



Pleasant Grove High School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The overall LCAP plan was addressed during pre-service meetings August 7, 8, and 9. The plan also was reviewed at School Site Council meetings on August 25, August 29 and September 12. Steering meetings on August 7 and September 5 had input into the PGHS LCAP plan as well as ELAC on August 31. The Decision Making Model approach was used to identify and prioritize the needs of PGHS along with District surveys sent to students and parents.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The consultations helped to develop strategies to aid the targeted student groups SED, EL, and FY to be able to achieve proficiency academically and feel connected to the PGHS culture. The School Site Council and surveys helped to provide us with feedback from parents and students on the effectiveness of targeted programs. Academy advisory boards provide feedback from industry professionals that resulted in additional CTE pathways (Mechatronics, AG animal science). By doing this our future funding decisions would be based on the identified needs.</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)**Site Goal 1.1**

Increase the percentage of students who are academically proficient through the use of Common Core State Standards, best instructional strategies, and technology.

Metric: A-G Completion**Actions/Services 1.1.1****Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide time (release days, late start Thursdays) for teachers (via PLC teams) to collaborate to develop curriculum, analyze data, and develop best strategies.	PLC research validates systematic review of individual student and student subgroup data by teams of teachers for purposes of instructional planning results in improved teaching/learning -Mattos, DuFour, DuFour, Eaker, and Many-2016	<ol style="list-style-type: none"> 1. PLC teams will analyze data from common assessments and discuss best strategies. 2. Analyze standardized test results (CAASP, PSAT, SAT, AP tests) 3. Enrollment and completion of AP and Honors classes.

What funding source will you use?

173 teachers @ \$155 per sub = \$26,815 from account 7201
Same as 2.1.1

Actions/Services 1.1.2**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase the number of chrome carts from 6 to 11 for student access to technology in classrooms	<ol style="list-style-type: none"> 1. Required aspect of the CASSP. 2. Current professional learning conferences support increased technology based education 	PLC teams will review and discuss effectiveness

What funding source will you use?

\$27,033 for 112 additional chrome books
\$6,000 from 2200
\$21,033 from 7201

Actions/Services 1.1.3**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Tutoring support for all disciplines but especially Math	<ol style="list-style-type: none"> 1. Low performing students need extra help to reach proficiency. 2. D and F reports in Math indicate extra help is needed. 	Grades and performance on CAASP, PSAT, EAP and site common assessments.

What funding source will you use?

27 teachers @ \$40 per hour X 12 hours per teacher per semester = \$12,960 from account 7201. If needed, \$4,040 will come from Admin. budget to help cover second semester.

Actions/Services 1.1.4

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Resources (subscriptions for Rosetta Stone, chrome books, lap tops) for ELA class for EL beginning students and an ELA support class for EL students 2. FTE for EL coordinator, 3. Payment for CELDT testing coordinator	1. EL students need extra help in reaching proficiency in English	1. Grades in the EL class and the regular English class where appropriate. 2. EL standardized tests

What funding source will you use?

\$19,080 from 7250 EL supplemental program services
 \$12,116 - 1113
 \$4,635 - 3XXX
 \$810 - 1150
 \$101 - 3XXX
 \$133 - 5815
 \$1,285 - 4310

Site Goal 1.2

Increase the percentage of students that are college and career ready by offering a variety of AP/Honors, CTE, and A-G classes and related activities.

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Expand CTE classes (increase AG pathway options- animal science, additional Engineering pathway- mechatronics) , options and activities - WBL experiences career day, increase internships	Research shows the more options students have the greater chance students will succeed. Expanded CTE options reach more students who may not be 4 year college bound. Please refer to http://www.ascd.org/publications/newsletters/policy-priorities/vol23/numo1/Career-Technical-Education@-Pathways-Toward-Postsecondary-Success.aspx	1. CTE enrollment 2. Pathway completion

What funding source will you use?

\$150,000 - CPA (Academy),
 \$75,000 - Perkins (CTE),

\$100,000 - SSP (Pathway) grant funding.

Actions/Services 1.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Continue to maintain and increase AP/Honors enrollment, completion, and exam pass rates. 2. Provide professional development for AP/Honors teachers	Research supports enrollment in AP and Honors courses increases student academic success and readiness for college and careers.	AP/Honors enrollment, course completion, and AP test results

What funding source will you use?

1. CPL funding for AP conferences
2. If needed, money from Admin budget to supplement CPL funding.

<p>District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Increase the number of release days to provide time for grade/subject level PLC teams to meet to develop curriculum, common assessments, and best strategies.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Grade/subject level PLC teams will use late start Thursday and release days to collaboratively plan curriculum, analyze data from common assessments and develop best strategies.	Research supports PLC collaboration in developing challenging academic programs	1. Classroom visits 2. PLC feedback 3. Student academic performance

What funding source will you use?

173 teachers @ \$155 per sub = \$26,815 from account 7201
Same as 1.1.1

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Site Goal 3.1

Offer a variety of programs for all students to have an opportunity to be connected to PGHS.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> • All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Offer as many clubs and programs to meet the diverse student population as necessary.	District leadership supports in developing as many programs as possible to meet the needs of a diverse student population	1. Enrollment and participation in activities offered at PGHS.
What funding source will you use?		
<ol style="list-style-type: none"> 1. ASB support 2. Admin support 		

Actions/Services 3.1.2

Principally Targeted Student Group		
<ul style="list-style-type: none"> • School-wide 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue to develop more Academy and CTE opportunities with community partners	Community involvement develops student success and a positive school culture.	<ol style="list-style-type: none"> 1. Community service hours 2. Partnerships and internships 3. Community participation in school events 4. Work-based learning opportunities
What funding source will you use?		
<ol style="list-style-type: none"> 1. Academy and CTE grants 2. Admin budget. 		

Actions/Services 3.1.3

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Add signage celebrating the culturally diverse and welcoming community of PGHS	Visible recognition of a positive environment fosters a welcoming and understanding student population	1. Student surveys 2. Parent surveys 3. Participation in Unity Day
What funding source will you use?		
PBIS funding of \$1000.00		

Actions/Services 3.1.4

Principally Targeted Student Group		
• Foster Youth		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Expand mentorship program for foster care students 2. Improve PGHS participation in ILP 3. Continue on-campus leadership opportunities	Research supports active involvement and participation in school programs improves student academic success	1. Survey of foster care students 2. Analysis of Academic success 3. Feedback from mentors
What funding source will you use?		
Admin budget		

District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: • Family and Community Engagement
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Site Goal 4.1

Offer opportunities for parents and community partners to interact with school staff and activities at PGHS.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group		
• School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Offer Back to School Night, Take a Parent to School Day, Bring a Student Lunch Day, Frosh/Senior Parent Night as opportunities	Research shows that the more parents are involved with their student's education the greater the chances are for student success.	1. Parent surveys 2. Participation in school events

for parents to connect with PGHS.		
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What funding source will you use?
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1. Admin budget

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Pleasant Grove High School - 480

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$135,528	\$135,528	\$135,528	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	118.0653	\$0	\$12,281,477	\$12,281,477	\$12,281,477	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9- 12) 0000 Unrestricted	2	\$0	\$238,821	\$238,821	\$238,821	\$0	\$0	\$0	\$0
2230 Non- Instructional FTE (9- 12) 0000 Unrestricted	1.5	\$0	\$194,584	\$194,584	\$194,584	\$0	\$0	\$0	\$0
2240 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$28,000	\$0	\$28,000	\$28,000	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$20,853	\$20,853	\$20,853	\$0	\$0	\$0	\$0
2280 Summer School/Extended Learning (9-12) 0000 Unrestricted	0	\$27,249	\$0	\$27,249	\$27,249	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	6.15	\$0	\$841,227	\$841,227	\$841,227	\$0	\$0	\$0	\$0
4020 Secondary Education 0000 Unrestricted	0	\$0	\$6,102	\$6,102	\$6,102	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.4	\$0	\$32,717	\$32,717	\$32,717	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$41,114	\$41,114	\$41,114	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$59,185	\$59,185	\$0	\$0	\$59,185	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$159,395	\$159,395	\$159,395	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	8	\$0	\$518,976	\$518,976	\$0	\$0	\$518,976	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$60,808	\$60,808	\$60,808	\$0	\$0	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced									

Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.6	\$0	\$72,579	\$72,579	\$72,579	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0.1425	\$0	\$19,080	\$19,080	\$19,080	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$20,767	\$20,767	\$0	\$0	\$20,767	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4250 Director of Career and Technical Education and College Readiness 3550 Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$35,987	\$35,987	\$35,987	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 4035 NCLB: Title II, Part A, Teacher Quality	1	\$0	\$122,541	\$122,541	\$122,541	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	6.8441	\$0	\$274,965	\$274,965	\$0	\$0	\$274,965	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$215,856	\$215,856	\$215,856	\$0	\$0	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	3.2813	\$0	\$177,302	\$177,302	\$177,302	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.55	\$0	\$60,612	\$60,612	\$60,612	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	10.0625	\$0	\$931,416	\$931,416	\$931,416	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA	0.875	\$0	\$49,628	\$49,628	\$49,628	\$0	\$0	\$0	\$0

6500 Special Education									
3680 Emotionally Disturbed (ED) - Tier I 6500 Special Education	2.125	\$0	\$143,840	\$143,840	\$143,840	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	7.6875	\$0	\$364,408	\$364,408	\$364,408	\$0	\$0	\$0	\$0
3650 Emotionally Disturbed (ED) - Tier II 6512 Special Education: Mental Health Services Prop 98	3.95	\$0	\$276,682	\$276,682	\$276,682	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$21,584	\$0	\$21,584	\$21,584	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$4,049	\$0	\$4,049	\$4,049	\$0	\$0	\$0	\$0
4020 Secondary Education 9421 UCCI Pathways Grant - Pleasant Grove High School	0	\$75	\$0	\$75	\$75	\$0	\$0	\$0	\$0
4250 Director of Career and Technical Education and College Readiness 9449 Project Lead The Way, Inc	0	\$15,000	\$0	\$15,000	\$15,000	\$0	\$0	\$0	\$0
Totals	177.5834	\$95,957	\$17,392,077	\$17,488,034	\$16,613,141	\$0	\$874,893	\$0	

Signatures: (Must sign in blue ink)

Date

Principal **Hank Meyer**

School Site Council Chairperson **Sherry Lunde**

EL Advisory Chairperson **Sarentuye Xu**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

