



## **Sheldon High School**

# **Local Control Accountability Plan (LCAP) 2025-2026**

**Principal:** Leticia Bucio

**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, Action Plans and Progress Monitoring

Sheldon High School | Focused Work: 2025-2026

Goal Setting (Lcapid: 791) | goalsComplete: 0

There are 7 comments that this site needs to address.

### 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 Curriculum, Instruction & Assessment

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

#### Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

#### 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?**

Sheldon High School engaged in conversations at Staff Meetings on 11/6/2024, 1/6/2025, 2/5/2025, Administrative team meetings 1/27/25, 2/10/25, 3/24/25 School Site Council meetings, 11/18/24, 1/7/25,

4/21/2025 and 5/19/2025 ELAC meeting on 4/1/25 and 5/13/25, Parents of the Pack, first meeting occurred on April 30th 2025 and are designed specifically for African American Families and Students, as well as department/PLC meetings for the planning process of the 2025-26 LCAP.

## 2. Impact of LCAP and Annual Update

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

These consultations have first and foremost informed the new Principal on needs and priorities for the site. It also informed Staff of the collaborative and transparent process that the Administrative team wanted to engage in so that we can truly utilize the process as an intervention plan informing the work we do for all students but especially our targeted groups.

## Resource Inequities (ATSI, TSI 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.**

Resources have not been specifically called out in the LCAP and monitored by the site with an intent to directly impact students with disabilities in years past. The LCAP was not treated as an intervention plan that specifically addressed SWD needs at SHS. A meeting was held with Stakeholders to discuss the implementation of specific and measureable outcomes for SWD in ELA, Math and Behavior based on the data in the CA Dashboard. These specific call outs will be documented in the LCAP for 25-26. The department will monitor the data via PLC meetings that occur at weeks 2-4 of each month . SHS has nearly 18 PLC meetings per year that the department can utilize to create a continuous improvement model. These specific resources will be called out in goal 2 of the site LCAP for 25-26.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

#### High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment 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
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

## Site Goal 1.1 (SiteGoalID: 8978) (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 1.1.1 (SiteGoalID: 8978) (DTS: 03/11/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p><b><u>Illuminate Assessments:</u></b> Core Subject Classroom teachers will administer illuminate assessments to all students. VP's and Leadership team will develop a plan and dates for district assessments to be administered. Departments will administer exams by agreed upon dates.</p> <p><b><u>ELPAC Assessments:</u></b> Under the direction of the Vice Principal and EL Coordinator, Initial ELPAC assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey Under the direction of the Vice Principal and EL Coordinator, time-sheeted teachers will administer the Summative ELPAC to EL students from February 1 to May 2026.</p> <p><b><u>CAASPP Assessments:</u></b> Under the direction of the Vice</p>	<p><b>Progress Monitoring</b></p> <p>Principal will review and give approval for timeline and plan for assessment administration. Progress will be monitored by each department and VP during the assessment windows till benchmarks are met. Administration will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments. The results will be shared with Department Chairs.</p> <p>The Vice Principal and EL Coordinator will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the exams. The information will be shared with the EL Site team. The Vice Principal will run reports during testing windows to ensure at least 95% of students have</p>	<p><b>Evaluation</b></p>

<p>Principal, classroom teachers will administer the CAASPP to students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.</p> <p>Data will be used to inform instruction within departments and PLC's as well as add to the needs that must be addressed for specific targeted groups within the LCAP intervention plan  <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><b>Certificated Salaries</b>  <b>Certificated Timesheets</b>  <b>Classified Timesheets</b>  <b>Contracts/Services</b>  <b>Materials/Equipment</b></p>	<p>completed the CAASPP or CAA. This information will be shared with Department Chairs</p>	
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#### Site Goal 1.2 (SiteGoalID: 8866) (DTS: 02/13/25)

Increase the percent of graduates completing A-G requirements from 53% to 56%  
African American Students from 35% to 37%  
Hispanic Students from 39% to 41%  
SWD from 10% to 12%

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

#### Action 1.2.1 (SiteGoalID: 8866) (DTS: 02/13/25)

##### Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<b>Progress Monitoring Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<b>Data Collection &amp; Evaluation</b> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<b>Action Plan</b> <p><b>Provide professional learning opportunities for staff</b></p> <ul style="list-style-type: none"> <li>Use release days, educational conferences, and cycles of learning to build instructional capacity and support ongoing growth.</li> <li>Provide Instructional Framework PD for all core staff through CPL</li> </ul> <p><b>Support curriculum alignment within departments</b></p> <p><b>Ensure consistency in rigor, pacing, and assessment practices across classrooms through collaboration and planning time.</b></p> <ul style="list-style-type: none"> <li>Set grade-level benchmarks aligned with the core curriculum and use periodic assessments in Illuminate to measure progress toward these benchmarks.</li> </ul> <p><b>Offer supplemental instructional materials and curriculum</b></p> <ul style="list-style-type: none"> <li>Provide additional resources that address the diverse learning needs of students and support differentiated instruction.</li> </ul> <p><b>Ensure compliance with legal and regulatory requirements for our multi-lingual students to include, but not limited to the following:</b></p> <ul style="list-style-type: none"> <li>Attending EL Coordinator meetings, DELAC and</li> </ul>	<b>Progress Monitoring</b> <p>Evaluate via AVID meetings and data sharing the effectiveness of grades, attendance, behavior and A-G completion related to the Increased course offering by one course for the 25-26 school year in the master schedule.</p> <p>Increase FONT walkthroughs</p> <p>Evaluate and present at leadership and staff meetings data associated with the cohorted students in AVID</p> <p>Pack time classes specifically for grade monitoring, college and career readiness and support.</p> <p>VP to attend CTE training in the 25-26 school year attend meetings with the pathway leads to increase support for the leads and determine site effectiveness as it relates to the dashboard, monitor progress with the assistance of CTE office and attend regional communities of practice as well as the pathway advisory committee meetings.</p> <p>PLC common template will be used as well as documents created from release days or off contract time will be reviewed by admin throughout each term.</p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Log PD attendance (release days, conferences, cycles of learning) – after each session</li> <li>Collect agendas and sign-ins – after each session</li> <li>Gather staff reflections/feedback – within 1 week of each session</li> </ul> <p><b>Curriculum Alignment</b></p>	<b>Evaluation</b>

progress monitoring done outside contract hours.

- Administration of initial and alternate/summative ELPAC exams Professional development tailored to meet the needs of our multilingual learners.

**Assign instructional staff and data teams to analyze the data during PLCs, department meetings, and release days to drive instructional decisions.**

Conduct regular progress reviews and adjust instructional strategies as needed to ensure students stay on track for success.?

**Increase college and career awareness for students**

Organize field trips, invite guest speakers, and provide real-world learning experiences to broaden students' understanding of future pathways.

**AVID**

Addition of training for teachers who have not been trained before to attend the AVID summer institute with AVID Coordinators, AVID program expansion opportunities for students Provide payment for certain college tests/application fees as possible for those who do not qualify for fee waiver

**CTE**

Future Ready Course adoption to the site.

Career fairs, college fairs, CTE fairs, family and student financial aid and career/college events, Cash for college and other educational events will be hosted. Funding will be provided for college and instructional field trips to help AVID and specifically targeted groups that are underrepresented in colleges and/or first generation students to college to help them envision steps to college and career and support their A-G motivation and goal

Staff will be identified to attend various professional development

- Document department meeting agendas/minutes focused on alignment – monthly
- Upload pacing guides or common assessments – quarterly
- Conduct/administer classroom walkthroughs tied to aligned practices – biweekly or monthly

**Supplemental Instructional Materials**

- Track inventory and distribution of materials – as materials are distributed
- Review sample lesson plans showing materials in use – monthly spot-check

**College and Career Awareness**

- Maintain updated calendar of field trips and events – monthly
- Record student attendance – after each event
- Collect student reflections or surveys – after each major event

**Assessment and Data Use**

- Monitor assessment completion logs (district/state tests) – each testing window
- Collect PLC or department data meeting agendas/notes – monthly
- Document instructional shifts based on data – after each data review cycle

**Formative Student Data**

**Course Progress and Grades**

- Track quarter and semester grades in *a–g* courses
- Number of students on track with credit accumulation toward *a–g*
- Grade distributions across all departments

**Curriculum, Instruction and Assessment Data**

trainings in addition to the staff meeting professional development and DEI trainings such as but not limited to: CSU/UC counselor workshops, SEL, High Quality Instruction, Response to Intervention, Professional Learning Communities, with an emphasis on A-G connection etc. Departments will continue to develop SMART goals and we will develop a timeline to add in a progress reporting system utilizing the SIS office template created and shared at Leadership to ensure that goals are related to student populations, including African-American/Black students, SWD to address our TSI status AVID strategies, Restorative Practices - community building through content, SEL, intervention and response to intervention (academically) strategies and best practices will be shared and professional development and timesheet/release days for incorporating these strategies may be utilized.

- Increased enrollment of academy and pathway
- student survey
- Increased class sizes
- Increased CTE completers

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

**Resources needed:**

- **Supplies**
- **Equipment**
- **Rights and Royalties**
- **Competition Field Trips**
- **Cyber Patriots**
- **Science Olympiad**
- **Junior Library Guild**
- **Library books and supplies**
- **Senior Project student support fund**
- **School data book**
- **Arts Alive**

- Track number of classroom walkthroughs conducted via FONT – **Weekly**
- Review and discuss trends in walkthrough data during admin and department meetings – **Monthly**
- Monitor and review **Monthly** attendance and data connected to flex time participation in courses where students are receiving D's/F's
- Create promotional videos for classes and pathways/academies.
- [Use Pack Time to promote classes](#) and pathways/academies.
- CTE One-Sheet
- Academy Brochure
- SMS outreach
- Connect Senior Project to vocational opportunities.
- Update school website

*We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.*

**Certificated Salaries**  
**Certificated Timesheets**  
**Classified Timesheets**  
**Contracts/Services**  
**Materials/Equipment**

### Site Goal 1.3 (SiteGoalID: 9514) (DTS: 05/12/25)

Increase percentage of EL students reclassified from 9% to 11%  
 Increase percentage of Long Term EL students from 11% to 13%

**Metric:** Reclassified - Percent of English Learners  
 Reclassified

### Action 1.3.1 (SiteGoalID: 9514) (DTS: 05/12/25)

#### Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>EL Site team training and release days in collaboration with ML instructional coach.</p> <p>EL professional development/training at district, site and/or conferences to be provided for EL teachers and/or coordinators to assist support with newcomer language acquisition</p>	<ul style="list-style-type: none"> <li>EL Coordinator team will monitor EL reclassification increase, ELPAC proficiency levels and ELAC meeting feedback 3 times per year during the site team meetings and share with all admin.</li> </ul>	

and best practices for LTEL student outcomes.

EL Coordinators will aid in duties including: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings (which includes training materials and light refreshments).

Purchase supplemental materials and supplies (e.g., SIPPS) to support the literacy of our Newcomer and LTEL students.

EL Coordinator and ELPAC Coordinator will timesheet hours to coordinate and test students who must take the ELPAC. Incorporate ELD strategies in core classes to improve participation and engagement/interest in coursework for all students

***Certificated Salaries  
Certificated Timesheets  
Classified Timesheets  
Contracts/Services  
Materials/Equipment***

- EL coordinator and team will analyze results from testing and English grades for students and utilize the SIPS curriculum (subscription) analytics to determine if students have been successful in increasing literacy.
- LTEL student outcomes - LCAP metrics and ELPAC proficiency levels will be reviewed each year
- Provide PD for teachers and staff quarterly
- EL WalkThroughs to observe strategies

EL Coordinator(s) survey staff for needs and wants

- Sheldon EL Site Team meets to plan preservice with EL District Curriculum Coach
- Ongoing Professional Development is revisited annually and after each quarter.
- Register teachers for GLAD Trainings
- Schedule annual vertical articulation with EL English, EL Coach, and Smedberg
- Ensure teachers have knowledge of and access to ELD standards during preservice.
- Provide teachers with specific EL strategies that they can use in core classes
- Have Sheldon's EL Coach work with departments and PLC groups to tailor strategies to meet the needs of their students.
- Track A-G completion for EL students in General Education classes.
- Track ELPAC and Redesignation scores for EL students in General Education classes
- Provide and familiarize teachers with specific EL strategies that they can use in core classes.
- Have Sheldon's EL Coach work with departments and

	PLC groups to	
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**Site Goal 1.4 (SiteGoalID: 9515) (DTS: 05/12/25)**

**Teachers will increase their effective use of active participation from 68% to 71% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).**  
 Reduce the number of D's and F's in Math I from 25% to 22% for all students

**Metric:** CAASPP (ELA, Math, Science) - Distance from Standard

**Action 1.4.1 (SiteGoalID: 9515) (DTS: 05/12/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>Plan year-long professional development with site instructional coach as it relates to <b>active participation</b> in order to deepen implementation of the Instructional Framework. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success. Calibrate FONT observations with regional principals to ensure accuracy and consistency with data gathering to determine implementation level of the</p>	<p>Math department PLC to discuss the number of D's and F's in Math I courses, determine if students who are in credit recovery are those who are attending math tutoring. Monitor via the department and paraprofessionals Include counselors on monitoring grades specifically for Math D's and F's Monitor and share data from the program implementation continuum weekly and monthly at leadership meetings to calibrate with admin team and leadership. Share FONT walkthrough data and</p>	

<p>Instructional Framework. Math tutoring Lab for all students</p> <p>Math Tutoring after school program specifically for SWD via the SpEd team and Paraprofessionals working with targeted groups who need assistance in Math and providing one on one support in credit recovery courses, as well as regular tutoring for students to reduce the number of D's/F's throughout the school year in Math.</p> <p>Summer Planning Hours for math teachers</p> <p><b><i>Certificated Salaries</i></b>  <b><i>Certificated Timesheets</i></b>  <b><i>Classified Timesheets</i></b>  <b><i>Contracts/Services</i></b>  <b><i>Materials/Equipment</i></b></p>	<p>monitor data with regard to active participation</p>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 791)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	80334	Certificated- Salaries
Title I – Basic (4900/3010)	30000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	4000	Classified- Timesheets
Title I – Basic (4900/3010)	24708	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	24000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	16171	Certificated- Salaries
Supplemental/Concentration (7201/0000)	35000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	7000	Classified- Salaries

Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	55599	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	45000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	30346	Certificated- Salaries
EL Supplemental (7250/0000)	13887	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	4861	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	5000	Contracts/Services/Subscriptions

#### District Strategic Goal 2:

##### Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

#### District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

#### Site Goal 2.1 (SiteGoalID: 8867) (DTS: 02/13/25)

African American students standard met or exceeded in Math from 20% to 22%  
Increase graduation rate from 92% to 94%

**Suspension Rate** reduction from 12.4% to 10.4%

##### **Knowledge and Fairness of Discipline, Rules and Norms:**

Increase the amount of Favorable responses for school climate from 67% to 70%

##### **School Connectedness and Sense of Belonging:**

Increase the amount of Favorable responses for SEL from 69% to 71%

**Chronic Absenteeism Rate** to decrease from 24% to 22%

**Metric:** African American Disparity

## Action 2.1.1 (SiteGoalID: 8867) (DTS: 02/13/25)

### Targeted Student Group(s)

- Black or African American • SWD

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<b>Progress Monitoring Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<b>Data Collection &amp; Evaluation</b> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>
<p><b>Improved Use of Pack and Flex Time / Targeted Support Groups</b></p> <ul style="list-style-type: none"> <li>• Use academic, behavioral, and attendance data to intentionally place African American students and students with disabilities in the most appropriate support groups.</li> <li>• Collaborate with teachers and support staff to ensure FLEX time lessons are inclusive, engaging, and meet diverse learning needs.</li> <li>• Build relationships during FLEX Time that affirm students' identities and provide mentoring opportunities.</li> </ul> <p><b>Site Restorative Practices Training</b></p> <ul style="list-style-type: none"> <li>• <b>Fund one site restorative practices teacher</b></li> <li>• Implement two half days of release time for teachers to be trained with Restorative Practices</li> <li>• Host Restorative Circles with District Coaches that include problem solving, social</li> </ul>	<ul style="list-style-type: none"> <li>• Improve use of Flex time Quantify how staff are using Flex time and monitor during PLC meetings</li> <li>• Flex time attendance tracking</li> <li>• <b>AVID Tutors (AVID classes + tutoring center)</b> <b>Monitoring:</b></li> <li>• Track tutor schedules and student participation</li> <li>• Attendance in tutoring center (who comes and how often)</li> <li>• Student grades in AVID and core academic classes</li> <li>• <b>Meet in PLC teams on assigned days.</b></li> <li>• <b>Share data from restorative practices room via teacher for PLC's to discuss</b></li> <li>• <b>Compare results and identify opportunities for improvement, growth, and intervention.</b></li> <li>• <b>Counselors will meet with students with ALL F's on progress reports. Students will be given a Google Form to answer with ways they have tried to get help. Answers to this form will help us to find ways to support students failing all of their classes and gather students needing one-on-</b></li> </ul>	

emotional and academic circles so that teachers are able to connect with this practice and implement them in these strategies in their classes.

- Conduct home visits for students experiencing chronic absenteeism, behavior challenges or disengagement.
- Facilitate restorative conferences and mediations between students and students with teachers.
- Track academic, behavioral and attendance data to identify student needing early intervention.
- Staff will receive training in and/or share best practices for reaching African American students. This training/PD will take place during staff meetings and/or through other professional development avenues such as conferences, seminars, book studies.
- Staff will also review ELA and Math CAASPP data and Illuminate data to track progress for African American students.

Counselors will identify specific African American students who are earning D's or F's in Math.

- Work with Math Curriculum Coach to identify students who may benefit from year long math course.

Teachers, MTSS team and counselors will conduct check-ins with these students and make contact home.

- **Create Tutoring Hubs by department for students**

***Certificated Salaries***  
***Certificated Timesheets***  
***Classified Timesheets***  
***Contracts/Services***  
***Materials/Equipment***

**one meetings with counselors to find ways to support academic, personal/social and career/post secondary goals.**

- **Analysis of attendance of failing students**
- **Roster of struggling students from each team member**
- **Counseling will use the anecdotal data to determine how to best serve our students with the highest mental health needs by looking at common themes.**
- **Counselors will be available for students as needed. We provide students with the tutoring schedule for our site, discuss study skills, and academic support resources. We provide students with a “husky guide for academic success.” then monitor those students who are struggling**
- **Create reflection survey**
- **Give survey at the beginning and end of each school year**
- **Administration will add more FLEX time to PACK time calendar depending on the needs throughout the semesters**
- **monitoring the students who are in the tutoring hubs and tracking their progress via the intervention progress tracker forms**

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## Action 2.1.2 (SiteGoalID: 8867) (DTS: 04/28/25)

### Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• <b>Family Listening Sessions</b> <ul style="list-style-type: none"> <li>◦ Host culturally specific listening sessions with African American families and families of students with disabilities to better understand barriers and experiences.</li> <li>◦ Use feedback to adjust school supports, structures, and communication approaches.</li> <li>◦ Follow up with participants to share outcomes and build ongoing trust and collaboration.</li> <li>◦ Contract with DT Enterprises to host listening sessions on campus and</li> </ul> </li> <li>• <b>Certificated Salaries</b></li> <li>• <b>Certificated Timesheets</b></li> <li>• <b>Classified Timesheets</b></li> <li>• <b>Contracts/Services</b></li> <li>• <b>Materials/Equipment</b></li> </ul>	<p>Administration will monitor the effectiveness via student data each quarter for grades, attendance and behavior.</p> <p>Report outs will occur via Staff meetings and leadership meetings to ensure that discussions occur for effectiveness during PLC meetings and Department Meetings</p>	

#### Funding Sources for District Goal 2 (DEV - LCAP ID: 791)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	21900	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Title I – Basic (4900/3010)	<input type="text" value="15000"/>	Contracts/Services/Subscriptions
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Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="26500"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	<input type="text" value="28800"/>	Contracts/Services/Subscriptions

EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

### District Strategic Goal 3:

#### Wellness

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: 8868) (DTS: 02/13/25)

Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension rates overall and disruptive behaviors on campus for targeted sub groups by the following percentages:

- Suspension rate reduction overall from 3.9% to 2.9%
- African American 20.8%; Hispanic 10.1%
- Goal by May 2026: All students 5%; African American 15%; Hispanic 8%

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

**Action 3.1.1 (SiteGoalID: 8868) (DTS: 02/13/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p>1. Implement and disseminate behavioral flow chart</p> <p>2. Clearly communicate and reinforce expectations through student handbook and newsletters</p> <p>3. Engage parents in ongoing discussion during the School Site Council (SSC)</p> <p>4. Increase communication and follow-up (as appropriate) between administration and teachers regarding disruptive behaviors that occur in the classroom</p> <p>5. Full-staff implementation of 5 Star for bathroom use to minimize disruptive behaviors</p> <ul style="list-style-type: none"><li>• PBIS coordinator to reintroduce/remind staff how</li></ul>	<p><b>Progress Monitoring</b></p> <p>After Dissemination of behavior flow chart regular reminders will occur at staff of the use of the chart and PBIS will have a standing 5-10 minutes of time on the staff meeting agendas.</p> <ul style="list-style-type: none"><li>• Ongoing Professional Development regarding PBIS and behavioral expectations Admin and leadership to discuss expectations in alignment with the RITE way</li><li>• Revision of student handbook and newsletters</li><li>• Invite families to attend SSC utilize the notes from previous meetings to inform parents.</li><li>• Admin and leadership to discuss expectations in alignment with the RITE way and monitor through the TFI</li></ul>	<p><b>Evaluation</b></p>

to use 5-Star

- Staff survey for input
- Creation of flow chart
- Survey staff's knowledge of flow chart
- Teacher committee regarding school safety
- Include Input from campus supervisors
- include SSC information at other parent meetings throughout the school year.
- Inclusion of "disruptive behaviors" communication and progress on staff meeting agenda utilizing RP coach and teacher in the RP room.
- Increase communication to staff members regarding disruptive behaviors that occur in the classroom as well as in and around our school.
- Share out discipline data at staff meetings via Restorative practices and implement circles in the classrooms to address behaviors that impact student learning.
- Utilize problem solving circles at staff meetings to discuss the strategies of decreasing student's disruptive behaviors
- 2.083 FTE Intervention (Counselors FTE .75 from Title 1  
1.333 Intervention teacher FTE from Title 1)
- Timesheet- RP

**Certificated Salaries \$259,343  
(Intervention Counselor and Teacher TITLE)**

**Certificated Timesheets  
\$2,500(TITLE)**

**Classified Timesheets \$7,500  
(Supplemental)**

**Contracts/Services \$50,000  
(Supplemental)**

**Materials/Equipment \$21,000  
(Supplemental)**

process along with the PBIS team.

- follow and discuss Percentage of staff using 5 star for bathroom/hall passes
- Track data on 5-Star regarding disruptive incidents compared to previous year
- Track data from the restorative room and from discipline data entered into Synergy to discuss during PLC's and funnel through

**Funding Sources for District Goal 3 (DEV - LCAP ID: 791)**

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>
Title I – Basic (4900/3010)	259343	Certificated- Salaries
Title I – Basic (4900/3010)	2500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	7500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	21000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	50000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

#### District Strategic Goal 4:

##### Family & Community Engagement

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: 8869) (DTS: 02/13/25)

Improve overall outcomes for parents indication that the school is a respectful and welcoming environment and improve the relationships between school staff and families via the following metrics

##### Metric:

- Increase families belief that they have a positive relationship with staff from 85% to 87% favorability
- Increase African American families connection rates from 85% to 88%
- Increase Hispanic families relationship 70% to 73%
- Increase EL Learner families experiences from 78% to 81%
- Increase SWD families experiences from 88% to 91%

**Metric:** Parents indicating a respectful and welcoming school environment

#### Action 4.1.1 (SiteGoalID: 8869) (DTS: 02/13/25)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation

Improve parental support and involvement, including EL families, and increase stakeholder involvement in decision-making.

1. Increase communication and use apps like Talking Points and Remind regularly
2. Explore options for virtual/in-person BTSN, PBIS meetings, SPAC to increase attendance
3. Encourage involvement in SPAC and ELAC to hear multiple perspectives
4. Allocate professional development during preservice and throughout the year to learn ELD and Special Education strategies and evaluate the effectiveness
5. Incorporate ELD strategies in core classes to improve participation and engagement/interest in coursework for all students
6. Discuss incorporation of ELD and Special Education standards and strategies in PLCs
7. Continue to focus on language objectives in Pack Time to prepare all students for college and career opportunities.
8. Diversify the EL PLC to regularly include all subject matter departments and include Special Education in department PLCs.
9. Expand Family listening sessions to incorporate more of our targeted group's voices
10. Continue parent volunteer program

**Certificated Salaries**

**Certificated Timesheets**

**\$10,000 (TITLE)**

**Classified Timesheets \$10,442 (TITLE)**

**Contracts/Services**

**Materials/Equipment**

- Increase in the number of users for apps
- Increase weekly usage by 50%
- Encourage teachers to use Talking Points/ Remind at least once a month
- Check if each type of meeting occurred.
- EL Coordinator(s) survey staff for needs and wants
- Sheldon EL Site Team meets to plan preservice with EL District Curriculum Coach
- Ongoing Professional Development will be revisited annually and after each quarter.
- Register teachers for
- GLAD Trainings Schedule annual vertical articulation with EL English, EL Coach, and Smedberg
- site administration will encourage awareness and use of programs.
- Provide training to staff on how to utilize these tools.
- Determine how many are currently using one such tool.
- Provide awareness of the tools and provide training.
- Create grade level Remind groups
- Schedule on school website/calendar.
- Track attendance.
- Survey families through Google Forms to hear feedback on preferences and effectiveness of the various uses of programs used to increase communication and involvement of families
- Monitor number of parents volunteering at our site and monitor the number of events that parents are able to volunteer and encourage them to fill out the perspective survey each time they volunteer.

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### Funding Sources for District Goal 4 (DEV - LCAP ID: 791)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	10442	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions



## 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	\$80334	\$0	\$259343	\$0	\$339677
Certificated- Timesheets	\$30000	\$21900	\$2500	\$10000	\$64400
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$4000	\$0	\$0	\$10442	\$14442
Materials/Supplies/Equipment	\$24708	\$0	\$0	\$0	\$24708
Contracts/Services/Subscriptions	\$24000	\$15000	\$0	\$0	\$39000

**Title I – Basic (4900/3010) Total: \$482,227**

### Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$16171	\$0	\$0	\$0	\$16171
Certificated- Timesheets	\$35000	\$26500	\$0	\$0	\$61500
Classified- Salaries	\$7000	\$0	\$0	\$0	\$7000
Classified- Timesheets	\$0	\$0	\$7500	\$0	\$7500
Materials/Supplies/Equipment	\$55599	\$0	\$21000	\$0	\$76599
Contracts/Services/Subscriptions	\$45000	\$28800	\$50000	\$0	\$123800

**Supplemental/Concentration (7201/0000) Total: \$292,570**

### EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$30346	\$0	\$0	\$0	\$30346
Certificated- Timesheets	\$13887	\$0	\$0	\$0	\$13887
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$4861	\$0	\$0	\$0	\$4861
Contracts/Services/Subscriptions	\$5000	\$0	\$0	\$0	\$5000

**EL Supplemental (7250/0000) Total: \$54,094**

### 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.

N/A

## V. Funding

### Sheldon High School (487) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$482,227	\$163,042	\$36,900	\$261,843	\$20,442	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	\$447,558	\$158,770	\$55,300	\$78,500	\$0	\$154,988
<b>7250</b> English Learners Supplemental Program Services 7- 12 <b>0000</b> Unrestricted	\$54,094	\$54,094	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$983,879	\$375,906	\$92,200	\$340,343	\$20,442	

#### Fund Subtotals

Subtotal of  
additional federal  
funds included for  
this school

\$482,227

Subtotal of state or  
local funds  
included for this  
school

\$501,652

#### Title I Centralized Services

Title I Foster Youth

\$0

Title I Homeless

\$0

Title I Centralized Services

\$0

Title I Preschool

\$0

