1.4

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. Support programs that specifically target student emotional health such as counseling groups, grief groups, behavior support and restorative groups. <ul style="list-style-type: none"> Counseling Certificated time sheets (4900/\$5,000) 	1. <ul style="list-style-type: none"> Counseling/mental health interventions for students who are academically failing in high school, Regional Laboratory Program, October 2018 	1. <ul style="list-style-type: none"> Student grade data Student attendance data

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

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making

- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

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 33.3% to 30.3%.
- Chronic Absenteeism Homeless reduction of 5% from 27.3% to 25.3%
- Chronic Absenteeism SWD reduction of 2% from 12.5% to 10.5%
- Chronic Absenteeism of AA reduction of 2% from 11.8% to 9.8%

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

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 intervention and support services to address attendance, academic achievement, and school involvement. <ul style="list-style-type: none"> • SOA II/Attendance (Attendance Intervention/contracts) (7201/\$49000) • Counseling Tech (7201/\$5500) • Classified substitutes (7201/\$4,150) • 2 Ipads and printers (attendance Kiosks) to process tardy students faster in order to get them to class as quickly as possible (7210/\$2,000) • Home visits 	1. GreatSchools Staff, "Why attendance matters", Great Schools.org, pages 20— 22	1. <ul style="list-style-type: none"> • Chronic Absenteeism data • Student attendance data

- Certificated time sheets (4900/\$10,000)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$54500	Classified- Salaries	
Supplemental/Concentration (7201/0000)	\$4150	Classified- Timesheets	
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets	

Actions/Services 4.1.2

Principally Targeted Student Group

- All • School-wide • SWD

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?
<p>1. Structure a parent support education plan and develop/fund outreach programs for SHS, SMS and elementary regional parents.</p> <ul style="list-style-type: none"> • Freshman Orientation & Handbook (7201/\$750) • Motivational Speakers -- (7201/\$5,000) • Parent Liaison (4900/\$4,000) 	<p>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</p>	<p>1.</p> <ul style="list-style-type: none"> • EGUSD Parent survey • LCAP Needs Survey

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$750	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$4000	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services /Subscriptions	

Actions/Services 4.1.3

Principally Targeted Student Group

• EL

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?
<p>1. Provide opportunities to encourage EL parent participation in site ELAC and LTEL redesignation meetings/ceremonies.</p> <ul style="list-style-type: none"> • Organize communication methods utilizing student letters home as well as ELAC representative volunteers to reach non-English speaking parents/guardians. (7250/\$2,000) • Arrange for translators to attend site ELAC and Redesignation ceremonies to provide translation for parent/guardians. (7250/\$3,000) • Supplies 	<p>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</p>	<p>1.</p> <ul style="list-style-type: none"> • Parent (EL) participation data • LCAP Needs Survey

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$3000	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	\$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.

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

V. Funding

Sheldon High School (487) | 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	
2200 Regular Education (9-12) 0000 Unrestricted	0.0000	\$0	\$148,907	\$148,907	\$148,907	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0.0000	\$0	\$64,720	\$64,720	\$64,720	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$254,925	\$254,925	\$88,038	\$50,228	\$50,259	\$66,400	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$59,398	\$59,398	\$54,398	\$0	\$0	\$5,000	\$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	\$529,395	\$529,395	\$34,984	\$117,127	\$363,284	\$14,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$1,096,145	\$1,096,145	\$428,847	\$167,355	\$414,543	\$85,400	

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	\$529,395

Subtotal of state or local funds included for this school | \$566,750

Signatures: (Must sign in blue ink)

Date

Principal Paula Duncan

School Site Council Chairperson Rich Diltz

EL Advisory Chairperson Shaima Sediqi

Signatures: (Must sign in blue ink)	Date
_____	_____
_____	_____
_____	_____
_____	_____
