



## Sheldon High School

# Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673143430618

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

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

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

## Goal Setting

### State Priorities

**Conditions of Learning:**

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

**Pupil Outcomes:**

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

**Engagement:**

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

### Strategic Goals

**Goal 1: High-Quality Classroom Instruction and Curriculum**

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

**Goal 2: Assessment, Data Analysis, & Action**

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

**Goal 3: Wellness**

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

**Goal 4: Family and Community Engagement**

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

### Stakeholder Engagement

<p><b>Involvement Process for LCAP and Annual Update</b></p> <hr/> <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Stakeholders were engaged through multiple methods:</p> <ul style="list-style-type: none"> <li>• LCAP Needs Analysis Survey</li> <li>• EGUSD Parent Survey</li> <li>• EGUSD Social Emotional Learning and Culture/Climate Student/Staff Survey</li> <li>• SHS Staff Culture and Climate Survey</li> <li>• Sheldon High School School Site Council; 8/19/19 and 11/4/20; 1/13/20; 4/20/20 and 5/26/2020</li> <li>• Site CTE/Academy/Pathway Meetings; Building Trades and Engineering -- 10/10/19; Ag Advisory Board -- 9/15/19; Biotech Academy Meeting -- 8/28/19; Community of Practice Optic Self-Assessment (Coding) for 2018/2019</li> <li>• ELAC Meetings; 9/10/19, 1/22/20, 4/27/2020</li> </ul> <p>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 April 20th, 2020.</p>
<p><b>Impact of LCAP and Annual Update</b></p> <hr/> <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Decisions were made through analysis of data through the following:</p> <ul style="list-style-type: none"> <li>• LCAP Needs Analysis Survey – Analyzed through Administration, Leadership, Staff Meetings</li> <li>• SHS Staff Culture and Climate Survey – Analyzed through Administration, Leadership and Staff Meetings</li> <li>• A-G Completion Rates – Analyzed through Administration, Leadership and Department Meetings</li> <li>• College and Career Readiness on California Dashboard -- Analyzed through Administration, Leadership</li> <li>• Student Grades – Analyzed through Department, PLC/Grade Level Teams</li> <li>• Department Common Assessment Data – Analyzed through PLC/Grade Level Teams</li> <li>• Attendance/Chronic Absenteeism Data – Analyzed through Administration and Leadership Meetings</li> <li>• AP Enrollment Data -- Analyzed through Administration and Leadership Meetings</li> <li>• CAASPP Data -- Analyzed through Administration, Leadership, Staff Meetings, Department and PLC/Grade Level Team</li> <li>• ELPAC Data – Analyzed through EL PLC</li> <li>• EL Redesignation Data – Analyzed by EL PLC</li> <li>• PBIS Tiered Fidelity Inventory – Analyzed by the PBIS, Admin and Site LeadershipTeam</li> <li>• Suspension Data -- Analyzed through Administration and Leadership meetings</li> </ul> <p>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. Data was also shared with SSC, ELPAC, Academies/Pathways. Members processed data and made recommendations for LCAP expenditures based on District and Site goals.</p>

As 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.

NA

**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

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

**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. <ul style="list-style-type: none"> <li>• Math supplemental handouts -- Print Shop</li> <li>• Science supplemental materials (Science World) and handouts -- Print Shop</li> <li>• Social Science -- DBQ Project Binder to support student writing</li> </ul>	1. <ul style="list-style-type: none"> <li>• Research shows that clear learning goals help students learn better and give students an understanding of what they are supposed to learn and what their work should look like (Seidel, Rimmele, &amp; Prenzel, 2005).</li> <li>• UNESCO International Bureau of Education, "Supplementary Learning and Teaching Materials", Learning Portal, March 29, 2018, <a href="https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/supplementary-learning-and-teaching">https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/supplementary-learning-and-teaching</a></li> </ul>	1. Department Common Assessment Data <ul style="list-style-type: none"> <li>• CAASPP Scores/Math/Science</li> <li>• College &amp; Career Preparation</li> <li>• A-G Completion Rates</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8100	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>All • School-wide</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Continue to increase access to technology in the classroom.</p> <ul style="list-style-type: none"> <li>Numerous Chromebook carts have been "retired" as they are no longer supported by Google so they must be replaced.                             <ul style="list-style-type: none"> <li>Chromebooks/Cart for:                                     <ul style="list-style-type: none"> <li>Social Science</li> <li>World Language</li> <li>EL</li> </ul> </li> <li>Visual &amp; Performing Arts:                                     <ul style="list-style-type: none"> <li>Mounted T.V. Screens, including site modification cost -- \$6500.00</li> <li>Projectors/mounted in classrooms</li> </ul> </li> <li>Physical Education:                                     <ul style="list-style-type: none"> <li>VOLT App for students to personalize and progress in their workout plan during DL</li> </ul> </li> </ul> </li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Richmond, Aaron, S. and Troisi, Jordan D., "Technology in the Classroom: What the Research Tells Us", Inside Higher ED, December 12, 2018, , <a href="https://www.insidehighered.com/digital-learning/views/2018/12/12/what-research-tells-us-about-using-technology-classroom-opinion">https://www.insidehighered.com/digital-learning/views/2018/12/12/what-research-tells-us-about-using-technology-classroom-opinion</a></li> </ul>	<p>1. LCAP Needs Analysis survey results</p> <ul style="list-style-type: none"> <li>Monitor Chromebook to student ratio</li> <li>Monitor number of classrooms with working technology</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$48648	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>All • School-wide</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Support literacy and increase student interest in supplemental fiction/non fiction text by providing Library resources that appeal to our diverse student population:</p> <ul style="list-style-type: none"> <li>Library Books</li> <li>Library Materials</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>Nielen, Thijs M. J., and Adriana G. Bus. "Enriched School Libraries: A Boost to Academic Achievement." AERA Open, vol. 1, no. 4, Jan. 2015. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&amp;AuthType=cookie,ip,uid,url&amp;db=eric&amp;AN=EJ1194660&amp;site=ehost-live.</li> <li>1McGilvray, Jessica, "Provide Dedicated Funding for Effective School Library programs in Elementary and Secondary Education Act", American Library Association, 2018, <a href="http://www.ala.org/everyday-advocacy/sites/ala.org.everyday-advocacy/files/content/nlld-15-issue-briefs.pdf">http://www.ala.org/everyday-advocacy/sites/ala.org.everyday-advocacy/files/content/nlld-15-issue-briefs.pdf</a></li> </ul>	<p>1. Library Circulation Data</p> <ul style="list-style-type: none"> <li>CAASPP ELA Scores</li> </ul>

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

**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, especially SEL, participation in academic competition to support Math, Science, and English for a-g completion. <ul style="list-style-type: none"> <li>• Mathletes, CML Monthly Contests, Annual AMC Math Contest</li> <li>• Science Olympiad</li> <li>• Science Showcase</li> <li>• Academic Decathlon</li> </ul>	1. <ul style="list-style-type: none"> <li>• Neubert, Josh, "10 Ways Competitions Enhance Learning", Insittute of Competition Sciences, July 45,2016  <a href="https://www.cometitionsciences.org/2016/07/04/10-ways-competitions-enhance-learning/">https://www.cometitionsciences.org/2016/07/04/10-ways-competitions-enhance-learning/</a></li> </ul>	1. A-G Completion Rates <ul style="list-style-type: none"> <li>• College &amp; Career Readiness</li> <li>• CAASPP Math and Science Data</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$6220	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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 19% to 22%  
 AP Exam pass rate of 3% from 27% to 30%  
 A-G Completion rate increase of 3% from 44% to 48%  
 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. 2. Cyber Patriot registration 3. CTE Technology <ul style="list-style-type: none"> <li>◦ Linkbot Super Kit</li> </ul> 4. Equipment/Materials/Components 5. Robotics Competition/Transportation/equipment <ul style="list-style-type: none"> <li>◦ Sphero education pack</li> </ul> 6. Industrial Arts Equipment maintenance and repair 7. Industrial Arts supplies 8. AG consumable, instructional equipment 9. Biotech hot plates, microscopes 10. Code consumables, materials	1. <ul style="list-style-type: none"> <li>• Cyberpatriot participants are far more likely to pursue 4-year higher education than their peers. 3,396 of the 4,618 respondents wer still enrolled in high school or an equivalent program at the time thof the survey. 95.6% of these currently enrolled respondents indicated their intention to pursue a 4-year higher education program (87.3%) or a 2-year higher education program (8.3%) after receiving their high school diploma. By comparison, according to the Bureau of Labor Statistics, only 66.7% of American students who entered college the following fall, only 44% enrolled in 4-year institutions. 2,257 of the uscyberpatriot.org</li> <li>• 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</li> </ul>	1. CTE Sequence Completion <ul style="list-style-type: none"> <li>• Internship and Industry Specific Opportunities                             <ul style="list-style-type: none"> <li>◦ All activities will be recorded in site's WBL log</li> </ul> </li> </ul>

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](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)	\$1625	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$4200	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$10180	Materials/Supplies/Equipment	Edit	Delete
CTE (7235/0000)	\$34000	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 SEL student exam pass rates by offering: <ul style="list-style-type: none"> <li>• AP Exam Financial Assistance</li> <li>• AP/Honors tutoring/test correction through extended day funding</li> </ul>	1. <ul style="list-style-type: none"> <li>• Warne, Russell, T., "Research on the Academic Benefits of the Advanced Placement Program, Taking Stock and Looking Forward", SAGE Journals, January 1, 2017, <a href="https://journals.sagepub.com/doi/full/10.1177/2158244016682996">https://journals.sagepub.com/doi/full/10.1177/2158244016682996</a></li> <li>• Grünh, Daniel &amp; Cheng, Yanhua. (2014). A Self-Correcting Approach to Multiple-Choice Exams Improves Students' Learning. Teaching of Psychology. <a href="https://www.researchgate.net/publication/278144935_A_Self-Correcting_Approach_to_Multiple-Choice_Exams_Improves_Students'_Learning">https://www.researchgate.net/publication/278144935_A_Self-Correcting_Approach_to_Multiple-Choice_Exams_Improves_Students'_Learning</a></li> </ul>	1. AP Exam Pass Rates

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$12603	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. <ul style="list-style-type: none"> <li>• <u>VAPA</u></li> <li>• Adobe Print Shop License</li> <li>• Final Draft Subscription                             <ul style="list-style-type: none"> <li>◦ Film as Lit</li> </ul> </li> </ul>	1. Examining the Role of Active Student Engagement in high School Arts Courses, Nichols, Walden University 2015 <ul style="list-style-type: none"> <li>• 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</li> </ul>	1. A-G Completion Rates <ul style="list-style-type: none"> <li>• College &amp; Career Readiness</li> <li>• CAASPP Scores</li> <li>• Industrial Arts/Wood Shop Project</li> </ul>

<ul style="list-style-type: none"> <li>Commercial Grade Trimmer</li> <li>Supplemental Sheet Music</li> <li>Musical Royalties</li> <li>Instrument Cleaning/Repair</li> <li>Musical Instruments</li> <li>Piano Accompanist</li> <li>HP Laser Jet M507 + cable</li> <li>Toner Cartridges -- English</li> <li>Colored Printer -- Photo</li> <li>Visual Art Supplies</li> </ul> <ul style="list-style-type: none"> <li><u>Science</u>:</li> <li>Science Glassware: culture tubes/ petri dishes, HASPI set, electronic balances</li> </ul> <ul style="list-style-type: none"> <li><u>Industrial Arts</u>:</li> <li>Industrial Arts/equipment/lumber</li> </ul> <ul style="list-style-type: none"> <li><u>AVID</u></li> <li>Materials and Supplies</li> </ul>	<p>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 &amp; Daniel H. Bowen – Brookings).</p> <ul style="list-style-type: none"> <li>Viadero, Debra, "Exercise Seen as Priming Pump for Students' Academic Strides", Education Week, 2008, <a href="https://www.edweek.org/ew/articles/2008/02/13/23exercise_ep.h27.html?tmp=1797071541">https://www.edweek.org/ew/articles/2008/02/13/23exercise_ep.h27.html?tmp=1797071541</a></li> <li>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</li> <li>Vega, Vanessa, "Project-Based Learning Research Review", December 1, 2015 edutopia</li> <li>"Why Community Involvement in Schools is Important." Pride Surveys, Pride Surveys, 6 May 2016, <a href="http://pridesurveys.com/index.php/blog/community-involvement-in-schools/">pridesurveys.com/index.php/blog/community-involvement-in-schools/</a>. Accessed 19 Feb. 2020. "How Scoring Tests with Rubrics Helps Students Succeed." Teachnology, Teachnology, Inc., 2020. <a href="http://teach-nology.com/currenttrends/alternative_assessment/rubrics/">teach-nology.com/currenttrends/alternative_assessment/rubrics/</a>. Accessed 20 Feb. 2020. "Grading and Reporting for Educational Equity." Great Schools Partnership, Great Schools Partnership, 2020. <a href="http://greatschoolspartnership.org/proficiency-based-learning/grading-reporting/">greatschoolspartnership.org/proficiency-based-learning/grading-reporting/</a>. Accessed 20 Feb. 2020.</li> </ul>	<p>Completion Rates</p>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$16745	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$15654	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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?
<p>1. Provide opportunities for extra-curricular activities to support core subjects.</p> <ul style="list-style-type: none"> <li>Equitas/Civic Field Trip</li> <li>Lenea Festival</li> <li>Oregon Shakespeare Festival</li> <li>Adjudication Fees</li> <li>Certificated substitutes</li> </ul>	<p>1. 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. <a href="https://www.sciencedaily.com/releases/2014/10/141016165953.htm">https://www.sciencedaily.com/releases/2014/10/141016165953.htm</a></p>	<p>1. A-G Completion Rates</p> <ul style="list-style-type: none"> <li>College &amp; Career Readiness</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$9100	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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.  
 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. <ul style="list-style-type: none"> <li>• CABC Conference</li> <li>• GLAD Training</li> <li>• EL Supplies</li> <li>• EL Site Team</li> <li>• EL Curriculum &amp; Assessment (ELPAC ELA, CAASPP)</li> <li>• District Translation Services</li> </ul>	1. <ul style="list-style-type: none"> <li>• 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 &amp; Information, The Regents of the University of California, 2016, <a href="https://files.eric.ed.gov/fulltext/ED570911.pdf">https://files.eric.ed.gov/fulltext/ED570911.pdf</a></li> </ul>	1. Redesignation Data <ul style="list-style-type: none"> <li>• ELPAC Scores</li> </ul>

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$6618	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$1600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$3869	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="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. <ul style="list-style-type: none"> <li>• .167 FTE for EL Coordinator</li> <li>• Certificated time sheets for ELPAC/EGMAP testing and RFEP monitoring</li> </ul>	1. <ul style="list-style-type: none"> <li>• 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 &amp; Information, The Regents of the University of California, 2016, <a href="https://files.eric.ed.gov/fulltext/ED570911.pdf">https://files.eric.ed.gov/fulltext/ED570911.pdf</a></li> </ul>	1. ELPAC Scores <ul style="list-style-type: none"> <li>• Redesignation Data</li> </ul>

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$33550	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>



**Actions/Services 1.3.3**

**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. <ul style="list-style-type: none"> <li>• Organize communication methods utilizing student letters home as well as ELAC representative volunteers to reach non-English speaking parents/guardians.</li> <li>• Arrange for translators to attend site ELAC and Redesignation ceremonies to provide translation for parent/guardians.</li> <li>• Supplies</li> </ul>	1. Breiseth, Lydia; Robertson, Kristina; Lafond, Susan, "Encouraging and Sustaining ELL Parent Engagement, Colorin Colorado, 2015, <a href="http://www.colorincolorado.org/article/encouraging-and-sustaining-ell-parent-engagement">http://www.colorincolorado.org/article/encouraging-and-sustaining-ell-parent-engagement</a>	1. Parent (EL) participation data <ul style="list-style-type: none"> <li>• LCAP Needs Survey</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7250/0000)	\$440	Materials/Supplies/Equipment	Edit	Delete

**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)

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

**Site Goal 2.1**

Increase the opportunities and number of staff who participate in staff development and collaborative planning 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.

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?

<p>1. Provide funding for subject specific professional learning opportunities for teachers.</p> <ul style="list-style-type: none"> <li>CSLA -- Library PD</li> <li>National Economic &amp; Financial Literacy Conference</li> <li>Jump Start Conference</li> <li>CETA</li> <li>AVID</li> </ul>	<ul style="list-style-type: none"> <li>Killion, Joeleen, "High-quality collaboration benefits teachers and students", Learning Forward, October 2015, <a href="https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf">https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf</a></li> <li>Meyer, Leila, "Report: High Functioning Professional Learning Communities Support Student Achievement", The Journal, October 2016, <a href="https://thejournal.com/articles/2016/10/24/report-high-functioning-professional-learning-communities-support-student-achievement.aspx">https://thejournal.com/articles/2016/10/24/report-high-functioning-professional-learning-communities-support-student-achievement.aspx</a></li> </ul>	<p>1. Administration will monitor Social Science Department work products that are outcomes of Conference attendance. (If conferences are a go this summer.)</p>
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Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$7166	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.2**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>All</li> <li>Low Income</li> <li>School-wide</li> </ul>
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide resources/funding/opportunities/education for the continued development of the PLC model, i.e. -- the continued development of common formative, interim, and summative assessments to drive data informed instruction.</p> <ul style="list-style-type: none"> <li>Professional Development in the implementation of the PLC model through Solution Tree</li> <li>English Collaboration/planning Days</li> <li>Health Summer Planning -- New Curriculum</li> <li>Math Summer collaboration/planning days</li> <li>Science Collaboration Release Days (NGSS)</li> <li>Social Science Collaboration &amp; Release Days</li> <li>World Language Summer Collaboration &amp; Release Days</li> <li>Certificated substitutes</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>Learning Forward, The Professional Learning Association, "Learning Communities", <a href="https://learningforward.org/standards/learning-communities">https://learningforward.org/standards/learning-communities</a></li> <li>National High School, "Successful K-12 Transitions Through Vertical and Horizontal Articulation", College &amp; Career Readiness &amp; Success at American Institutes for Research, October 2011, <a href="https://ccrcenter.org/blog/successful-k-12-transitions-through-vertical-and-horizontal-articulation">https://ccrcenter.org/blog/successful-k-12-transitions-through-vertical-and-horizontal-articulation</a></li> </ul>	<p>1. Administration attendance at department/grade level/PLC meetings, walk-throughs</p> <ul style="list-style-type: none"> <li>Teacher Surveys</li> <li>LCAP Needs Survey</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$17010	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.3**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>All</li> <li>School-wide</li> </ul>
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Provide resources/technology for timely academic student feedback as identified in LCAP Needs Analysis.</p> <ul style="list-style-type: none"> <li>Turnitin License for immediate feedback on student writing assignments</li> </ul>	<p>1.</p> <ul style="list-style-type: none"> <li>Jones, Karl "Practical issues for academics using the Turnitin plagiarism detection software" Research Gate, 01/01/2008</li> </ul>	<p>1. CAASP ELA</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 3:</b> All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b> Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**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:

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

3.1.2

- 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**

<b>Principally Targeted Student Group</b>		
• 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?
<p>1. Provide resources/training/materials for the continued implementation of the P/BIS model to support positive/productive school culture, and student as well as staff interactions.</p> <ul style="list-style-type: none"> <li>• PBIS postcards, stamps</li> <li>• PBIS supplies and equipment</li> </ul>	<p>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</p>	<p>1. School Climate Data</p> <ul style="list-style-type: none"> <li>• PBIS Tiered Fidelity Inventory</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$7000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="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. <ul style="list-style-type: none"> <li>• 1.00 GRIT/Intervention Restorative Classroom</li> <li>• 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.</li> </ul>	1. <ul style="list-style-type: none"> <li>• Fronius, Trevor, et. al., "Restorative Justice in U.S. Schools: A Research Review", WestEd Justice and Prevention Research Center, February 2016,</li> <li>• CDE, "The Role of Character Education in Public Schools", 2019, California Department of Education, <a href="https://www.cde.ca.gov/is/yd/ce/chartered.asp">https://www.cde.ca.gov/is/yd/ce/chartered.asp</a></li> <li>• American School Counselor Association, "Empirical Research Studies Supporting the Value of School Counseling", <a href="https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf">https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf</a></li> </ul>	1. GRIT Data <ul style="list-style-type: none"> <li>• Site home suspension data</li> <li>• Site on-campus suspension data</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$221000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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

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

**Site Goal 4.1**

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

4.1.1

- 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

- 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. <ul style="list-style-type: none"> <li>• SOA II/Attendance</li> <li>• Classified substitutes</li> <li>• 1.2 Teacher-in-Charge</li> </ul>	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)	\$110000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$43150	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

Principally Targeted Student Group
<ul style="list-style-type: none"> <li>• School-wide</li> </ul>

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. Develop more CTE opportunities and relationships with community partners.	<ul style="list-style-type: none"> <li>• Wood, Lacy; Bauman, Emily, "How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform", NME Education Foundation, February 2017, <a href="https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&amp;ext=.pdf">https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&amp;ext=.pdf</a></li> </ul>	1. Community services hours <ul style="list-style-type: none"> <li>• Partnerships and Internships</li> <li>• Community participation and feedback on school events</li> <li>• Senior Project community feedback -- each year well over 100 members of our local community volunteer their time to judge Senior Project presentations.</li> </ul>

Funding Source	Amount	Description of Use		

**Actions/Services 4.1.3**

Principally Targeted Student Group
<ul style="list-style-type: none"> <li>• All</li> <li>• School-wide</li> <li>• SWD</li> </ul>

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. <ul style="list-style-type: none"> <li>• "Welcome Back Celebration when school resumes as suggested by SSC, which might include Visual &amp; Performing Arts, BBQ, activities, speaker with goal of including families/guardians/community.</li> <li>• Freshman Orientation &amp; Handbook</li> <li>• Speakers</li> <li>• Parent Liaison</li> </ul>	1. Wood, Lacy; Bauman, Emily, "How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform", NME Education Foundation, February 2017, <a href="https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&amp;ext=.pdf">https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&amp;ext=.pdf</a>	1. EGUSD Parent survey <ul style="list-style-type: none"> <li>• LCAP Needs Survey</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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 2020 - 2021**

**IV. 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	
<b>2200</b> Regular Education (9-12) <b>0000</b> Unrestricted	0	\$0	\$150,804	\$150,804	\$150,804	\$0	\$0	\$0	\$0
<b>2270</b> Extended Day (9-12) <b>0000</b> Unrestricted	0	\$0	\$64,720	\$64,720	\$44,720	\$0	\$20,000	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$561,735	\$561,735	\$148,075	\$27,010	\$228,000	\$158,650	\$0
<b>7235</b> CTE Site Supplies/Equipment <b>0000</b> Unrestricted	0	\$0	\$34,000	\$34,000	\$34,000	\$0	\$0	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0	\$0	\$46,077	\$46,077	\$46,077	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>7510</b> Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$1,000	\$7,166	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$886,502	\$886,502	\$444,676	\$34,176	\$249,000	\$158,650	

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	\$0
Subtotal of state or local funds included for this school	\$886,502

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

**Date**

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Paula Duncan**

School Site Council Chairperson **Rich Diltz**

EL Advisory Chairperson **Shah Perai Mansori**

_____	_____
_____	_____
_____	_____