



Pleasant Grove High School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Taigan Keplinger

County-District-School (CDS) Code: 34673140108753

**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

Pleasant Grove High School | Focused Work: 2024-2025

Goal Setting (Icapid: 656)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The PGHS LCAP planning process is an ongoing year-long process. Educational partners provide input and feedback during Staff and Leadership meetings, School Site Council meetings. In addition, parent, student, and staff feedback is gathered throughout the year with various site and District surveys.

Met with School Site Council on 10/12/23, 11/8/23, 1/11/24, 3/7/24 and 4/25/24 to review the LCAP Goals, Data, Needs Survey Results and feedback from staff regarding ideas for student support and services in each

goal area.
LCAP feedback survey provided to staff beginning on 3/4/24. Steering meeting coversation requesting LCAP funding requests held on 4/3/24.

ELAC meetings held on: 12/6/23, 1/23/24, 3/28/24
Met with PGHS Steering Committee on 3/29 and reviewed the LCAP Needs survey results also explained that this presentation will be shared with the staff and for them to have a discussion in their upcoming department meeting and record ideas for student support and services in each goal area.

2. Impact of LCAP and Annual Update

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

Feedback from all stakeholders helped inform and develop the goals, supports and services in the 2024-25 LCAP. Teachers and counselors specifically requested to keep the release time for PLC meetings.

Resource Inequities (ATSI and CSI designated schools only)

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

N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.</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 - 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
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Site Goal 1.1 (SiteGoalID: 7672) (DTS: 12/13/23)

Narrow the achievement gap for lower performing subgroups: Hispanic, Black/African American, EL students and Students with Disabilities:

Narrow the achievement gap for lower performing subgroups as measured by a variety of metrics, by increasing the percentage of students in the "met" categories of the ELA and Math Assessment.

- Increase the number of Black/African American students in the ELA "met" category by 3% : African American 50% to 53%, Latino 64% to 67%, EL- 13% to 16%, SWD 17% to 20%
- Increase the number of Black/African American students in the Math "met" category by 3% : African American 30% to 33%, Latino 41% to 44%, EL- 12% to 15%, SWD 14% to 17%

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

Action 1.1.1 (SiteGoalID: 7672) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • Provide various Professional Development opportunities specifically addressing AVID and EL strategies • 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. • Extended Day Learning Opportunities (before school, 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Who will evaluate effectiveness? • teachers,counselors, and administration • What data will be collected? • Teachers attending conferences and professional development and sharing strategies at staff and department meetings • survey data • Illuminate data • Instructional Formative & Summative Assessment Data • CAASPP data • Instructional Rounds, • Walkthrough data • Monitor weekly tutoring logs. • AP/Honors enrollment demographic data and passage rate 	<p>Evaluation</p>

<p>after school) supporting students struggling in content areas. The action includes resources for timesheets, certificated and classified salaries, curriculum and online resources.</p> <ul style="list-style-type: none"> Professional Development for teachers, administrators, and counseling staff to improve SEL/trauma informed practices for expanding A-G identification and culturally responsive strategies for students to thrive in advanced courses with increased A–G completion rates, including Honors courses, Advanced Placement (AP), and Pre AP-specific training. College Going/Career Planning School Culture - expanding A-G credit recovery options, courses, and related activities .2 FTE to fund a math teacher to teach Math 1 class for low performing students and Newcomer students for the school year 	<ul style="list-style-type: none"> Tutoring logs, academic and attendance data AVID Enrollment Data <ul style="list-style-type: none"> Annual AP Program Participation /Passage Rates <ul style="list-style-type: none"> Enrollment Rates AP Scores <ul style="list-style-type: none"> Annual Summer Release <p>When will the data collection occur?</p> <ul style="list-style-type: none"> ongoing-monthly and annually 	
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Action 1.1.2 (SiteGoalID: 7672) (DTS: 05/08/24)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • R-FEP • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<ul style="list-style-type: none"> Continue staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards. 	<ul style="list-style-type: none"> FONT walkthrough data PLC meeting notes as well as attending PLC meetings and participating in the discussion Goals, walkthrough and evaluation meetings with teachers Formative and Summative assessments 	
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Site Goal 1.2 (SiteGoalID: 7676) (DTS: 12/13/23)

- Implementation of effective learning targets will increase from 67.3% to 73% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC)-PG Regional Goal. Student survey data regarding whether their teacher explains what will be learned and why will increase from 78.8% to 80%.
Teacher survey data regarding current level of implementation of learning targets will increase from 63.7% to 70%.
FONT implementation data will increase from 35% to 50%

Metric: Other

Action 1.2.1 (SiteGoalID: 7676) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan <ul style="list-style-type: none"> Staffing to reduce class size in English, ELA literacy and EL Support classes (.4 EL FTE) in order to increase 	Progress Monitoring <p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> EL Coordinator, EL Instructional Coach, Math Instructional Coach, ELA 	Evaluation

<p>engagement, student achievement, and meeting high school graduation requirements.</p> <ul style="list-style-type: none"> • FTE for EL coordinator • Timesheets for teachers who assist with ELPAC testing. • Payment for ELPAC testing coordinator • State Seal of Biliteracy Graduation Sashes • Provide EL professional development opportunities on site facilitated by our EL Coach and EL Coordinator • Encourage staff to attend EL Professional Development - GLAD training • Continue collaboration with EL Instructional Coach with on site Professional Development around EL strategies. • ELAC training materials and supplies (e.g., light refreshments). 	<p>Instructional Coach, Administration</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • ELA Literacy and EL Edge enrollment totals. <ul style="list-style-type: none"> ◦ Course Enrollment Data • A-G Completion Rates • Attendance Data • ELA & EL Course Class Size • Discipline Data <ul style="list-style-type: none"> ◦ Quarterly Review • PLC Assessment Data • ELPAC Data • ELAC Meeting Participation <ul style="list-style-type: none"> ◦ Meeting Minutes • PD survey data (teachers) <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Course selection for 10th and 11th graders showing retention in pathways and academies • Increase in CTE students participating in Work-Based Learning experiences. • Enrollment in CTE programs 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 656)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	32817	Certificated- Salaries
Supplemental/Concentration (7201/0000)	35000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets

Supplemental/Concentration (7201/0000)	6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	2	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	7937	Certificated- Salaries
EL Supplemental (7250/0000)	10648	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7678) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7678) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
	<ul style="list-style-type: none"> • How will you measure implementation? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome?

<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
<p align="center">Action Plan</p> <p>PLC Process Department Collaborative Teams will use formative, interim (Illuminate) & summative assessment data in the PLC Process to adjust instruction and identify students for intervention.</p>	<p align="center">Progress Monitoring</p> <p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> Administration Department Chairs <p>What data will be collected?</p> <ul style="list-style-type: none"> EGUSD Assessment Results and Participation Formative & Summative Assessment Results <p>When will data collection occur?</p> <ul style="list-style-type: none"> ongoing, quarterly <p>How will data be communicated?</p> <ul style="list-style-type: none"> Steering and Staff Meetings Newsletters 	<p align="center">Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7673) (DTS: 12/13/23)

Narrow the achievement gap for lower performing subgroups: Hispanic, Black/African American, EL students and Students with Disabilities:

Narrow the achievement gap for lower performing subgroups as measured by a variety of metrics, by increasing the percentage of students in the "met" categories of the ELA and Math Assessment.

- Increase the number of Black/African American students in the ELA "met" category by 3% : African American 50% to 53%, Latino 64% to 67%, EL- 13% to 16%, SWD 17% to 20%
- Increase the number of Black/African American students in the Math "met" category by 3% : African American 30% to 33%, Latino 41% to 44%, EL- 12% to 15%, SWD 14% to 17%

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7673) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan <ul style="list-style-type: none"> In addition to utilizing 1-2 Early Out Mondays to meet in PLCs, all departments will have access to one release day for their PLC to plan, administer and analyze data from different formative and summative sources. Support educational platforms (including Turnitin.com, Kahoot, Edpuzzle, Peardeck, etc.) 	Progress Monitoring <p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> teachers, counselors, and administration <p>What data will be collected?</p> <ul style="list-style-type: none"> Illuminate data Instructional Formative & Summative Assessment Data CAASPP data Instructional Rounds, Walkthrough data Monitor weekly tutoring logs. AP/Honors enrollment demographic data and passage rate survey data on effectiveness of the educational platforms <p>When will the data collection occur?</p> <ul style="list-style-type: none"> ongoing-quarterly and annually 	Evaluation

Funding Sources for District Goal 2 (DEV - LCAP ID: 656)

Funding Source	Amount	Description of Use
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Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	43791	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7674) (DTS: 12/13/23)

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

Utilizing Culture & Climate data-CORE Climate Student Survey (21-22)- All students as well as each subgroup will increase by 5%.

School Connectedness/Sense of Belonging: All- 74%, Black/African American-48%-51%, Hispanic-53%-56%, EL-69%-72%, SWD-64-67%%

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 7674) (DTS: 12/13/23)

Targeted Student Group(s)

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

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> Continue providing academic and emotional support to our African American, Black and Latinx students through Sac Connect, Young Men Rising and Young Men of Color groups led by social worker and counselors Increase PBIS signage promoting the 4 B's, welcoming the PGHS community on campus, and celebrating a positive culture and climate. Teach/remind students about expectations on campus through the beginning of the year PBIS Kick Off and Advocacy lessons. Continue the work of PBIS committees for both Tier 1 and Tier 2 who will meet monthly. In monthly staff meetings, the staff will be updated on PBIS expectations and products required of Tier 1 and Tier 2. 	<p>Progress Monitoring</p> <p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> PBIS Coordinator, Tier 1 and Tier 2 teams <p>What data will be collected?</p> <ul style="list-style-type: none"> A-G Completion Rates Attendance Data Discipline Data <ul style="list-style-type: none"> Quarterly Review PLC Assessment Data ELPAC Data ELAC Meeting Participation <ul style="list-style-type: none"> Meeting Minutes California Healthy Kids survey data <p>When will data collection occur?</p> <ul style="list-style-type: none"> Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> Site Leadership Newsletters Course selection for 10th and 11th graders showing retention in pathways and academies 	<p>Evaluation</p>

- Provide opportunities for teachers to attend equity-related professional development conferences.
- Provide targeted services, workshops, training for parents, students, certificated and classified staff that promotes the social, emotional well-being of our school community including mental health awareness protocols, procedures, and interventions.
- Continued organization of student voice opportunities for sub-groups represented on campus. Spring 2021, PGHS admin and teachers heard from our Asian and Pacific Islander and Black students. We plan on opening up conversations for all groups on campus and sharing feedback with the staff.
- Organization of Student Senate beginning in the Fall 2021. One representative will be selected by their classmates for each Advocacy class to meet with Administration and Link Crew leaders quarterly to discuss issues/concerns on campus.
- PGHS will decrease overall suspension rate for all subgroups (specifically addressing alternatives to suspension for our Hispanic students) through the use of the Refocus Room (Restorative Room), Friday Night School and Saturday School (students will be assigned restorative assignments to complete) in lieu of class and home suspension. During the 2023-2024 school year, AA/Black-33.5 suspension days
Latino-51 suspension days
EL- 19 suspension days
SWD-58.5 suspension days

- Increase in CTE students participating in Work-Based Learning experiences.
- Enrollment in CTE programs
- California Healthy Kids Survey (CHKS)
- Social Emotional Learning/Culture & Climate Survey (SEL/CC)
- Synergy Reports
 - Behavior
- PBIS Assessments
 - Self-Assessment Survey (SAS)
 - Tiered Fidelity Inventory (TFI)
- 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
- Survey data (all stakeholders)
The development of our Equity/WASC goals
- Workshop Attendance and Evaluations
- Student Voice-effectiveness will be measured by participation and feedback from the students
- Suspension data as well as referrals to Refocus Room (Restorative Room), Friday Night School and Saturday School, and looking at the feedback from the restorative assignments.
- Peer counseling participant attendance
- Counselor feedback and attendance
- SEL survey data
- Library book check-out data
- Students participating in Diamond Day
- Students participating in Link Crew
- Students involved in clubs, activities, athletics, programs,

<ul style="list-style-type: none">• Continue our partnership with SacConnect. Local organization who promotes connection, self-care and provides academic support through fun and engaging workshops•• Peer Counseling Group to support students who can benefit from talking through their issues with a peer. Two EGEA Peer Advisors will train the counselors and manage the program.• Provide a wide-variety of student activities including clubs, athletics, Unity Day, Link Crew AVID, EL, MSAT, Student Senate, etc. to help students stay connected to school.• The entry fees for academic clubs such as MESA, Academic Decathlon, Science Olympiad, Mathletes and Mock Trial will be partially supported through this fund.• School stability will be established for all PGHS Foster Youth students by providing the following supports:<ul style="list-style-type: none">• Immediate enrollment• School placement in the Least Restrictive Environment• Academic and mental health support provided and coordinated with outside agencies• Club/Safe Space provided for Foster Youth students staffed by an advisor• Inclusive books representative of our student population in our library collection	<p>and academies</p> <ul style="list-style-type: none">• Students participating in the Student Equity Council• Students participating in Student Senate	
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Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

Site Goal 3.2 (SiteGoalID: 7677) (DTS: 12/13/23)

Reduce the suspension % of AA students from 10% to 7%
Reduce the suspension % of Hispanic students from 10% to 7%
Reduce the suspension % of Foster Students from 16% to 13%
Reduce the suspension % of SWD students from 6.6% to 3.6%

Admin Team will continue to monitor suspension rates on an ongoing/monthly basis via Synergy reports.

Metric: Cohort Graduation Rate

Action 3.2.1 (SiteGoalID: 7677) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<ul style="list-style-type: none"> PGHS will decrease overall suspension rate for all subgroups (specifically addressing alternatives to suspension for our Hispanic students) through the use of the Refocus Room (Restorative Room), Friday Night School and Saturday School (students will be assigned restorative assignments to complete) in lieu of class and home suspension. Continuation of support groups to address mental health, substance abuse, and empowerment to increase students' connection to the campus, each other, a mentor and to provide education on the topic. Overall suspension rates decreased from 12% during the 2022-23 school year to 9% in the 2023-24 school year . 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> Administration Department Chairs <p>What data will be collected?</p> <ul style="list-style-type: none"> Restorative Meetings SEL, Culture and Climate and CHKS Survey data? suspension and attendance data <p>When will data collection occur?</p> <ul style="list-style-type: none"> ongoing <p>How will data be communicated?</p> <ul style="list-style-type: none"> Steering and Staff Meetings Newsletters 	
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Funding Sources for District Goal 3 (DEV - LCAP ID: 656)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	4000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	4000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	1000	Materials/Supplies/Equipment

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

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7675) (DTS: 12/13/23)

All students and their families will feel welcome, safe, and supported 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.

Increase the favorable family Culture and Climate survey data "welcome and engage families of diverse backgrounds and families that are not usually involved": increase FACE Pic Detail: from 75% to 85%
Ongoing survey data and anecdotal feedback.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 7675) (DTS: 12/13/23)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>To provide regular communication to parents and to receive feedback from parents:</p> <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 Teacher communication with families via email, Talking Points messages, phone calls, and newsletters Surveys when data collection is necessary Increase the number of parent teacher home visits to better connect with our students and their families Monitor attendance Rate and Chronic Absentee Rate Create high school-appropriate posters to encourage students to attend school regularly 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 Share literature with parents on the importance of attending school everyday. Have this information available in both the Counseling Office and the 	<p>Progress Monitoring</p> <p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> Administration Department Chairs <p>What data will be collected?</p> <ul style="list-style-type: none"> Intervention data counseling interventions Culture and Climate Survey data, student attendance data <p>When will data collection occur?</p> <ul style="list-style-type: none"> ongoing <p>How will data be communicated??</p> <ul style="list-style-type: none"> Steering and Staff Meetings Newsletters Emails to parents 	<p>Evaluation</p>

<p>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> <ul style="list-style-type: none"> • Create a welcoming environment through signage in front of the school, in both offices, the gym, and multi-purpose room. • 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. • Display signs in the multi-purpose room and gym celebrating our diverse cultures represented on campus. • <u>Cultural Broker- Family Outreach Coordinator</u> • Partnership with community organization to support Latino and African American/Black male students • Proactive communication • Professional Development around Grading for Equity and Culturally Relevant Teaching Strategies • Family and Community Volunteer Celebration 		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 656)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets

Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	9000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$32817	\$0	\$0	\$0	\$32817
Certificated- Timesheets	\$35000	\$43791	\$4000	\$0	\$82791
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$9000	\$9000
Contracts/Services/Subscriptions	\$6000	\$5000	\$4000	\$0	\$15000
Materials/Supplies/Equipment	\$2	\$0	\$1000	\$0	\$1002

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$7937	\$0	\$0	\$0	\$7937
Certificated- Timesheets	\$10648	\$0	\$0	\$0	\$10648
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0

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.

V. Funding

Pleasant Grove High School (480) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$140,610	\$73,819	\$48,791	\$9,000	\$9,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$18,585	\$18,585	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$159,195	\$92,404	\$48,791	\$9,000	\$9,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$159,195	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	Taigan Keplinger	_____	_____
School Site Council Chairperson	Savannah Haile	_____	_____
EL Advisory Chairperson	Mahmoud Maharmeh	_____	_____