Sheldon High School

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (lcapid: 572)

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

1. 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; 8/22/22 and 11/7/22; 1/22/23; 4/17/23 and 5/15/23
Site CTE/Academy/Pathway Meetings; Building Trades and Engineering -- 03/04/23; Ag Advisory Board Meetings -- 4/26/2023; Biotech Academy Meeting -- 9/14/2022, 3/20/23
ELAC Meetings; 10/12/2022, 02/02/2023, 4/19/23

Site needs were identified through various meeting recommendation through meetings noted above, data analysis as well as anecdotal observation. Site initiatives were drafted and approved through various meetings noted above as well as School Site Council on May 15, 2023.

### 2. Impact of LCAP and Annual Update

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

Through data analysis as well as SSC anecdotal feedback and suggestions, decisions were made to continue some services/programs or to discontinue. A specific need has been identified through analysis of student suspension and staff as well as community and SSC feedback to bring a mentor to the SHS campus to support some of our most at risk students. In addition, translation services and community outreach were also identified by both staff and community/SSC to connect parents/families/guardians with the SHS campus community and communicate the importance of school attendance through possible parent liaisons to specific cultural communities.

### Resource Inequities

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

N/A

### 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 (SiteGoalID: 6700) (DTS: 02/10/23)**

Increase overall English Language Arts (ELA) scores of met or exceeded standards on the CAASPP from 62% to 66%.

- African American students will increase from 40% met or exceeded standards to 45%
- English Learners (EL) students will increase from 11% met or exceeded standards to 16%
- Students with disabilities will increase from 11% met or exceeded standards to 16%

Increase overall Math scores of met or exceeded standards on the CAASPP from 26% to 31%.

**Very Low Category:**
- English Learner (EL) students will increase from 2% met or exceeded standards to 7%
- Students with disabilities will increase from 3% met or exceeded standards to 8%

### Low Category:
- African American students will increase from 8% met or exceeded standards to 13%
- Hispanic students will increase from 17% met or exceeded standards to 22%

Increase overall Science scores of met or exceeded standards on the CAASPP from 40% to 45%.

**Very Low Category:**
- English Learner (EL) students will increase from 2% to 7%
- Students with disabilities will increase from 9% to 14%

### Low Category:
- African American students will increase from 20% to 25% met or exceeded standards
- Hispanic students will increase from 28% to 33%

**Metric:** CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

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<table>
<thead>
<tr>
<th>Actions/Services 1.1.1</th>
<th>(SiteGoalID: 6700) (DTS: 02/10/23)</th>
</tr>
</thead>
</table>

**Targeted Student Group(s):**
- Black or African American • EL • Hispanic or Latino • SWD

**What Specific Actions/Services will you Provide to this Student Group?**
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

**How will you Progress Monitor the Implementation of Actions/Services?**
- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Evaluation Cycles in 2023-2024**
- What is working?
- What is not working and why?
- What modifications do you need to make?

**Continued Pack Time/Flex Time implementation with a focus on increasing Flex Time Intervention offerings for targeted intervention in core academic areas to improve student achievement.**

- PLC teams monitor students assessment data regularly during weekly meetings to identify what needs to be retaught/revisited
- Teachers identify students that need reteaching/intervention and
- Bi-weekly teacher collaboration/data analysis to identify material that needs to be retaught/gaps in student learning.
- Hold bi-weekly Flex Time sessions during school day.
- Teachers continue collaboration/data analysis to identify gaps moving forward.
- Administration monitor attendance/sign-up data/grade data quarterly.
- Resources needed:
  - Materials/equipment/supplies (3010)
  - Certificated time sheets (3010/$7000)
  - Enriching Students Software (7201$10,000)

Add them to their Flex Time course biweekly.
- Administration to monitor student grade data by department and subject quarterly.
- Administration to monitor student attendance/sign-up data through ES quarterly.
- Administration to monitor Flex Time offerings quarterly.
- Administration to share findings with site at Staff meeting twice per year.

<table>
<thead>
<tr>
<th>Targeted Student Group(s)</th>
<th>Actions/Services 1.1.2  (SiteGoalID: 6700)  (DTS: 04/26/23)</th>
</tr>
</thead>
<tbody>
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Provide supplemental materials, programs and services to improve CCSS instruction and student achievement.

Resources needed:
- Math:
  - TI -- 30X IIS Scientific Calculators (240) -- (3010/$3,854)

- PLC teams will monitor assessment data biweekly.
- PLC teams will share with administration twice yearly.
- Intensified Math Program (3010/$3700)
  - English:
    - Printers/printer cartridges -- (7201/$6000)
    - Texts -- (3010/$11,285)
    - Museum Field Trip -- (7201/$1700)
  - Science:
    - Electronic balances -- (7201/$3500)
    - Rocket B6/4 Engines -- (7201/$220)
    - Whiteboards (40) -- (7201/$1000)

## Actions/Services 1.1.3  (SiteGoalID: 6700) (DTS: 04/26/23)

**Targeted Student Group(s)**

- All

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**Provide opportunities to encourage student participation in academic competition.**

**Resources Needed:**

- Academic Decathalon & Mock Trial Competition Teams/Fees -- (7201/$1620)  
  (7206/$500)  
  - Certificated timesheets -- (7201/$1200)
- Science Olympiad -- certificated timesheets (3010/$2500)

- Teacher leaders will monitor student participation data as events occur.
- Teacher leaders will data with administration.
- Administration to share data with SSC when appropriate.
## Actions/Services 1.1.4  
**SiteGoalID: 6700**  
**DTS: 04/27/23**

### Targeted Student Group(s)
- Black or African American
- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- SWD
- Two or More

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- What is not working and why?  
- What modifications do you need to make? |

### Continue to provide resources to support student Senior Project completion.

**Resources needed:**
- Student financial assistance in the amount of $5000
- Senior Project certificated timesheets (7201/$9850)
- Senior Project student support fund (7201/$5000)

| | Data for how many students utilized funds will be tracked by Senior Project organizing teacher.  
| | Data will be shared with administration for review in May of 2024.  
| | Data to be shared at final SSC meeting in May 2024. |

## Actions/Services 1.1.5  
**SiteGoalID: 6700**  
**DTS: 04/27/23**

### Targeted Student Group(s)
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- Who will it be shared with and when? | - What is working?  
- What is not working and why?  
- What modifications do you need to make? |

### Continue to support literacy and increase student interest in supplemental fiction/non-fiction text by providing Library resources that appeal to our divers student population.

| | Librarian tracks student use and adjusts orders as appropriate based on student interest/data tracking student use May 2024. |

### Librarian tracks student use and adjusts orders as appropriate based on student interest/data tracking student use May 2024.
**Site Goal 1.2** (SiteGoalID: 6945) (DTS: 04/24/23)

Increase overall A-G Completion rate from 48% to 53%.

**Very Low Category:**
- English Learners (EL) students will increase from 9% to 12%
- Students with Disabilities (SWD) will increase from 2% to 5%

**Low Category:**
- African American students – increase from 21/22 of 9% -- continue to increase from 35% to 38%
- Hispanic students will increase from 35% to 38%

**Metric:** A-G Completion - Percent of Graduates Completing A-G Requirements

**Actions/Services 1.2.1** (SiteGoalID: 6945) (DTS: 04/24/23)

**Targeted Student Group(s)**
- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD • Two or More

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**How will you Progress Monitor the Implementation of Actions/Services?**
- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Provide support for VAPA course completion and extra curricular activities/competitions.**

**Resources needed:**
- Theater Workshops/Bus transportation -- (7201/$3600)

**Evaluation Cycles in 2023-2024**
- What is working?
- What is not working and why?
- What modifications do you need to make?
- Music and theater royalties -- (7201/$6000)
- Guest Accompanist & Choreographers-- (7201/$9000)
- VAPA teacher conferences -- (7201/$3000)
- Band/Choir competitions/transportation - (7201/$12600)
- NEA Memberships (7) – (7201/$840)
- Museum Field Trips (7201/$1000)
- Certificate timesheets/Arts Alive (7201/$700)
- VAPA instruments, photo supplies, sheet music, printer and sound equipment – (7201/$30,818)

**Actions/Services 1.2.2 (SiteGoalID: 6945) (DTS: 04/27/23)**

**Targeted Student Group(s)**
- Black or African American • Hispanic or Latino

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- What progress data will be collected and who will collect it?
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**Evaluation Cycles in 2023-2024**
- What is working?
- What is not working and why?
- What modifications do you need to make?

**Continue to expand AVID course enrollment and support AVID instruction.**

**Resources needed:**
- Teacher PD (7201/$4500) (7233/$7300)
- Student college visits (7201/$5000)
- Certificated timesheets (7201/$370)
- Materials, supplies & equipment (7201/$3045)
- AVID Coordinator will monitor student enrollment.
- AVID Team will monitor student achievement for all classes including AVID quarterly.
- AVID Coordinator will share data with administration yearly.
Actions/Services 1.2.3  (SiteGoalID: 6945) (DTS: 04/27/23)

**Targeted Student Group(s)**
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- EL
- Foster Youth
- Hispanic or Latino
- Low Income
- SWD
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**Provide support for core and elective instruction and student achievement.**

**Resources needed:**
- La Rasa College visit (7201/$450)
- AP Test Corrections (2700/$3600)
- World Language Summer Collaboration (7201/$7800)
- Admin will monitor enrollment in electives.
- Elective PLC's will monitor student achievement bi-weekly.

Actions/Services 1.2.4  (SiteGoalID: 6945) (DTS: 04/27/23)

**Targeted Student Group(s)**
- Black or African American
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- Foster Youth
- Hispanic or Latino
- Low Income
- SWD
- Two or More

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What is not working and why?  
What modifications do you need to make? |

**Continue to encourage AP Enrollment and subsidize AP**
- AP Coordinator will monitor number of students utilizing...
testing fees for identified student populations.

Resources needed:

- AP Financial Assistance in the amount of $14,000 (7201)
- AP Teacher PD/Training (7218/$5000)

assist ance for future projection of dollars needed.

Site Goal 1.3  (SiteGoalID: 6961) (DTS: 04/27/23)

Continue to increase overall CTE pathway completion from 25% to 30%.

Very Low Category:

- African American students increase pathway completion from 9% to 14%
- English Learners (EL) students increase pathway completion from 5% to 10%

Low Category:

- Hispanic students increase pathway completion from 14% to 19%
- SED students increase pathway completion from 15% to 19%

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Actions/Services 1.3.1  (SiteGoalID: 6961) (DTS: 04/27/23)

Targeted Student Group(s)

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

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Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

Continue to stimulate student interest in CTE pathway options and completion by

- CTE pathway completion data reviewed yearly by both CTE
offering project based learning opportunities.

Continue to offer students access to develop CSTEM Software Design Pathway by providing funding for:

- CSTEM Curriculum license $1000
- Software for 2 classroom including teacher work stations $770
- Teacher release days $2960
- CSTEM Workshop for 3 teachers $1500
- Summer teacher collaboration days $1500

Provide funding for CTE materials, supplies & equipment:

- Wood fasteners, paint, glue (7235/$3200)
- VEX Robotic Parts and hardware & competition kits (7235/$7700) (7201/$1000)
- 3D Printer & low power laser engraver (7201/$3000)
- Drill press, arbor press, metal cutting saw, dial calipers and misc. hand tools (7235/$2500)
- Document plotter (7201/$2500)
- Hughes Hardwood (7235/$12000)

Offer Extracurricular CTE options:

- Cyber Patriot registration for 5 teams (7201/$875)
- Cyber Patriot materials &7201/$400)

Provide collaboration opportunities for CTE teachers:

- Summer collaboration day for 3 teachers (7201/$1500)
- Release days (4) (7201/$2960)

CTE pathway completion data shared with SSC.
### Site Goal 1.4  
(SiteGoalID: 6963) (DTS: 04/27/23)

Increase English Learner (EL) student progress towards English Proficiency from 44.3% to 49%.  
Increase English Learner (EL) Reclassification from 8.9% to 14%.

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

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### Actions/Services 1.4.1  
(SiteGoalID: 6963) (DTS: 04/27/23)

**Targeted Student Group(s)**

- EL

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  - What modifications do you need to make? |

**Provide support for and expand EL instruction and student achievement.**

**Resources needed:**

- FTE for EL Math Sections (will add specific amount when this is solidified)  
- .167 FTE for ELPAC Coordination  
- Certificated timesheets  
  - Site EL Team/PLCCollaboration meetings  
- Materials, supplies & equipment  
  - ELAC Refreshments  
- Teacher PD opportunities

- Math grades, CAASPP scores will be monitored by EL/Math team.  
- Secondary Traditional EL/RFEP Monitoring twice yearly, October/November & March/April 23/24.  
- The EL Coordinator will monitor the effectiveness of the new monitoring system.
<table>
<thead>
<tr>
<th>Funding Sources for District Goal 1</th>
<th>Amount</th>
<th>Description of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Competitions (7206/0000)</td>
<td>$500</td>
<td>Certificated- Timesheets</td>
</tr>
<tr>
<td>AP Recruitment (7225/0000)</td>
<td>$1000</td>
<td>Contracts/Services/Subscriptions</td>
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<td>AVID (7233/0000)</td>
<td>$7300</td>
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<td>CTE (7235/0000)</td>
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<td>EL Supplemental (7250/0000)</td>
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<td>Visual &amp; Performing Arts (VAPA) (7450/0000)</td>
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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 (SiteGoalID: 6840) (DTS: 01/01/10)**

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

**Metric:** Test Participation Rate on Districtwide Assessments
### Actions/Services 2.1.1  (SiteGoalID: 6840) (DTS: 03/31/23)

#### Targeted Student Group(s)
- All

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• What is not working and why?  
• What modifications do you need to make? |

Provide teacher collaboration time to utilize Illuminate for assessment and data analysis.

**Resources Needed:**
Certificated timesheets (3010/$10000)

### Actions/Services 2.1.2  (SiteGoalID: 6840) (DTS: 05/12/23)

#### Targeted Student Group(s)
- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD • Two or More

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| • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.  
• Actions and Services should be step by step in a chronological order.  
• Actions and Services should remove barriers and implement changes. | • Assessment creation/upload data monitored through subject specific PLC throughout the year.  
• Administration to monitor number of assessments through illuminate by department yearly. | • What is working?  
• What is not working and why?  
• What modifications do you need to make? |

Continue to implement the PLC model; provide funding for certificated staff to attend subject specific and PLC professional learning opportunities.

**Resources needed:**
Administration attendance at PLC meetings.  
Walk-throughs  
Formal observations
## Funding Sources for District Goal 2

<table>
<thead>
<tr>
<th>Description of Use</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
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<td>Contracts/Services/Subscriptions</td>
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<td>Certificated- Timesheets</td>
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<tr>
<td>Contracts/Services/Subscriptions</td>
<td>$15823</td>
</tr>
</tbody>
</table>

## District Strategic Goal 3:

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

## District Needs and Metrics 3:

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

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

## Site Goal 3.1  (SiteGoalID: 6692) (DTS: 02/10/23)

School climate will promote a safe, respectful and inclusive environment that encourages student engagement. Goal is to reduce suspension rates overall for targeted sub groups by the following percentages:

- **21/22 Suspension Rate Data:**
  - All students 5.5%;
  - African American students 39%;
  - Hispanic students 19.6%;
  - Students with Disabilities 21%
- **22/23 (Q1-Q3) Suspension Rate Data:**
  - All Students 4/6%;
  - African American students 37%;
  - Hispanic students 33%;
  - Students with Disabilities 29% (Will add Q4 data after school year is complete along with goal for reduction of 2%)
* GOAL: All Students reduce suspensions to 4%; African American students reduce suspensions to 34%; Hispanic students reduce suspensions to 30%; Students with Disabilities reduce suspensions to 25%

**Metric:** Suspension Rate: Percent of Students Suspended

### Actions/Services 3.1.1  (SiteGoalID: 6692)  (DTS: 02/10/23)

**Targeted Student Group(s)**  
- Black or African American  
- Hispanic or Latino  
- SWD

<table>
<thead>
<tr>
<th>What Specific Actions/Services will you Provide to this Student Group?</th>
<th>How will you Progress Monitor the Implementation of Actions/Services?</th>
<th>Evaluation Cycles in 2023-2024</th>
</tr>
</thead>
</table>
| - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.  
- Actions and Services should be step by step in a chronological order.  
- Actions and Services should remove barriers and implement changes. | - What progress data will be collected and who will collect it?  
- How often and when will it be collected?  
- Who will it be shared with and when? |  
- What is working?  
- What is not working and why?  
- What modifications do you need to make? |

1. Implement a mentorship program that will be integrated into our CRASH program and will coordinate with Intervention Counselor as well as R3 (Restorative) Counselor to work with our African American, Hispanic and Students With Disabilities on a weekly basis, a minimum of once per week. Mentorship/activities will include monitoring of academics, attendance, discipline, general life skills guidance, communication/collaboration with families.

- **Smedberg Middle School:**  
  - Week of May 8th: Present to Smedberg students selected by Smedberg Administration and Counseling. Provide applications due the last Friday of May.

- Monthly, the Program Administrator will run program participant's academic, attendance and discipline data to review with the Administrative team and counseling/mentor team.
- Administration teams will be tasked with surveying participants and their guardian/parents to gauge effectiveness.
- Program will report progress at staff meetings each semester.
- Program will report program progress at the School Site Council meeting twice during the year.

<table>
<thead>
<tr>
<th>Q1 --</th>
<th>Q2 --</th>
<th>Q3 --</th>
<th>Q4 --</th>
</tr>
</thead>
</table>
- Week of May 29th:  
  Review SMS applications – communicate with students and families regarding CRASH Summer Session to be held in July for 5 days for incoming CRASH students.

- Sheldon High School:
  - First Week of May 2023 -- Define program criteria that includes suspension, academic and attendance data to identify focus students currently enrolled at SHS.
  - Second Week of May 2023 -- Outline MTSS referral process for current SHS students for following school year.
  - Mentor to meet with students identified and referred as it happens and provide application.
  - Beginning the week of August 14th: send out survey for additional data tracking to teachers of CRASH students for baseline. Survey to be repeated mid quarter and quarter end.
  - Pre-service: Introduce CRASH Program, purpose, objectives and expectations at staff meeting
  - Schedule monthly monitoring meetings with site admin lead to review data progress.
  - Program staff will engage students at lunch.

- Resources needed:
  - 1 FTE Intervention Counselor (3010/$175,000)
  - R3 FTE (Restorative room) (3010/$80,000)
  - Mentor Tyler McClure (3010/$70,000)
## Actions/Services 3.1.2  (SiteGoalID: 6692) (DTS: 05/09/23)

### Targeted Student Group(s)

<table>
<thead>
<tr>
<th>What Specific Actions/Services will you Provide to this Student Group?</th>
<th>How will you Progress Monitor the Implementation of Actions/Services?</th>
<th>Evaluation Cycles in 2023-2024</th>
</tr>
</thead>
</table>
| - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.  
- Actions and Services should be step by step in a chronological order.  
- Actions and Services should remove barriers and implement changes. | - What progress data will be collected and who will collect it?  
- How often and when will it be collected?  
- Who will it be shared with and when? | - What is working?  
- What is not working and why?  
- What modifications do you need to make? |

Continue to 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.

**Resources needed:**

- PBIS/TealTV Director timesheets – (7201/$10500)
- PBIS Signage/tickets – (7201/$6000)
- TealTV equipment/supplies/software licenses (7201/$10803)  
  (7440/$1000)
- Motivational speakers (7201/$5400)
- Certificated timesheets/freshman orientation (7201/$1100)

- Student culture & climate data will be analyzed yearly.

### Funding Sources for District Goal 3

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description of Use</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>
## 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  (SiteGoalID: 6693)  (DTS: 02/10/23)

**Increase overall student attendance rates from 93.7% to 95%**

**Very low category:**
- Homeless students will increase from 79.5% to 85%.
- Foster Youth will increase from 85.3% to 90%.

**Low Category:**
- African American students will increase from 92.2% to 97%.
- Students with disabilities (SWD) will increase from 89.1% to 94%.
- English Learners will increase from 92.7 to 97%.

**Reduce Chronic Absenteeism overall from 20.8% to 15.8%**

**Very High Category:**
- Foster Youth students will decrease chronic absenteeism from 50% to 45%
- Homeless students will decrease chronic absenteeism from 47.4% to 42%

**High Category:**
- Students with disabilities (SWD) will decrease chronic absenteeism from 39.1% to 35%
- American Indian will decrease chronic absenteeism from 38.9% to 34%.
- Hispanic students will decrease chronic absenteeism from 27.6% to 23%.

### Metric: Attendance Rate

<table>
<thead>
<tr>
<th>Actions/Services 4.1.1  (SiteGoalID: 6693) (DTS: 02/10/23)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Student Group(s)</strong></td>
</tr>
<tr>
<td>• Black or African American • EL • Foster Youth • Low Income • SWD • Two or More</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Specific Actions/Services will you Provide to this Student Group?</th>
<th>How will you Progress Monitor the Implementation of Actions/Services?</th>
<th>Evaluation Cycles in 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actions and Services are a &quot;micro strategic plan&quot; within the Site LCAP to address root causes.</td>
<td>• What progress data will be collected and who will collect it?</td>
<td>• What is working?</td>
</tr>
<tr>
<td>• Actions and Services should be step by step in a chronological order.</td>
<td>• How often and when will it be collected?</td>
<td>• What is not working and why?</td>
</tr>
<tr>
<td>• Actions and Services should remove barriers and implement changes.</td>
<td>• Who will it be shared with and when?</td>
<td>• What modifications do you need to make?</td>
</tr>
</tbody>
</table>

**Continue to implement student/family visits over the summer to encourage and communicate the importance of student attendance utilizing the following:**

- FACE office attendance resources
- Possible parent liaisons to work with specific cultures.
- Summer Porch/Zoom visits with specifically identified students/families/guardians
- SOAII to continue to make parent/guardian phone calls when students are out to verify attendance as well as communicate importance of school attendance.
- Program administrator to monitor student attendance
  - Issue detentions when appropriate
  - Meet with students/families/guardians when appropriate

**Resources needed:**

- Administration will analyze Power BI attendance data as well as Synergy attendance data, if needed -- quarterly.
- Progress data will be shared with staff through staff meetings each quarter.
- SOAI position supplementation to creat full time positions:
  - SOAI .41FTE (7201/$33,000)
  - SOAI timesheet 3 hour & 45 minutes/daily (3010/$16500)
- Program Administrator
- FACE office support
- Parent liaisons to specific cultural communities (3010/$10000 Classified subs/parent liaisons)

This initiative will be fleshed out as admin/site completes planning faze for 23/24 school year.

---

**Site Goal 4.2  (SiteGoalID: 6974)  (DTS: 04/28/23)**

**Increase percentage of opportunities for parent involvement overall from 86% to 91%.

**Very Low Category:**

- Two or more community will increase from 77% to 82%
- Hispanic community will increase from 79% to 84%

**Low Category:**

- African American community will increase from 86% to 915
- White community from 81% to 86%

**Metric:** Parents indicating opportunities for parent involvement

---

**Actions/Services 4.2.1  (SiteGoalID: 6974)  (DTS: 04/28/23)**

**Targeted Student Group(s)**

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

**What Specific Actions/Services will you Provide to this Student Group?**

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.

**How will you Progress Monitor the Implementation of Actions/Services?**

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?
<table>
<thead>
<tr>
<th><strong>Implement community liaisons to reach out to specific cultural communities to connect them to the SHS campus and staff.</strong></th>
<th><strong>What progress data will be collected and who will collect it?</strong>&lt;br&gt;<strong>How often and when will it be collected?</strong>&lt;br&gt;<strong>Who will it be shared with and when?</strong></th>
<th><strong>Parent input in decision making survey data to be analyzed yearly by administration.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2023</strong></td>
<td></td>
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</tr>
<tr>
<td>• Program Administrator to reach out to EL teachers/counselor/front office staff/fellow administrators to identify possible candidates for parent liaison positions.</td>
<td></td>
<td></td>
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<tr>
<td>• Program administrator to contact possibly parent liaison candidates.</td>
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<tr>
<td>• Program Administrator to meet with Liaisons to identify goals and solicit feedback on how goals might be achieved within the different communities. Create blueprint.</td>
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<tr>
<td>• Implement blueprint.</td>
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<tr>
<td><strong>Resources needed:</strong></td>
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</tr>
<tr>
<td>• Timesheets for parent liaison staff to support various identified communities (3010/$10502)</td>
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<tr>
<td><strong>Invite speakers/presenters to present to parent community to engage/educate them about current issues affecting their students and community.</strong></td>
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<tr>
<td><strong>Resources Needed:</strong></td>
<td></td>
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</tr>
<tr>
<td>• Speakers/presenters (3010/$15000)</td>
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</tr>
<tr>
<td>Funding Sources for District Goal</td>
<td>Amount</td>
<td>Description of Use</td>
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<tr>
<td>Supplemental/Concentration</td>
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<table>
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<tr>
<th>Funding Source Summary for All District Goals</th>
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<td>Fund Source</td>
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<tr>
<td>Description of Use</td>
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<td>District Goal 1</td>
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<td>Academic Competitions (7206/0000)</td>
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<td>AP Recruitment (7225/0000)</td>
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<td>Title I – Basic (4900/3010)</td>
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</table>
Visual & Performing Arts (VAPA)(7450/0000)  Materials/Supplies/Equipment  $15000  $15000

**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) | 2023-2024

#### EGUSD Strategic Goals

<table>
<thead>
<tr>
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</tbody>
</table>

**Signatures:** (Must sign in blue ink)

**Principal**

Paula Duncan

**School Site Council Chairperson**

Monica Aguilar

**EL Advisory Chairperson**

Natalia Cuellar