Sheldon High School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Marla Magsig

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Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (Icapid: 657)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, 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 engage 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, Teaching & Learning Survey

- Sheldon High School School Site Council; 8/25/2023; 11/27/23; 01/22/24; 04/29/24; 05/20/24
- Site CTE/Academy/Pathway Meetings; Building Trades and Engineering -- 04/10/2024; Ag Advisory Board Meetings -- 12/12/2023 & 4/24/2024; Biotech Academy Meeting -- 11/09/23, 05/01/24
- ELAC Meetings; 08/24/2023, 01/11/2024, 05/02/24

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 20, 2024.

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 and expand 23/24 Initiatives:

- Academic Intervention (Pack Time/Flex Time Model) with a focus on SEL and academic interventions.
- Site implementation of the PLC model.
- CRASH program that includes site mentor.
- Attendance – utilizing community Liaisons, translation services and community outreach were identified by both staff and community/SSC to connect parents/families/guardians with the SHS campus community and communicate the importance of school attendance.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**

Site Goal 1.1   (SiteGoalID: 7683) (DTS: 12/13/23)

Increase overall English Language Arts (ELA) scores of met or exceeded standards on the CAASPP from 57% to 62%.

Very Low Category:

- English Learners (EL) students will increase from 16% met or exceeded standards to 21%
- Students with disabilities will increase from 8% met or exceeded standards to 13%.

Low Category:

- African American students will increase from 25% met or exceeded standards to 30%
- African American students will increase from 25% met or exceeded standards to 30%

Increase overall Math scores of met or exceeded standards on the CAASPP from 29% to 34%.

Very Low Category:

- English Learner (EL) students will increase from 7% met or exceeded standards to 12%
- Students with disabilities will increase from 3% met or exceeded standards to 8%

Low Category:

- African American students will increase from 13% met or exceeded standards to 18%
- Hispanic students will increase from 17% met or exceeded standards to 22%
- Two or More Races will increase from 14% met or exceeded standards to 19%.

Increase overall Science scores of met or exceeded standards on the CAASPP from 41% to 46%.

Very Low Category:

- English Learner (EL) student will increase from 7% to 12%
- Students with disabilities will increase from 6% to 11%
- African American students will increase from 15% to 20% met or exceeded standards

Low Category:

- Hispanic students will increase from 29% to 34%
- Two mor More Races will increase from 35% met or exceeded standards 40%.

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

Action 1.1.1   (SiteGoalID: 7683) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Continue to offer and improve high quality instruction in all areas to increase A-G completion and College and Career Readiness:** **Counseling support for A-G completion and College and Career Readiness.** ***Continue to provide funding (when needed) for student supports;*** • Junior/Senior conferences • Counseling Website with A-G grade level guidelines, community links, self-care resources, student success resources, • CCGI lessons through Pack Time; • Counselor PD – 2024 CASC Annual Conference • Counselor meetings with African American students beginning their freshman year and continuing through their senior year to set goals and benchmarks for high school achievement and college and career plans. ***Subject specific PD :*** • Teacher collaboration to update curriculum and best practices. ***Site Instructional Framework PD through CPL (pre-service/quarter 1)***	**Progress Monitoring** • A-G Completion rates • Graduation Rates • PIC Data • Font Data • AVID Course Selection numbers **PackTime/FlexTime:** • PLC teams monitor student assessment data during weekly meetings to identify what needs to be retaught/revisited. • Teachers identify students that need reteaching/intervention and add them to their Flex Time course biweekly. • Administration to monitor student grade data by department and subject quarterly. • Administration to monitor Flex Time offerings quarterly. • Administration to share findings with site at Staff meeting twice per year. • Site will reflect and adjust Flex Time days as needed.	**Evaluation** • Q1 • Q2 • Q3 • Q4

- PD that specifically focuses on the following:
    - Relevant, Explicit, Accssible Learning Targerts
    - Active Participation
    - Student Talk
    - Actionable Feedback

AVID support –
Provide funding for:

- AVID Summer Institute attendance for subject specific PL to learn to implement effective research based AVID strategies in core classes.
- AVID elective teachers to attend UC/CSU Counselor Conference to increase acceptance rates.
- Release days for teacher collaboration/planning during summer of 2024
- Release days for Avid recruitment.
- AVID Summer Orientation Camp
- AVID College Trips

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. (Flex Time sessions will increase from 13 in 23/24 to 19 for 24/25 -- this increase equates to a 50/50 split between Pack Time and Flex Time sessions for 24/25 -- next step would be to add an additional Flex Time day during the week.)

- Scheduled bi-weekly meeting times for teacher collaboration/data analysis to identify material that needs to be retaught/focused on to the address gaps in student learning.
- Scheduled bi-weekly Flex Time sessions during school day.

- Administration monitor attendance/sign-up data/grade data quarterly.
- Administration share attendance/sign-up/grade data with staff quarterly.

Site Goal 1.2   (SiteGoalID: 7862) (DTS: 05/02/24)

Increase English Learner (EL) student progress towards English Proficiency from 46% to 505.
Increase English learning Reclassification from 13% to 16%.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.2.1   (SiteGoalID: 7862) (DTS: 05/02/24)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Provide support for and expand EL instruction to support progress towards English Proficiency, Reclassification and overall achievement. • .333 for EL core subject sections • FTE for EL Coordination for (4730/3213 allocation to site for EL Coordination): ○ Identification/placement /scheduling of students	• Math grades, CAASPP scores will be monitored by EL/Math team. • Secondary EL/RFEP monitoring twice yearly -- October/Novemeber & March/April 24/25. • The EL Coordinator will monitor the effectivemenss of the new monitoring system.	• S1 • S2

- coomunication with families/staff
- EL/RFEP Monitoring
- ELAC meeting support
- ELPAC Testing time sheets
- EL Site team including EL Instructional Coach timesheets for collaboration & PD
- Instructional suppies/tutoring
- Materials/refreshments for ELAC meetings

Site Goal 1.3   (SiteGoalID: 7882) (DTS: 05/07/24)

Implementation of effective learning targets will increase from 71.1% to 100% by the end of the 2025/2026 school year as measure by the Teaching and Learning program Implementation Continuum (PIC).

Student survey data regarding whether their teacher explains what will be learned and why will increase from 81.9% to 91.9%.

Teacher survey data regarding current level of implementation of learning targets will increase from 54.4% to 74.4%.

FONT implementation data will increase from 71.1% to 86.1% by the end of the 2024/2025 school year.

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

Action 1.3.1   (SiteGoalID: 7882) (DTS: 05/07/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

Site Instructional Framework PD through CPL (pre-service/quarter 1)
 	
• PD that focuses on the following:
  ○ Primary Focus: Relevant, Explicit, Accssible Learning Targets
  ○ Active Participation
  ○ Student Talk
  ○ Actionable Feedback
	• Font Data
	• Teaching & Learning PIC Detail data
	• Teacher survey/feedback
		• Q1
		• Q2
		• Q3
		• Q4

Funding Sources for District Goal 1 (DEV - LCAP ID: 657)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	42973	Certificated- Salaries
Title I – Basic (4900/3010)	87500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	28700	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	26705	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	31246	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	6000	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	48626	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	62554	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	40795	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	5438	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	6000	Materials/Supplies/Equipment

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:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7684) (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

Action 2.1.1   (SiteGoalID: 7684) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Continue site implementation of the PLC model; provide **funding for PLC team collaboration around curriculum, common assessment/illuminate assessments.** • Teachers identify need through the PLC process for addtional collaboration time.	• Student grade data • Department common assessment/intervention data • Administration attendance at PLC meetings.	• Q1 • Q2 • Q3 • Q4

Site Goal 2.2   (SiteGoalID: 7814) (DTS: 04/23/24)

Teaching & Learning PIC Detail Report
  Increase teacher knowdge of the following as reflected through survey:

- Teacher familiarity with "Student Talk" -- increase from 77.5% to 87.5%
- Teacher familiarity with "Active Participation" -- increase from 82.9% to 92.9%
- Teacher implementation of "Learning Targets" -- increase from 51.4% to 61.4%.
- Teacher familiarity with "Feedback" -- increase from 86.5% to 91.5% .

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7814) (DTS: 04/23/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

Continue site implementation of the PLC model; p**rovide funding for certificated staff to attend PLC professional learning opportunities.**
 	
• ·Send teams of teachers from various departments to PLC conferences by Solution tree.
• PLC track implementation process.
• PLC Teams track student assessment data/intervention data
• Fund teacher/team collaboration time to analyze data, edit curriculum and research best practices
• Administration to document through PLC meeting attendance and observation/walk-through utilizing Font as well as Teaching and Learning PIC Detail Report data.
	• PIC Data:
	  ○ Accessible/Explicit Learning Targets
	  ○ Accessible/Explicit Student Success Criteria
	  ○ Intentional/Actionable Feedback
	  ○ Active Participation
	  ○ Student Talk
		• Q1
		• Q2
		• Q3
		• Q4

Funding Sources for District Goal 2 (DEV - LCAP ID: 657)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	31900	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	25922	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	20000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	27380	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, 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 Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 7681) (DTS: 12/13/23)

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

- Reduce Suspension Rates:
    - All Students from 4/6% to 4%.

- African American students from 15.5% to 14%.
- Hispanic students from 4.9% to 4%.;
- Students with Disabilities 11.2% to 10%.
- Two or More from 6.2% to 5%.
- Foster Youth from 15.8% to 14%.
- Homeless from 16.7% to 15%.

PBIS Implementation:
- Tier 1 Teams – increase overall score from 54.2% to 75% by the end of the 2024/2025 school year.
- Tier 1 Policies and Procedures – increase overall score from 61.9% to 82% by end of the 2024/2025 school year.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7681) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Continue implementation of a mentorship program that was integrated into our CRASH program at the start of the 23/24 school year and will coordinate with Intervention Counselor as well as R3 (Restorative) teacher 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, goal setting, attendance, discipline, general life skills guidance,	• Quarterly, the supervising 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	• Q1 • Q2 • Q3 • Q4

communication/collaboration with families.

- **Smedberg Middle School:**
  - Week of May 6th: Present to Smedberg students selected by Smedberg Administration and Counseling. Provide applications due the last Friday of May.
  - Week of May 27th: Review SMS applications – communicate with students and families regarding CRASH Summer Session to be held in August for 5 days for incoming CRASH students.
- **Sheldon High School:**
  - First Week of May 2024 -- Define program criteria that includes suspension, academic and attendance data to identify focus students currently enrolled at SHS.
  - Second Week of May 2024 -- 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 19th: 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: Review CRASH Program, purpose, objectives and expectations at staff meeting
  - Schedule monthly monitoring meetings

Council meeting twice during the year.
- Following data analysis, team will make changes in response to what data indicates which may include expanding services.

with site admin lead to review data progress.
- Program staff will engage students at lunch.
- Mentor will pull student from class when necessary for intervention.

Action 3.1.2   (SiteGoalID: 7681) (DTS: 05/13/24)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Continue implementation of PBIS with a strict focus on the TFI and throughful reflection regarding where we are with PBIS as a site and next steps to move forward. • Finalize and share out school wide behavior matrix • Forammly teach expectioans to all students • Continue SEL lessons through Pack Time	• PBIS team will meet monthly to analyze implementation	Q1: Q2: Q3: Q4:

Funding Sources for District Goal 3 (DEV - LCAP ID:

657)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	207000	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	79000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10850	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	17500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10035	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	30580	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage 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**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 7682) (DTS: 12/13/23)

Reduce Chronic Absenteeism overall from 14.9% to 9.9%.

Very High Category:

- Foster Youth students will decrease chronic absenteeism from 50% to 45%
- Homeless students will decrease chronic absenteeism from 53.3% to 488.3%..
- Students with Disabilities will decrease chronic absenteeism from 29.8% to 24.8%.

High Category:

- African American students will decrease chronic absenteeism from 21.1% to 16.1%.
- Two or More Races students will decrease chronic absenteeism from 19.8% to 14.8%.
- Hispanic students will decrease chornic absenteeism from 20.5% to 15.5%.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7682) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Low Income • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

Engage communities and families by identifying community liaisons to create stronger connections between the various Sheldon cultural communities to improve student engagemanent.
 	
• Week of June 3rd, 2024 -- Work with FACE office to possibly identify potential parent liaisons from affected student groups and attendance resources. (Community Liaisons will be paid through contracts.)
 	
Engage students/families to encourage and communicate the importance of consistent student school attendance.
 	
• Week of June 3rd, 2024 -- Site administration and counseling to create criteria to identify students who qualify for this intervention.
• Week of June 10th, 2024 – identify students who meet criteria from 23/34 school year for proactive intervention during summer of 2024.
• June – July 2024 -- Arrange Summer Porch/Zoom visits with specifically identified students/families/guardians.
• Week of August 5th, 2024 -- Meet with parent liaisons to create plan/protocol for student/guardian contact for 24/25 school year.
• Attendance Intervention to make parent/guardian phone calls when students are out to verify attendance as well as communicate the importance of school attendance.
• Supervising administrator to monitor student attendance.
  ○ Issue detentions when appropriate.
  ○ Meet with students/families/guardians when appropriate.
	• Administration will analyze Power BI attendance data as well as Synergy attendance data, quarterly.
	• Administration will work with Liaisons to analyze data for students chosen for Liaison support.
	• Supervising administrator will track specific student attendance data for those students who the Parent Liaison works with.
	• Progress data will be shared with staff through staff meetings each quarter.
	• Changes may be made to pocesses/proceedures as a result of data analysis.
		• Q1
		• Q2
		• Q3
		• Q4

Site Goal 4.2   (SiteGoalID: 7920) (DTS: 05/17/24)

Increase opportunities for parent involvement:

- Two or more increase from 87% to 91%.

Improve opportunities for parent/guardian input in decision making:

- African American increase from 85% to 90%.
- Asian increase from 82% to 87%.
- Two or more from 86% to 91%.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.2.1   (SiteGoalID: 7920) (DTS: 05/17/24)

Targeted Student Group(s)

• Asian • Black or African American • School-wide • Two or More

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan **Engage community members to recruit liaisons with a focus on our African American and Hispanic communities to obtain input for parent workshops and activities.** - During summer of 2024 work with site parent liaison and FACE to identify community members interested in participating.	**Progress Monitoring** - Monitor attendance at workshop/s/events. - Suvey community members who attend events with short survey before leaving the event.	**Evaluation** - Q1 - Q2 - Q3 - Q4

Funding Sources for District Goal 4 (DEV - LCAP ID: 657)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	15500	Classified- Timesheets
Title I – Basic (4900/3010)	21026	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	33953	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$42973	$0	$207000	$0	$249973
Certificated- Timesheets	$87500	$31900	$2000	$0	$121400
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$15500	$15500
Contracts/Services/Subscriptions	$28700	$25922	$79000	$21026	$154648
Materials/Supplies/Equipment	$26705	$0	$0	$0	$26705

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$31246	$20000	$10850	$0	$62096
Classified- Salaries	$6000	$0	$0	$33953	$39953
Classified- Timesheets	$0	$0	$17500	$0	$17500
Contracts/Services/Subscriptions	$48626	$27380	$10035	$0	$86041
Materials/Supplies/Equipment	$62554	$0	$30580	$0	$93134

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$40795	$0	$0	$0	$40795
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$5438	$0	$0	$0	$5438
Materials/Supplies/Equipment	$6000	$0	$0	$0	$6000

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) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$568,226	$185,878	$57,822	$288,000	$36,526	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$298,724	$148,426	$47,380	$68,965	$33,953	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$52,233	$52,233	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$919,183	$386,537	$105,202	$356,965	$70,479	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$568,226	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$350,957				

		Signatures: (Must sign in blue ink)	**Date**
Principal	Paula Duncan		
School Site Council Chairperson	Monica Aguilar		
EL Advisory Chairperson	Berta Tobar		