



Pleasant Grove High School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140108753

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

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/> <p>2019-2020 Parent, Student, and Staff LCAP Needs Survey data distributed in 11/2019 shared with staff on 3/3/20 and again on 4/3/20. Data shared with SSC on 4/30/20. Follow-up dialogue with staff and School Site Council on areas marked "High Importance & Low Satisfaction"</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These consultations assisted in having a better understanding of the areas marked "important/low satisfaction" so we could examine the corresponding data in those areas to determine which areas we allocate funding; specifically in the discrepant areas between/among sub-groups. The following questions were analyzed with each subgroup: small class sizes, counselors to guide preparation for college and career, on-campus homework help, timely feedback to parents, security staff on campus, and counselors to provide advice and personal support. The survey data along with subgroup feedback assisted in the goals and allocation of funds (where appropriate). For example, "on campus homework help" was ranked as high importance and low satisfaction by parents. Upon further inquiry, it was discovered that we need to do a better job of advertising the location and time of tutoring because parents weren't all aware of the intervention, but felt that it is beneficial to keep in our LCAP.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
n/a

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"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP
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- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

Site Goal 1.1

To allow students to gain comfort of using chromebooks and accessing the platforms needed on the SBAC. The more chromebooks we have available to students to use while taking the SBAC interim assessments, the more familiar they will be with the technology they will use when taking the SBAC in April.

The addition of document cameras and multi-media projectors will enhance instruction as more teachers will be able demonstrate how to complete a task, problem, or assignment as well as use the visual supports offered through multi-media projectors.

The purchase of laser printers will replace the broken printers and allow teachers to make copies of curriculum materias and assignments for students.

Increase the percentage of students who met or exceeded standards in ELA, Mathematics, and Science.

ELA will increase by 3% from 80% to 83% in met or exceeded.

Math will increase by 2% from 66% to 68% in met or exceeded.

Science will increase by 5% on the CAST from 40% to 45% in met or exceeded.

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?
<ul style="list-style-type: none"> • Increase the number of chromebooks for student access to technology in classrooms (Chromebook Cart - \$1175/each), (Chromebooks -\$202/each) • Purchase Document Cameras (\$496/ea), Multi-Media Projectors (\$ 545) and Laser Printers (\$ 505) to replace old/broken ones for classrooms and pod areas. • Software subscriptions/online tools (Turnitin.com, Pear Deck, and EdPuzzle) 	<p>Marzano, R., Pickering, D., & Pollock, J. (2001) <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>. Alexandria, VA: ASCD</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i>. New York, NY: Routledge.</p>	<p>Much of the equipment and technology at PGHS is either outdated or no longer working since it came with the school when it was new 15 years ago. The PGHS Technology Committee will continue to monitor technology inventory as well as the needs of students and staff in the area of technology.</p> <p>Teacher survey data will be used to measure the effectiveness of each software/tool.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$22000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$13140	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • State Seal of Biliteracy Graduation Sashes • Supplies for ELAC meetings • Additional Chromebooks may be purchased for EL students to assist them in their core classes. 	<p>1. EL students need extra help in reaching proficiency in English</p> <p>2. Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing. Some of the research based skills for effective EL instruction include to:</p>	<ul style="list-style-type: none"> • progress report, quarter and term grades in all classes. • ELPAC scores • teacher progress reports/feedback • EL Walk-through data inform PD for teachers

<ul style="list-style-type: none"> Classroom supplies will be purchased as necessary to assist students with accessing the curriculum. 	<p>www.ascd.org/... Research-Based Practices for English Language Learners. The integration of practices for English as a second language.... www.sde.ct.gov/...Instructional Best practices fro English Language Learners</p> <p>www.supportrealteacher.org/strategies for English Language learners. SDAIE strategies ...etc.</p> <p>https://www2.ed.gov/about/inits/ed/lep-partnership/interventions.pdf. Research-Based Recommendations for Instruction and Academic Success.</p>	
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Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$199	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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?		
Professional development on site with EL coach in the form of release days and planning time for teachers-certificated substitutes will be required FTE for EL coordinator, Payment for ELPAC testing coordinator	"Tier III provides intensive research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or replacement for core classroom and Tier I and Tier II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level standards." <u>Response to Intervention and English Language Learners</u> : Hanover Research Jul. 20, 2012	<ul style="list-style-type: none"> ELPAC/CAASP Results Teacher Surveys grades 		
Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$17293	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

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?		
Students enrolled in the Career Technical Education programs will benefit from supplemental funds as we continue to develop high quality, CTE pathways. These funds will be used to provide the following expenses: consumable supplies, instructional materials, instructional equipment, field trips related to the career theme or post-secondary preparation, professional development related to instructional methodology or staying	From the executive summary: "This paper proposes a set of strategies for identifying and supporting career as well as college readiness within the Local Control and Accountability Plans (LCAPs) that will shape accountability reporting for schools and districts. In addition, the paper proposes ways that student accomplishments illustrating career readiness can be included in graduation standards and conveyed to postsecondary audiences." Standards & Framework - Career Technical Education (CA Dept of ... The California Career Technical Education (CTE) Model	<ul style="list-style-type: none"> 5-Star reports (for field trips and other WBL experiences) Registration form, agenda or brochure uploaded to OPTIC (for PD experiences) Controller will monitor that items ordered/received are exclusive to the pathways. eligible to receive funds Fund Allocation: Agriculture Pathway G-3805: \$2,000 for Instructional Supplies, 		

current with industry trends.
Pathways supports will be:

- Agriculture
- Digital Media
- Biomedical

Curriculum Standards ... a rigorous and relevant **CTE** curriculum that increases **student achievement**.

www.cde.ca.gov/ci/ct/sf/

[CTE Model Curriculum Standards - Standards & Framework \(CA ...](#)

The newly revised **CTE** Model Curriculum Standards designed to prepare **students** to be both Career and College ready were adopted by the SBE on January ... www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

www.cde.ca.gov/ci/ct/pk/documents/ssreview.doc demonstrates that high quality pathways embody 11 elements. Our actions and services support the following high quality pathway elements:

- 2. High Quality Curriculum
- 9. Skilled Faculty and PD

\$1,000 for Workshops and \$1,000 for Field Trips

- Digital Media G-3829: \$500 for Instructional Supplies, \$250 for Workshops and \$250 for Field Trips
- PLTW Biomedical Pathway G-3836: \$1,000 for Instructional Supplies, \$500 for Workshops and \$500 for Field Trips

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$3500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$3500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

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?
<p>School stability will be established for all PGHS Foster Youth students as well as the following supports provided:</p> <ul style="list-style-type: none"> • Immediate enrollment • School placement in the Least Restrictive Environment • Academic support and counseling • Coordination of social emotional supports • Early intervention and prevention 		<ul style="list-style-type: none"> • Review survey data and other feedback from our foster youth, their foster parents, advocates and district Foster Youth representatives to ensure that they are receiving the necessary supports and services. • Utilize data infrastructure to regularly monitor foster youth academic outcomes, equity and to close the academic achievement gap.

Funding Source	Amount	Description of Use		

Actions/Services 1.1.6

Principally Targeted Student Group

- Black or African American • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Staff will utilize SBAC and PSAT scores to identify high performing students who are underrepresented in Honors and AP courses. This outreach will consist of meetings with the students, parents, and letters home encouraging identified</p>	<p>The Race Gap in High School Honors Classes Minority students are far less likely to take AP classes or even attend high schools that offer a college-prep curriculum. https://www.theatlantic.com/politics/archive/2014/12/the-race-gap-in-high-school-honors-classes/431751/</p>	<ul style="list-style-type: none"> • % of students enrolled in Honors/AP classes from 58% to 60%

students to enroll in Honors and AP courses.

Funding Source	Amount	Description of Use		
AP Recruitment (7225/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PreAP Training (7218/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.7

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?
Teacher release time to collaborate on instructional strategies to support AVID students (13 x \$246)	<ul style="list-style-type: none"> • AVID strategies are best practice for all teachers to utilize with their students. 	<ul style="list-style-type: none"> • Increase in % of students that are proficient in ELA from 81% to 85% for whole school and from 18% to 30% for EL Students • Increase in % of students that are proficient in Math from 66% to 70% for whole school

Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$1300	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$6366	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.8

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?
The entry fees for academic clubs such as MESA, Academic Decathlon, and Mock Trial will be partially supported through this fund.		The clubs will participate in district, county and state academic competitions

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.9

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?
\$20,000 Student Fees funding - to support		

the implementation of hands on curricular activities in Art, Ceramics, Drama, Music, Photo, Science and Math and other curriculum as needed. To help with instructional supplies, supplemental books, equipment repair (specifically for musical instruments), duplicating supplemental workbooks, and field trips.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

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

Site Goal 2.1

Increase the percentage of students who met or exceeded standards in ELA, Mathematics, and Science.
 ELA will increase by 3% from 80% to 83% in met or exceeded.
 Math will increase by 2% from 66% to 68% in met or exceeded.
 Science will increase by 5% on the CAST from 40% to 45% in met or exceeded.

Increase the number of authentic and timely assessments to inform instructional needs through regular and structured PLC collaboration with a deliberate focus on the following subgroups: Students with Disabilities, Hispanic, and African American students.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • SWD

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?
<ul style="list-style-type: none"> • Core content teachers will use collaborative time (release days, late start Thursdays, after school and on Saturdays) for teachers (via PLC teams) to collaborate to develop curriculum, analyze data, and develop best instructional practices. 	<ul style="list-style-type: none"> • Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press. • Moss, C., & Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD • Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), <i>Ahead of the Curve: The power of assessment to transform teaching and learning</i> (pp.59-76). Bloomington, IN: Solution Tree Press. • Wiggins, G. & McTighe, J. (2005) Understanding by Design. Upper Saddle River, NJ: Pearson. 	<ul style="list-style-type: none"> • PLC teams will analyze data from common assessments, assessment results, intervention and enrichment lesson plans and discuss effective instructional strategies. • PLC Meeting agenda and minutes. • Analyze standardized test results (CAASP, PSAT, SAT, CAST, and AP tests) as well as formative assessment results.

Funding Source	Amount	Description of Use		
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Supplemental/Concentration (7201/0000)	\$18673	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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

Site Goal 3.1

PGHS will focus on providing equitable opportunities for all students to learn in a culturally responsive, physically and emotionally safe environment.

Metric: School Climate

Actions/Services 3.1.1

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?
<p>Increase PBIS signage promoting the 4 B's, welcoming the PGHS community on campus, and celebrating a positive culture and climate.</p> <p>Teach/remind students about expectations on campus through the beginning of the year PBIS Kick Off and Advocacy lessons.</p> <p>Continue the work of PBIS committees for both Tier 1 and Tier 2 who will meet monthly.</p> <p>In monthly staff meetings, the staff will be updated on PBIS expectations and products required of Tier 1 and Tier 2.</p>	<p>Visible recognition of a positive environment fosters a welcoming and understanding student population</p> <p>www.bommerangproject.com/testimonials/how-link-crew-impacts-freshmen. "Link Crew is an organized and highly effective program for all students... we're already seeing a happier, more comfortable group of ninth graders.</p> <p>Unity Day is a highly interactive and energetic program that provides students with tools to break down the walls of separation and isolation and replace them with compassion.</p> <p>https://www.pbis.orf/school/pdis-th-classroom.</p> <p>PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes.</p>	<ul style="list-style-type: none"> • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • Synergy Reports <ul style="list-style-type: none"> ◦ Behavior • PBIS Assessments <ul style="list-style-type: none"> ◦ Self-Assessment Survey (SAS) ◦ Tiered Fidelity Inventory (TFI)

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
Provide opportunities for teachers to attend equity-related professional development conferences.	Culturally Sustaining Pedagogies-Paris and Alim, 2017 See Darling-hammond, L. (2005) <u>Professional Development Schools: Schools for Developing a Profession</u> , on making teacher professional learning an endemic part of every successful school.	Teacher surveys on the overall effectiveness of the information delivered at the professional development workshops/conferences Teachers surveys on PD delivered to our staff based on the effectiveness of the workshop/conference

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$6287	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.3

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?		
Increase the number of library books that reflect our diverse student population (including LGBTQ, race, gender, ethnicity, religion, special needs, etc.)	Culturally Sustaining Pedagogies-Paris and Alim, 2017	Librarians will administer a student interest survey on the types of books that they are interested in checking out from the library. Additionally, they will monitor the frequency that books are being checked out from the library to determine the effectiveness of the book selection.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.4

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?		
Provide targeted services, workshops, training for parents, students, certificated and classified staff that promote the social, emotional well being of our school community including mental health awareness protocols, procedures, and interventions.	See "Social-emotional Skills Can Boost Common Core Implementation", M.J. Elias, <i>Phi Delta Kappan</i> , November 2014, p.60).	Review of student discipline and attendance data Counselor and MFT data on the number of students who require mental health support Review SST, 504, IEP, and MTSS data Review of LCAP survey data, Social and Emotional Campus Culture and Climate data, Claifornia Healthy Kids data Parent and student sign in sheets to monitor attendance		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.5

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?
<p>Collaboration with CSUS professors on gathering data to assist with our Equity/WASC self-study. This work began during the spring 2019 and will continue through the 2019-2020 school year.</p>	<ul style="list-style-type: none"> • Ongoing research gathered by the NEP (National Equity Project): • Learn and engage with NEP's Leading for Equity (LFE) framework as a way to expand equity consciousness and shift from traditional leadership paradigms to a more dynamic approach to equity-focused problem-solving and decision-making required for leading for equity in complex systems. • Articulate a definition of success that is liberatory and inclusive of the values and aspirations of students of color and students living in poverty in their communities. • Work together to identify or refine a priority "equity challenge" and design, apply, and reflect on approaches to advance progress toward equity. • Learn and apply a Learning Partnership approach to change, working collaboratively with colleagues and students to implement rapid cycles of inquiry, running small tests of change to learn what works, how it works, for whom, under what conditions, and why • Review, discuss, apply, and contribute to the latest research in the neuroscience of change and the science of learning and development in service of equity 	<p>Survey data (all stakeholders) The development of our Equity/Wasc goals</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$3500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

Metric:

Actions/Services 3.2.1

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?
<p>Selected students who are identified by staff as struggling academically and in need of mentorship will work with PGHS staff and outside agency(Kevin Bracey) to develop their leadership skills, set goals for personal growth, learn how to handle challenges and setbacks, and improve self-esteem.</p>	<p>Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) are frameworks for integrating instruction, evidence-based interventions, and assessments to meet the academic and behavior needs of all students. The essential components of MTSS are as follows: screening, progress monitoring, a multilevel prevention system, and data-based decision making (National Center on Response to Intervention, 2010). When MTSS is implemented with fidelity, success and improvement in performance occur among students with disabilities, as well as students who are at risk for academic failure (Gersten et al., 2012; Vaughn et al., 2015). Unfortunately, many educators and parents</p>	<p>Student discipline data, attendance, and grades (pre and post). Teacher feedback on student's academic, emotional, and behavior progress. Student self-assessment survey data</p>

do not fully understand how to collect data and identify interventions to use within MTSS. To kick off the MTSS theme as part of Connected Educator Month 2015, the National Center on Intensive Intervention (NCII), the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, the National Center on Response to Intervention at American Institutes for Research, and the National Center on Systemic Improvement (NCSI) had the pleasure of sitting down with Lynn Fuchs, Ph.D., and Joe Jenkins, Ph.D., and discussing RTI and MTSS. Together they have decades of experience in the field of education and have conducted extensive research in the areas of MTSS and RTI.
[MTSS, RTI, Special Education...OH My! Gaining an understanding of MTSS and RTI: Drs. Lynn Fuchs and Joe Jenkins](#)

Funding Source	Amount	Description of Use
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District Strategic Goal 4:
 All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:
 Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/Local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

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

Site Goal 4.1

All students and their families will feel welcome, supported and included by the environment created at Pleasant Grove High School. All students will benefit from programs and services designed to regularly inform and involve community members.

Metric: Attendance Rate

Actions/Services 4.1.1

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?
To provide regular communication to parents and to receive feedback from parents: <ul style="list-style-type: none"> • Monthly parent newsletters sent electronically • Personal conversations when parents are on campus for pickup/drop off and school related events • Emails as needed to keep parents informed of events or reminders of expectations • Social Media: Facebook, Twitter, and Instagram • Teacher communication with families via email, phone call, and newsletters • Proactive communication • Surveys when data collection is necessary 	Santana, L., Rothstein, D., & Bain, A. (2016) <i>Partnering with Parents to Ask the Right Questions</i> . Alexandria, VA. ASCD. Hattie, J. (2012) <i>Visible Learning for Teachers: Maximizing the Impact on Learning</i> . New York, NY: Routledge.	<ul style="list-style-type: none"> • Emails to parents • Social Media Postings after each major event and on a regular basis to update the community • Anecdotal information from parents • Teachers regularly communicate with families • Surveys when data collection is necessary

Funding Source	Amount	Description of Use		
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Actions/Services 4.1.2

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 parent teacher home visits to better connect with our students and their families	<p>Parent Teacher Home Visits are a fast, inexpensive and replicable strategy for engaging families, educators and students as a team.</p> <p>For years, research has shown that families are essential to student and school success. It seems simple – so why do schools have a hard time with effective family engagement? First of all, experts agree that there’s more to family involvement than bake sales and back to school night. Effective family engagement builds relationships and capacity, and is linked to student learning. Secondly, even schools that understand the importance of families run into complex barriers that get in the way of partnership:</p> <ul style="list-style-type: none"> • Everyone is short on money and time. • There may be a historic lack of trust and communication between the school and the community. • Cultural and socioeconomic differences, expectations and unconscious assumptions may get in the way of well-meaning adults working together effectively. <p>The PTHV model was developed by parents and teachers based upon community organizing principles of empowerment. Our home visits have a protocol which helps educators and families overcome the barriers listed above, and build trust, communication and common goals.</p> <p>Once a teacher and the family of her student have done the home visit, they are mutually supportive and accountable to each other. The family is better able to support their child’s academics, and the teacher brings what she learns about the child to the classroom.</p> <p>Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child’s academic standing. In fact, the PTHV model is recognized by the US Department of Education as a high-impact strategy for family engagement.</p> <p>http://www.pthvp.org/what-we-do/why-home-visits/</p>	<p>Parent and teacher surveys Teacher time sheets (monitor participation) Home Visit Training attendance</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$700	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

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?
<p>Attendance Rate and Chronice Absentee Rate</p> <p>Create high school-appropriate posters to encourage students to attend school regularly</p> <p>Create and incentive program for students who attend school everyday and reward them at the end of each quarter with a high school-appropriate incentive</p> <p>Share literature with parents on the importance of attending school everyday. Have this information available in both the Counseling Office and the Administrative Office. Also, provide the counselors and special education teachers to share with the families in need of supporting their child attending school regularly.</p>	<p>www.attendanceworks.org</p>	<ul style="list-style-type: none"> Both special education and general education student attendance will be monitored through Synergy reports ATD 603 & ATD 604

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$300	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.4

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?
<p>Create a welcoming environment in front of the school, in both offices, the gym, and multi-purpose room.</p> <p>Display welcoming signs and decorations in various languages in both offices, in front of the school and at the bus entrance welcoming students and families to PGHS.</p> <p>Display signs in the multi-purpose room and gym celebrating our diverse cultures represented on campus.</p>	<p>https://www.edutopia.org/article/how-new-teachers-can-create-welcoming-classroom</p> <p>https://www.tolerance.org/professional-development/family-engagement</p>	<ul style="list-style-type: none"> Student and parent surveys, with questions focused on if your campus is a welcoming place. CA Healthy Kids data.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$500	Materials/Supplies/Equipment	Edit	Delete

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

PGHS has below 40% of enrollment of unduplicated students. The most economical use of funds is to include other low performing and struggling students into specially funded classes. Low performing and struggling students into intervention classes, utilize the PLC model to make curriculum accessible for all, and to create a school-wide tutoring opportunity outside the school day staffed with teachers, community members, and peer tutors to assist students.

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

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	\$136,316	\$136,316	\$136,316	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$20,853	\$20,853	\$20,853	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$67,600	\$67,600	\$35,140	\$18,673	\$13,787	\$0	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$17,492	\$17,492	\$17,492	\$0	\$0	\$0	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$8,166	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$278,427	\$278,427	\$244,967	\$18,673	\$14,787	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$278,427

<p>Beneficiaries Calculator for Timesheets</p> <p><input checked="" type="radio"/> Certified</p> <p><input type="radio"/> Classified</p> <p>Staff Amount \$ _____</p> <p>Benefits Amount \$ _____</p> <p>Total \$ _____</p>		<p>Principal Taigan Keplinger</p> <p>_____ School Site Council Chairperson</p> <p>_____ EL Advisory Chairperson</p>	<p>Signatures: (Must sign in blue ink)</p> <p>_____ _____ _____</p>	<p>Date</p> <p>_____ _____ _____</p>
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