Sheldon High School

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

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 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? During the 2025–26 school year, the site ensured ongoing implementation and monitoring of the LCAP through established meetings with staff and Leadership, as well as stakeholder engagement structures. The LCAP was introduced during the August Pre-Service meeting and formally reviewed at Leadership meetings on October 6, 2025, December 8, 2025, and May 11, 2026 and at ELAC on October 23, 2025, February 20, 2026 and May 18, 2026. In alignment with stakeholder engagement requirements, the LCAP was also reviewed and discussed with parent and community groups, including Parents of the Pack meetings and the School Site Council, on August 25, November 17, February 23, April 20 where suggestions were made for LCAP and documented, and will continue for the May 18 SSC meeting. These meetings provided structured opportunities for input, progress monitoring, and alignment of actions and services to identified student needs. For the 2026–27 LCAP cycle, the site will continue to implement these compliant practices by ensuring the LCAP is consistently reviewed through Pre-Service, Leadership, and stakeholder meetings, with opportunities for feedback and ongoing monitoring of goals, actions, and measurable outcomes.

2. Impact of LCAP and Annual Update

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

For the 2026–27 LCAP cycle, Sheldon High School will monitor implementation and effectiveness through a structured process informed by ongoing stakeholder consultation, including Leadership, staff, parents, and the School Site Council. As part of a district pilot program, the site will implement research-based goals established at the district level, allowing the school to focus on the fidelity of implementation, progress monitoring, and continuous improvement of actions and services.
Input gathered through these consultation processes has directly informed site priorities and identified areas of need, particularly for targeted student groups. The site will utilize this feedback to guide decision-making and ensure that the LCAP functions as a continuous improvement framework. Monitoring will occur through regularly scheduled meetings, including PLCs, Leadership, and stakeholder groups, to review data, assess progress toward measurable outcomes, and make timely adjustments to supports and interventions.

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.

While the 2025–26 LCAP strengthened the focus on students with disabilities (SWD) through clearly defined resources, stakeholder engagement, and structured PLC monitoring, the site did not fully meet the intended level of time and depth needed to assess SWD outcomes in relation to TSI status. This limited the ability to comprehensively evaluate progress and refine targeted supports.
Moving forward into the 2026–27 LCAP cycle, SHS is committed to prioritizing dedicated time and structures to more effectively assess SWD performance in ELA, Math, and behavior. The site will leverage PLC meetings and data review cycles to ensure more consistent monitoring, deeper analysis, and timely adjustments to interventions. This renewed focus will strengthen alignment between identified needs, resource allocation, and measurable outcomes for SWD, particularly in relation to TSI identification and improvement efforts.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.**	**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

- **Average ELA SBAC distance from standard scores will maintain or increase from 31.7 DFS**
- 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 1.1.1

Targeted Student Group(s)

• All • EL

<table>
<tr>
<th>Action Plan
Describe your step by step plan for intervention, for at-risk students, as related to your goal.</th>
<th>Progress Monitoring Plan
Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?</th>
<th>Data Collection & Evaluation
Describe the overall implementation and effectiveness of this action plan.
Describe any major differences between the planned implementation and the actual implementation.
Describe any changes that will be made based on the data collected.</th>
</tr>
<tr>
<td>Action Plan

Provide professional learning opportunities for staff
Use release days, educational conferences, and cycles of learning to build instructional capacity and support ongoing growth.
Provide Instructional Framework PD for all core staff through CPL
Allocate professional development during preservice and throughout the year to learn ELD and Special Education strategies and evaluate the effectiveness
Support curriculum alignment within departments
Ensure consistency in rigor, pacing, and assessment practices (to include and support and encourage students to take the following exams PSAT and AP testing fees) across classrooms through collaboration and planning time.
Set grade-level benchmarks aligned with the core curriculum and use periodic assessments in Illuminate to measure progress toward these benchmarks.
Offer supplemental instructional materials and curriculum
Provide additional resources that address the diverse learning needs of students and support differentiated instruction.
Ensure compliance with legal and regulatory requirements for our multi-lingual students to include, but not limited to the following:</td>
<td>Progress Monitoring

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.
Increase FONT walkthroughs
Evaluate and present at leadership and staff meetings data associated with the cohorted students in AVID Pack time classes specifically for grade monitoring, college and career readiness and support.

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.
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.
Professional Development
Log PD attendance (release days, conferences, cycles of learning) – after each session
Collect agendas and sign-ins – after each session
Gather staff reflections/feedback – within 1 week of each session
Curriculum Alignment
Document department meeting agendas/minutes focused on alignment – monthly
Upload pacing guides or common assessments – quarterly</td>
<td>Evaluation</td>
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- Attending EL Coordinator meetings, DELAC and 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.
Discuss incorporation of ELD and Special Education standards and strategies in PLCs

Diversify the EL PLC to regularly include all subject matter departments and include Special Education in department PLCs

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 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

- 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

- 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 particpation 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

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**
- **School data book**
- **Arts Alive**
- **Student and Landowner Education and watershed Stewardship Program (SLEWS)**
- **Printshop orders**
- **Conferences**
- **Subscriptions**

.333 FTE RP Teacher - Title I
.334 FTE Teacher- Title I
.333 FTE Teacher-Supp Conn
We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.

Certificated Salaries- ($45,693)-Supplemental
Certificated Salaries RP ($41,834)-Title I
Certificated Salaries teachers (51,389)-Title I
Certificated Timesheets ($15,000)-Supplemental
Classified Timesheets ($4,000)-Title I
Contracts/Services($14,218)-Title I
Contracts/Services($20,000)-Supplemental
Materials/Equipment ($91,935)-Supplemental
Materials/Equipment ($2,000) -Title I

Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**
Illuminate Assessments: 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. **ELPAC Assessments:** 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. A team of teachers will need to conduct this testing during the school day and will do so on their preps periods. **CAASPP Assessments:** Under the direction of the Vice Principal, classroom teachers will administer the CAASPP to students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA. 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	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. 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 completed the CAASPP or CAA. This information will be shared with Department Chairs	

plan *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.* *Example: Chemistry workbooks that provide language supports, graphic organizers and data tables as well as appropriate scaffolding.* ***Supplemental Concentration (20,000 Timesheets)***		

Site Goal 1.3

Increase percentage of EL students reclassified from 9% to 11%
Increase English Learner Progress from 44% to 50%
Reduce the number of students who decreased at least one ELPI level from 21% to 10%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.3.1

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan EL Site team training and release days in collaboration with ML instructional coach. 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 and best practices for LTEL student outcomes. Multilingual Support Teachers will aid in duties including: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings (which includes	**Progress Monitoring** • 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. • 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 succesful in increasing literacy. • LTEL student outcomes - LCAP metrics and ELPAC proficiency levels will be reviewed each year	**Evaluation**

training materials and light refreshments). Purchase supplemental materials and supplies (e.g., SIPPS) to support the literacy of our Newcomer and LTEL students. ELPAC Coordinator will timesheet hours to coordinate and test students who must take the ELPAC. ML coach support to incorporate ELD strategies to improve participation and engagement/interest in coursework for all students. Classified personnel to assist testing for ELPAC phone calls and contacting families. Continue to focus on language objectives in Pack Time to prepare all students for college and career opportunities. **.334 FTE split between teachers to increase AP potential in 10th grade courses to be taught are Success in AP World - Title I** ***Certificated Salaries ($53,894)- Title I*** ***Certificated Salaries ($30,346)- EL Supplemental*** ***Certificated Timesheets ($13,887)- EL Supplemental*** ***Classified Timesheets ($5,000)- EL Supplemental*** ***Materials/Equipment ($4,861)- EL Supplemental***	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	

Site Goal 1.4

Average Math SBAC distance from standard scores will maintain or increase from -58.6 DFS

Metric: Student Talk

Action 1.4.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between

	collect and how often?	the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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. Summer Planning Hours for math teachers Math tutoring Lab for all students Classified personnel to make phone calls regarding the Math Lab, call to families on days that students need to attend, Include community based organization; HAWK Ensure the purchase of IXL to support SWD ***Certificated Timesheets ($15,000)-Supplemental*** ***Classified Timesheets ($1,000)-Supplemental*** ***Materials/Equipment ($1,500)-Title***	**Progress Monitoring** The site will implement a structured progress monitoring process for Mathematics, with a specific focus on Math I outcomes. The Math Department PLCs will regularly review student performance data, including the number and percentage of D and F grades, to identify trends and determine targeted supports. As part of this process, the team will also analyze whether students enrolled in credit recovery are consistently attending math tutoring and receiving appropriate interventions. Monitoring responsibilities will be shared across the Math Department, paraprofessionals, and counseling staff. Counselors will play a key role in monitoring grades, with a specific focus on identifying and supporting students earning D and F grades in Math courses, ensuring timely intervention and alignment of supports. The site will also continue to expand access to intervention by increasing the number of seats utilized by students in Flex Time, the school's scheduled weekly intervention period. Participation data and student outcomes will be reviewed to ensure that students most in need are prioritized and effectively supported. In collaboration with the district Math Coach and the Math Department, with a targeted focus on the Math I team, the site will engage in ongoing data analysis and progress monitoring to assess the effectiveness of instructional strategies and interventions. Additionally, the site will work with teachers to develop and implement a consistent system to monitor the effectiveness of the after-school tutoring program, including tracking student attendance, engagement, and academic progress.	**Evaluation**

Site Goal 1.5

STUDENT TALK
Teachers will increase their effective use of student talk from 63% to 68% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.5.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • **Plan year-long professional development with site instructional coach as it relates to [Instructional Framework goal area] 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.** • **Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.** • • **Create posters of the Instructional Framework principles to hang in classrooms as anchor charts for use with students to define high-quality, first-time instruction.** • **Calibrate FONT observations with regional principals to ensure accuracy and consistency with data gathering to determine implementation level of the Instructional Framework.**	**Progress Monitoring** The school site administration team, instructional coach, and Site Leadership Team will monitor the implementation of the Instructional Framework throughout the school year using multiple measures of progress. • Monthly FONT walkthrough data will be reviewed to identify trends in instructional practices, levels of student engagement, and areas needing additional support. This data will be shared with staff during monthly staff meetings to celebrate growth, reinforce expectations for high-quality first-time instruction, and determine next steps for professional learning. • The Site Leadership Team will also review walkthrough data monthly to evaluate implementation across departments and student groups and to adjust supports and coaching priorities as needed. • Participation in year-long professional development, coaching cycles, and PLC collaboration will be monitored through sign-in sheets, coaching logs, meeting agendas, and teacher feedback surveys. Administrators and the instructional coach will conduct regular classroom walkthroughs to monitor the use of Instructional Framework strategies, including the visibility and instructional use of classroom anchor charts and instructional framework posters. • Calibration sessions with regional principals and site administrators will occur quarterly to ensure consistency and accuracy in FONT observation data collection and feedback practices. • Progress toward implementation goals will also be evaluated through analysis of student engagement indicators, classroom observation trends, teacher reflection data, and instructional artifacts such as lesson plans and student work samples. • Semester and end-of-year reviews will be conducted to determine the overall impact	**Evaluation**

	of the Instructional Framework on instructional consistency, student learning experiences, and equitable access to high-quality instruction for all classes.	

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 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**	**Students need high quality programs and services driven by assessment, data analysis, and action as measured by:** • **African American Disparity** • **Homeless Student Disparity**

targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	• Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity

Site Goal 2.1

Suspension Rate

- **The percentage of students suspended 1 or more times will decrease from 4.7% to 3.6% or lower**

Knowledge and Fairness of Discipline, Rules and Norms:

- **Average student ratings of overall climate will increase from 74.2% to 80.4% or higher**

School Connectedness and Sense of Belonging:

- **Average student ratings of SEL competencies will increase from 77.6% to 86% or higher**

- **The percentage of students chronically absent will decrease from 21.6% to 16% or lower**

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**
Improved Use of Pack and Flex Time / Targeted Support Groups • Use academic, behavioral, and attendance data to intentionally place African American students and students with disabilities in the most appropriate support groups. • Collaborate with teachers and support staff to ensure FLEX time lessons are inclusive, engaging, and meet diverse learning needs. • Build relationships during FLEX Time that affirm students' identities and provide mentoring opportunities. **Site Restorative Practices Training**	• Improve use of Flex time Quantify how staff are using Flex time and monitor during PLC meetings • Flex time attendance tracking • **AVID Tutors (AVID classes + tutoring center)** **Monitoring:** • Track tutor schedules and student participation • Attendance in tutoring center (who comes and how often) • Student grades in AVID and core academic classes • **Meet in PLC teams on assigned days.** • **Share data from restorative practices room via teacher for PLC's to discuss** • **Compare results and identify**	

- **Fund 1.0 FTE restorative practices teacher**

- Host Restorative Circles with District Coaches that include problem solving, social 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**
- **Student empowerment sessions with Higher Attainment through Wisdom and Knowledge (HAWK) Increase Black Family engagement, reduction of discipline referrals for participating students.**
- **Work with staff to identify the capacity for cultural competence**

Certificated Salaries (135,240)- Title I
Certificated Timesheets ($3,181)- Title I
Contracts/Services ($45,000)-Title I

opportunities for improvement, growth, and intervention.

- **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-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**
- **Quarterly data cycles with HAWK and DTS Services along with data submitted by our Restorative Practices room and Counseling.**
- **HAWK will include this in the quartly data collection.**

Action 2.1.2

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan
 	
• **Family Listening Sessions**
  ◦ Host culturally specific listening sessions with African American families and families of students with disabilities to better understand barriers and experiences.
  ◦ Use feedback to adjust school supports, structures, and communication approaches.
  ◦ Follow up with participants to share outcomes and build ongoing trust and collaboration.
  ◦ Contract with DT Enterprises to host listening sessions on campus and
 	
Certificated Timesheets($18,799)- Supplemental site planning related to PLC's, AP Course work and summer planning to increase A-G, graduation and student achievement.
Contracts/Services ($115,000)- Supplemental
	Progress Monitoring
	
	Administration will monitor the effectiveness via student data each quarter for grades, attendance and behavior.
	Report outs will occur via Staff meetings and leadership meetings to ensure that discussions occur for effectiveness during PLC meetings and Department Meetings
		Evaluation

Funding Sources for District Goal 2		
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)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10,000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$0	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$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

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

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
1. Implement and disseminate behavioral flow chart 2. Clearly communicate and reinforce expectations through student handbook and newsletters 3. Engage parents in ongoing discussion during the School Site Council (SSC) 4.Counselors will provide targeted academic monitoring and A–G guidance by: • Reviewing D/F lists, attendance, behavior, and credit accrual data every two weeks • Conducting individual academic conferences with students identified as off-track • Updating and monitoring four-year A–G plans during counselor meetings • Identifying barriers impacting academic performance, attendance, and wellness • Coordinating interventions with teachers, administrators, MTSS teams, and special education staff Counselors will contact families of students receiving one or more failing grades to review progress and connect students with: • Tutoring and academic intervention programs • Credit recovery opportunities • Summer school and after-school support • Wellness and mental health services • Attendance supports and case management 5. Increase communication and follow-up (as appropriate) between administration and teachers regarding disruptive behaviors that occur in the classroom 6. Full-staff implementation of 5 Star for bathroom use to minimize disruptive behaviors • PBIS coordinator to reintroduce/remind staff how to use 5-Star • Increase awareness and implementation level of the PBIS program via staff meeting agenda items with PBIS present, a mural project that will be designed to embody the PBIS principles of Respeact, Integrity, Teamwork and Effort fostering a more inspiring and inclusive school environment. • 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	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. • Ongoing Professional Development regarding PBIS and behavioral expectations Admin and leadership to discuss expectations in alignment with the RITE way • Revision of student handbook and newsletters • Invite families to attend SSC utilize the notes from previous meetings to inform parents. • Admin and leadership to discuss expectations in alignment with the RITE way and monitor through the TFI 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 throug**h**	

- 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 .8 FTE Intervention Counselors FTE from Title I .8 Counselor from Supp Conn .125 FTE College and Career Tech- Supplemental - Timesheet- RP ***Certificated Salaries $117,298 (Supplemental)*** ***Certificated Salaries Title I- $158,521*** ***Certificated Timesheets $2,500(TITLE)*** ***Classified Timesheets $1,000 (Supplemental)*** ***Materials/Equipment $5,523 (Supplemental)*** **Classified Salaries $7,500 *(Supplemental)***		

Funding Sources for District Goal 3		
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)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$10,000	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$0	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$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

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 sense of belonging and connectedness to Sheldon from 92% to 95% favorability according to the Perspective Survey results survey.
- 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: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

• All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between

	collect and how often?	the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan
 	
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. Expand Family listening sessions to incorporate more of our targeted group's voices
5. Continue parent volunteer program
6. Support for Family and Community engagement activities such but not limited to:
    1. Science Showcase
    2. Arts Alive
    3. Parents of the Pack nights
    4. HAWK events involving families
 	
Certificated Timesheets ($6,000)- Supplemental Concentration
Classified Timesheets ($2037)- Title I
	Progress Monitoring
	
	• 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 our the perspective survey each time they volunteer.
		Evaluation

Site Goal 4.2

Sheldon High School's percentage point change for chronic absenteeism

- **The percentage of students chronically absent will decrease from 21.6% to 18.0% or lower**
- **African American students from 23.3% to 20.% or lower**
- **Latino Students from 23.6% to 20.% or lower**
- **SWD from 28.3% to 25% or lower and**

- **EL students from 25.3% to 22% or lower**

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

• All • EL • Hispanic or Latino • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Utilize Para Professionals for the last part of the day to make phone calls for students pertaining to chronic absenteeism. 2. Before school starts, Admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year. 3. Admin will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance. 4. The Attendance Team will plan and implement interventions, which aim to increase attendance rates. The team will also implement a coordinated attendance intervention plan focused on improving student engagement, connectedness, and consistent attendance for student groups with the highest chronic absenteeism rates. Counselors, administrators, attendance staff, teachers, and wellness teams will collaborate to provide early identification, family outreach, mentoring, and intervention supports for African American students, Latino students, Students with Disabilities (SWD), and English Learners (EL).	**Progress Monitoring** • Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. • Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. • The Attendance Team will share data with staff at staff meetings and report to the community. • Chronic absenteeism reports • Attendance intervention logs • Family contact documentation • Student engagement and wellness survey data • Quarterly attendance improvement reviews by student group • Review attendance data every two weeks to identify students at risk of chronic absenteeism. • Conduct attendance check-ins and individualized support meetings with identified students. • Contact families after repeated absences to problem-solve barriers and connect students to supports. • Provide culturally responsive mentoring, restorative practices, and wellness supports to improve school connectedness. • Connect students to tutoring, transportation assistance, counseling,	**Evaluation**

	health services, and community resources as needed. • Collaborate with teachers and case managers to support re-engagement plans for students with frequent absences. • Recognize and celebrate improved attendance through positive incentives and school-wide attendance campaigns.	

Funding Sources for District Goal 4		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets
Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$0	Certificated- Timesheets
EL Supplemental (7150/0000)	$0	Classified- Salaries
EL Supplemental (7150/0000)	$0	Classified- Timesheets
EL Supplemental (7150/0000)	$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	$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	$93,223	$135,240	$158,521	$0	$386,984
Certificated- Timesheets	$0	$3,181	$2,500	$6,000	$11,681
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$4,000	$0	$0	$0	$4,000
Materials/Supplies/Equipment	$2,000	$0	$0	$2,037	$4,037
Contracts/Services/Subscriptions	$14,218	$45,000	$0	$0	$59,218

Title I Basic (4900/3010) Total: $465,920

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$45,693	$0	$117,298	$0	$162,991
Certificated- Timesheets	$50,000	$18,799	$0	$0	$68,799
Classified- Salaries	$0	$0	$7,500	$0	$7,500
Classified- Timesheets	$1,000	$0	$1,000	$0	$2,000
Materials/Supplies/Equipment	$91,935	$0	$5,523	$0	$97,458
Contracts/Services/Subscriptions	$20,000	$115,000	$0	$0	$135,000

Supplemental/Concentration (7201/0000) Total: $473,748

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$39,136	$0	$0	$0	$39,136
Certificated- Timesheets	$18,451	$0	$0	$0	$18,451
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$1,500	$0	$0	$0	$1,500
Materials/Supplies/Equipment	$2,000	$0	$0	$0	$2,000
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7250/0000) Total: $61,087

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) | 2026-2027

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals 1. Curriculum and Instruction	 2. Targeted Supports & Interventions	 3. Wellness	 4. Family Engagement	Balance
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$465,920	$113,441	$183,421	$161,021	$8,037	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$473,748	$208,628	$133,799	$131,321	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$61,087	$61,087	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,000,755	$383,156	$317,220	$292,342	$8,037	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$465,920
Subtotal of state or local funds included for this school	$534,835