



## **Pleasant Grove Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**Principal: Deidra Wood**

**County-District-School (CDS) Code: 34673146033096**

**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 Elementary | Focused Work: 2024-2025

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### Goal Setting (Icapid: 629)

#### 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.
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#### 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?

PGES administration met with stakeholder groups throughout the 2023 - 2024 school year to review student outcomes, evaluate the effectiveness of our plan, and to make modifications in order to improve student progress. Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The entire staff was provided a survey to give input for goal setting and budget priorities. The Leadership Team met throughout the year to

discuss actions and services that would appropriately support students and teaching. Staff was provided opportunities for input through staff meetings and leadership meetings for goal setting for 2023-24 school year. Our PBIS Tier 1 Team meets monthly to track student discipline and other PBIS data, while our PBIS Tier 2 Team meets biweekly to track Tier 2/3 student progress and assess new RFA/MTSS referrals. Both teams complete the PBIS Fidelity Inventory to assess our progress towards our goals.

During Parent/Principal coffee chat meetings site data was shared and members' feedback was solicited. Our administration meets periodically throughout the year with our English Language Learner Community, all targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed our data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need and data. This in conjunction with ongoing and continued conversations with all stakeholders has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

Staff meetings 9/25/23, 10/9/23, 11/6/23, 1/8/24, 2/5/24, 3/4/24, 4/8/24  
Staff surveys 3/2024, 4/2024  
Leadership meetings 9/6/23, 10/4/23, 11/1/23, 12/6/23, 1/24/24, 2/14/24, 3/20/24, 4/3/24  
Monthly PTA meetings  
ELAC Meetings 9/27/23, 2/22/24, 4/17/24  
SSC Meetings 10/2/23, 1/24/24, 2/21/24, 3/27/24, 4/17/24  
Parent surveys 3/2023, 4/2023  
Principal Coffee Chats - 1st Wed of each month

## 2. Impact of LCAP and Annual Update

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

The evaluation validated the strength of our intervention programs and positive behavior supports through the MTSS process that is part of our PBIS program. During 2023 - 2024, we implemented AVID across most grade levels, with a high degree of fidelity and strong impact on student performance. We will extend our implementation of AVID strategies, adding regional vertical articulation with the middle school incorporating AVID coach support. During the 2024 - 2025 school year we will increase resources to provide differentiated practice, including using an online program to target ELA skills/areas of growth for each student. We will also focus EL resources on providing differentiated instruction during the day using push-in and pull-out aide support. In response to the desire to increase enrichment opportunities, we will allocate funds to increase school assemblies targeting curricular and/or bully prevention themes.

## 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

### District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college,

### District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

career and life readiness and close achievement and opportunity gaps.

- 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

### Site Goal 1.1 (SiteGoalID: 7405) (DTS: 12/13/23)

Goal: Increase the percentage of students in grades 3-6 attaining proficiency in core subject areas based on CAASPP Math and ELA scores, with a specific focus on EL, Foster Youth, and LI. Striving to improve student achievement scores each year and working towards being the top performing elementary school in the district, we set the following goals:

- For grades **K-2**: Increase the percentage of students meeting grade level expectations in both **ELA and Math to 85%** as measured by grade level benchmark assessments.
- For grades **3-6**: Increase the percentage of overall students meeting or exceeding grade level expectations on CAASPP in **ELA from 61% to 64% and Math from 58% to 61%**.

Increase the % of students meeting/exceeding standards in ELA and Math.

#### English Language Arts:

Hispanic students will increase from 34% met or exceeded to 44%

Socio-Economically Disadvantaged (SED) will increase from 39% met or exceeded to 49%

Students with Disabilities (SWD) will increase from 17% met or exceeded to 27%

#### Mathematics:

Hispanic students will increase from 43% met or exceeded to 53%

Socio-Economically Disadvantaged (SED) will increase from 30% met or exceeded to 40%

Students with Disabilities (SWD) will increase from 14% met or exceeded to 24%

**Metric:** CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

### Action 1.1.1 (SiteGoalID: 7405) (DTS: 12/13/23)

#### Targeted Student Group(s)

• All • EL • Foster Youth • Low Income

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

<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p align="center"><b>Action Plan</b></p>	<p align="center"><b>Progress Monitoring</b></p>	<p align="center"><b>Evaluation</b></p>
<p><b><u>Tier 1 Supports</u></b> <b>AVID</b></p> <ul style="list-style-type: none"> <li>AVID strategies promoted schoolwide and in classrooms through Kickoff activities during the first week.</li> <li>Grade level teams set specific AVID goals, choosing one AVID strategy as the focus area each trimester.</li> <li>Using a continuous improvement model, AVID team meets three times during the year (August, January, May) during full release days to create and implement a year-long plan for schoolwide AVID implementation.</li> <li>Teachers bring samples of AVID student work to staff meetings for discussion and vertical articulation. AVID will be highlighted once each month at the start of a staff meeting.</li> <li>AVID culture promoted through posted signs and students work that will be shared and celebrated during Showcase Walks. Positive AVID messages are incorporated into morning announcements weekly.</li> <li>Professional development provided by District AVID coaches once each trimester focused on strategies that can be implemented schoolwide starting the next day.</li> </ul> <p><b>PLCs</b></p> <ul style="list-style-type: none"> <li>Teachers pre-assess math and ELA skills using</li> </ul>	<p><b><u>Tier 1 Supports</u></b> <b>AVID</b></p> <ul style="list-style-type: none"> <li>Admin and AVID Coordinator will collect classroom data each trimester matched to grade level AVID goals to determine whether students in each class are applying the AVID strategies taught. Data will be shared with teachers, the AVID Coordinator, and administration.</li> <li>AVID coaches will give feedback following their fall and spring classroom observations. Data will be shared with teachers, the AVID Coordinator, and administration.</li> </ul> <p><b>PLC</b></p> <ul style="list-style-type: none"> <li>Grade level teams will meet at the end of each trimester during schedule meeting time to analyze interim data to determine if intervention plans were effective at addressing identified needs of target students to improve academic performance. Teams will develop instructional plans to address continuing or newly-identified needs. Students in need of intervention beyond the classroom will be referred to AIT or an RTA will be submitted to the MTSS Tier 2 team.</li> </ul> <p><b>Instructional Framework</b></p> <ul style="list-style-type: none"> <li>FONT walk-through data collected, analyzed, and shared with staff (goal set in upcoming action item) to measure effective components of high quality instruction</li> </ul>	

Illuminate assessments to determine student needs and develop instructional plans. K-2nd teachers are provided a full day release at the start of the year for ELA pre-assessments and then at the end of each trimester for completion of Illuminate interim assessments. 3rd - 6th are provided a half-day release during these same four assessment periods to complete fluency assessments.

- Teachers determine target students not working at grade level, with Tier 1 intervention provided in the classroom along with AIT support.
- Teachers work together as grade level teams weekly during Early Out and during release time scheduled at the start of the year and at the end of each trimester to analyze data, develop instruction utilizing high quality instruction and AVID strategies, and to plan specific interventions for target students.

### **Tier 1 Interventions, Trainings and Resources**

- Throughout the year, teachers engage in professional development to enhance and deepen instructional skills, including but not limited to HQT, LETRS and AVID trainings
- Differentiated intervention provided during Reading Workshop by the teacher utilizing a range of Tier 1 strategies for 1-1 and small group intervention, as well as use of IXL online program to individualize independent support with the goal of all students progressing towards meeting grade level reading standards.
- Teachers utilize materials and resources (including

<p>district approved supplemental electronic resources) to support reading and math instruction and intervention. We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.</p> <ul style="list-style-type: none"> <li>Utilize EGUSD Printshop for duplication of instructional materials</li> </ul> <p><b>Tier 1 expenses:</b>  Certificated subs: 56 days @ \$250 = \$14,000  Materials &amp; Supplies = \$8,000  Contracts = \$2,000</p>		
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**Action 1.1.2 (SiteGoalID: 7405) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL • School-wide

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b><u>Tier 2 Interventions</u></b>  <b>AIT</b></p> <ul style="list-style-type: none"> <li>Determine entrance and exit criteria for each grade level at each trimester.</li> <li>Identify students in need of intervention using Illuminate data and entrance criteria.</li> <li>Form intervention groups and intervention schedule utilizing AIT resources.</li> <li>Determine curriculum and strategies for targeted students.</li> <li>Communicate plan to teachers and get their input.</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b><u>Tier 2 Interventions</u></b>  <b>AIT</b></p> <ul style="list-style-type: none"> <li>AIT and Admin will collect implementation and progress data.</li> <li>Data collected will be feedback on materials and the intervention schedule, as well as Illuminate data, classroom performance data, and assessment data from the intervention program.</li> <li>Data will be collected every six week.</li> <li>Data is shared with admin, the MTSS Tier 2 team, the</li> </ul>	<p><b>Evaluation</b></p>

- Reassess formally every six weeks using Illuminate assessments and other diagnostic assessments as needed.
- Use ongoing formative assessment data as well as six-week formative assessments to determine who continues and who exits the program.
- Use MTSS referrals and end of trimester Illuminate data to identify students who need to be added to the program.
- Use student assessment data to evaluate effectiveness of the program and adjust the program as needed to increase effectiveness.
- Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness.

### **Instructional Intervention**

- Provide push-in/pull-out Intervention by paraeducators under the direction of the AIT to target intervention needs in small groups formed to math and ELA needs.
- Provide Extended Day tutoring by teachers for target students who have not mastered grade level standards.

### **EL Instructional Support**

- Provide push-in/pull-out Intervention by paraeducators under the direction of the AIT to target English language development skills impacting grade level math and ELA academic performance.
- EL tutoring will be offered to English learning students across all grades in an after-school format by a certificated staff member(s). This tutoring program will run one day per week from the

classroom teacher, and parents when incorporated within parent-teacher conferences.

- AIT and admin will review data collected by the AIT at 6-8 week intervals to evaluate the program and make adjustments throughout the year. At the end of the year, they will review the effectiveness of the program and make adjustment to the AIT program for the 2024-25 school year.

### **Instructional Intervention**

- Monitor progress of students working in small groups for math and ELA intervention at regular intervals, from 4 to six weeks, depending on the skill units. Review pre- and post-assessment data to determine success of the program and to determine next instructional steps for each student.



first week in October to the last week in April (which equals 25 weeks).

**Tier 2 Supplies and Materials**

- Teachers utilize materials and resources to support reading and math instruction and intervention. We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.

**Tier 2 Expenses:**

EL Homework Club: Certificated timesheets: 1hr x 23 weeks x \$60/hr x 2 teachers = \$2,760

Materials: \$29

Extended Day:

Tutoring: Certificated timesheets: 1hr x 24 weeks x \$60/hr x 6 teachers = \$8,640

Classified timesheets: 19.75 hours x 35 weeks x \$20/hr = \$15,208

**Action 1.1.3 (SiteGoalID: 7405) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Provide resources to increase students' reading volume and motivation and improve equity and access to library resources by increasing our librarian's hours and by expanding our library collection.</p>	<p><b>Progress Monitoring</b></p> <p>Monitor student use of library time and student use of library resources to ensure students have opportunities to access material that matches their needs and interests, ensuring an increase in reading volume to improve reading</p>	<p><b>Evaluation</b></p>

<b>Expenses:</b> Classified timesheet: \$25/hr x 4.75 hrs x 30 weeks = \$3,562.50 Materials = \$2,000	skills.	
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**Site Goal 1.2 (SiteGoalID: 7409) (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).  
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: 7409) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL • R-FEP

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Reinforce and deepen teacher understanding of learning targets through Instructional Coach presentations at staff meetings and classroom walkthroughs with the goal of providing coaching feedback.</li> <li>• Increase schoolwide focus on learning targets through regular reinforcement of</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• Review FONT data at the end of each trimester to evaluate level of learning target implementation within the classroom.</li> <li>• Review district survey data once it is released to determine whether there is greater alignment between admin, teacher, and student learning target evaluations of implementation.</li> </ul>	<b>Evaluation</b>

<p>learning targets during morning announcements and feedback provided to students during admin walkthroughs.</p> <ul style="list-style-type: none"> <li>• Increase FONT walkthroughs to 3 times per week by both administrators to gather data and provide feedback to teachers.</li> <li>• Email teacher feedback after each FONT walkthrough to support teacher growth in implementation of learning targets as part of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Review data with regional principal at a PG Regional Principals meeting to collaborate on the success of implementation and to learn which strategies to improve implementation were effective across the region.</li> </ul>	
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**Site Goal 1.3 (SiteGoalID: 7804) (DTS: 04/21/24)**

Support Pleasant Grove region sixth grade students' transition to middle school through vertical articulation focused on effective instructional strategies with an emphasis on AVID implementation. Increased implementation of effective AVID strategies across the PG Region will result from

- Articulation of AVID goals across all schools in the region during collaborative vertical team meeting engaging sixth grade teachers, seventh grade math and ELA teachers, and district AVID coaches during a release day in September, 2024.
- Implementation of one agreed-upon AVID goal across the region during the 2024-25 school year to support student success as they bridge to middle school.

**Metric: Other**

**Action 1.3.1 (SiteGoalID: 7804) (DTS: 04/21/24)**

**Targeted Student Group(s)**

- All

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

	shared with?	progress?
<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• At the start of the school year, district AVID Coaches will meet with site AVID coordinators to plan regional articulation of 6th grade and middle school teachers with a focus on AVID and a goal of supporting 6th students' bridge to 7th grade.</li> <li>• AVID coaches, 6th grade teachers, and AVID Coordinators meet at Albani Middle School with secondary teachers to align AVID goals and share strategies to assist student transition to middle school.</li> <li>• AVID Coaches and AVID site coordinators gather data mid-year and at the end of the year and discuss at a regional meeting to assess implementation of plans developed at the vertical articulation day, with the goal of making refinements as needed.</li> </ul> <p><b>Expenses:</b>  Certificated subs: 3 @ \$250 = \$750</p>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• AVID Coaches and AVID site coordinators gather data mid-year and at the end of the year and discuss at a regional meeting to assess implementation of plans developed at the vertical articulation day, with the goal of making refinements as needed.</li> <li>• PG Regional principals will collaborate at regional meeting mid-year and at the end of the year to review data each admin gathers at their own site as well at the data provided by district coaches and AVID site coordinators to determine which implemented strategies were effective and make adjustments for the 2025-26 school year.</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

**Action 1.3.2 (SiteGoalID: 7804) (DTS: 04/22/24)**

**Targeted Student Group(s)**

- All

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Our site will provide all students in grades 2nd-6th with a personal subscription to Scholastic News. Scholastic News provides students with exposure to current events, science, and social studies from a kid's perspective.</li> <li>Teachers and students will use this support resource to build comprehension skills (ELA) through comprehension questions, class discussions and writing prompts. This will lead to an increase in comprehension rates in the classroom and in district and state wide assessments.</li> </ul> <p><b>Expenses:</b> Scholastic News = contracts/subscriptions \$1,500</p>	<ul style="list-style-type: none"> <li>We aim to see a 5% increase in comprehension rates on classroom comprehension assessments as well as on Illuminate interim assessments for grades 2nd-6th.</li> </ul>	

Funding Sources for District Goal 1 (DEV - LCAP ID: 629)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	23390	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	18771	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	10000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	2760	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	29	Materials/Supplies/Equipment

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Test Participation Rate on Districtwide Assessments</li> </ul>
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**Site Goal 2.1 (SiteGoalID: 7414) (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: 7414) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

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

**May:**

- Teachers will administer Illuminate assessments to all students. Administrators will assist by informing teachers of testing windows, giving reminders, and providing completion reports and names of students who need to complete assessments.

**Monthly:**

- Each grade level will complete a data analysis form to share with the admin team.

**Weekly:**

- Teachers will meet with their grade level PLC to discuss student assessment data, progress, and plan.

**As needed:**

- Use MTSS referrals and end of trimester Illuminate data to identify students who need to be added to the MTSS program.
- Provide roving guest teachers to rotate between classroom teachers for MTSS/COOP meeting days to discuss student data, progress, potential intervention and supports.
- Utilize SST/504/IEP processes to help support students struggling academically, socially/emotionally, behaviorally, etc.

**Expenses:**

Certificated subs - 20 x \$250 = \$5,000

to ensure at least 95% of eligible students have taken Illuminate assessments prior to close of testing window.

Monthly: Each grade level will access their students' Illuminate data, analyze it, determine next steps to improve student learning, and also complete a data analysis form to share with the admin team.

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• 2nd-6th grade classrooms will continue setting trimester goals appropriate to their grade level for all students, with a focus on reading comprehension provided in the Accelerated Reader/STAR Program.</li> <li>• Time will be given in all classrooms daily to support students in this work. (Annual subscription for AR and STAR program is funded by PTA)</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• Monitor student use of library time and student use of library resources to ensure students have opportunities to access material that matches their needs and interests, ensuring an increase in reading volume to improve reading skills.</li> <li>• Data will be collected every six weeks. Admin will collect classroom data to monitor student progress in each class.</li> <li>• Review pre- and post-assessment data to determine success of the program.</li> </ul>	<p><b>Evaluation</b></p>

**Site Goal 2.2 (SiteGoalID: 7406) (DTS: 12/13/23)**

Monitor the English language development of EL students with the goal of all EL students maintaining ELPI Level 4 or achieving growth of at least one performance level on the 2024 ELPAC as compared to 2023 scores and to increase from 22% to 30% attaining English proficiency. This will be achieved through effective ELD instructional practices provided daily within whole group and designated small group instruction.

**Metric:** Test Participation Rate on Districtwide Assessments





**Targeted Student Group(s)**

- EL

<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Teachers analyze 2023 ELPAC scores and initial pre-assessments at the start of the school year to determine EL students' specific English development needs.</li> <li>• Teachers will develop and implement designated ELD instructional plans to meet specific students needs, with no supplemental funds used to support this instruction because it is a core program already supported through district funds.</li> <li>• ELD strategies will be incorporated throughout the day within reading, math, and content area instruction.</li> <li>• Teachers will use formative assessments to monitor EL development throughout the year.</li> <li>• Administer the Initial and Summative ELPAC to monitor progress of all English learners towards achieving English proficiency.</li> </ul> <p><b>EL Instructional Support</b></p> <ul style="list-style-type: none"> <li>• Provide push-in/pull-out Intervention by paraeducators under the direction of the AIT to target English language</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• After forming initial ELD instructional groups at the start of the school year, teachers will monitor EL students' ELD development on a weekly basis during designated ELD instruction to ensure growth in areas of need, as identified through ELPAC and classroom formative assessments.</li> <li>• Administrators will review EL student performance at the end of each trimester as part of the review of target student monitoring using interim assessment data to assess</li> <li>• Site administrators will also monitor ELD instruction each trimester through district walk through observations.</li> <li>• Staff trained in administration of the Initial and Summative ELPAC will conduct testing within 30 calendar days of enrollment for new students and during the annual assessment window in the spring for continuing EL students in order to assess progress towards English proficiency.</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

<p>development skills impacting grade level math and ELA academic performance.</p> <ul style="list-style-type: none"> <li>• EL tutoring will be offered to English learning students across all grades in an after-school format by a certificated staff member(s). This tutoring program will run one day per week from the first week in October to the last week in April. (Funded in prior goal.)</li> </ul>		
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**Action 2.2.2 (SiteGoalID: 7406) (DTS: 04/22/24)**

**Targeted Student Group(s)**

- EL

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• The Vice Principal will work with the EL Coordinator for identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, support of ELAC meetings.</li> </ul> <p><b>Expenses:</b>            EL Coordinator stipend: \$1,000            BTA services: \$250</p>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• VP and EL coordinator will gather classroom ELD assessment data to guide identification/placement in ELD groups at the start of the year; at the end of each trimester monitor progress and refine placement in ELD groups; use multiple data sources to reclassify EL students who reach RFEP status, monitoring their academic progress at the end of each trimester; utilize parent survey data and parent input at ELAC at the beginning and then mid-way through the school year to</li> </ul>	<p><b>Evaluation</b></p>

	ensure that all parent needs are met.	
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**Funding Sources for District Goal 2 (DEV - LCAP ID: 629)**

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	1000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	250	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	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: 7408) (DTS: 12/13/23)**

**Our school climate will promote a safe and respectful environment where students feel safe and are connected to peers, adults and the school culture. To do this, our goal is to:**

- Reduce the number of students who report being hit or pushed from 28% to 15%
- Decrease the percent of students who report that other kids called them bad names or they were a target of mean jokes from 48% to 30%.
- Increase the overall school connectedness percent from 78% to 85%.
- Increase the overall climate favorability percent from 85% to 88%
- Continue to score 90%+ on TFI for both Tier 1 and Tier 2, earning GOLD status. Finish training for Tier 3 PBIS.

**Metric:** School Climate - Average Favorability Rating

**Action 3.1.1 (SiteGoalID: 7408) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<p><b>Action Plan</b></p> <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> <li>• Work with front office staff to promote a warm and welcoming school environment in front office.</li> <li>• Utilize site interventions including check in - check out process with "at risk" students</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• During PBIS Tier 1 Team's monthly meetings, analyze behavior data on a monthly basis in order to determine the effectiveness of PBIS practices and to refine our use of these programs in order to increase positive student behaviors.</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>

- Continue PBIS Tier 1 (meets monthly) and Tier 2 (meets bi-weekly) implementation
- Document misbehaviors in Synergy, noting interventions used to address behaviors.
- Sharing of school wide data (attendance, behavior, intervention) with staff and parents (monthly)
- Identify Foster Youth/Homeless & inform staff
- Admin will be starting a monthly "Pizza with the Principals" where groups of students will meet with the principal and vice principal to discuss topics that impact our school and get suggestions from the group about what could be improved.
- Contract with outside vendors to provide inspirational, motivational, empowering assemblies to the student body to reinforce growth mindset, bullying prevention, PBIS expectations, positive student behavior.
- Monthly training for yard supervisors
- Reinforce PBIS routines and rules within the classroom, at the monthly SOTM assembly, and during morning announcements.
- Recognize positive behaviors using Tiger Tickets with rewards given out biweekly.
- Provide training in restorative practices and positive behavioral interventions to the Tier 1 team, teachers, yard supervisors and paras, with specific training in strategies in providing positive behavioral interventions for Students with Disabilities and students with trauma.
- Report results of Tier 1 behavior reviews, suggested target areas and/or refinements in practices to teachers at staff meetings and yard supervisors at scheduled monthly meetings.
- The Tier 1 Team will conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness of the program and to create an action plan to further improve practices.
- The Tier 2 Team will conduct a Tiered Fidelity Inventory annually in the spring to evaluate effectiveness of the program and to create an action plan to further improve practices.
- Results of the Tier 1 and the Tier 2 Tiered Fidelity Reviews will be reported to staff and after the completion of the report in spring 2025 and shared with parents in a monthly newsletter communication.

**August, November, January:**

- Continued teacher education on interventions vs. consequences.
- Continue to provide all staff with training on how to complete RFA/MTSS referral forms to seek out interventions and supports for at-risk students to reduce inappropriate behavior and consequences which impact learning

### **August and January:**

- "PBIS Passport" and kick-off to review expectations in all locations for primary and intermediate grades that includes introduction of PBIS rules and practice expectations by rotating classes to key areas of the campus where teachers show how the rules apply to that location. Each class then earns a PBIS Passport stamp upon completion of each station. Teachers introduce behavioral expectations within classrooms during the first two weeks.
- Purchase school related supplies (pens, pencils, erasers, folders, highlighters, etc.) that students will earn based on Tiger Tickets earned. (General fund)

### **August:**

- Back to School Night review revised PGES Family Handbook with PBIS information, matrix and verification form, continuation of *Tiger Tickets* for students
- Update PBIS "tab" on PGES website with pertinent information for families (purpose of PBIS, PBIS at PGES, three rules, behavior expectation matrices for school and classrooms, copy of Family handbook, PBIS Passport, incentives, discipline)

**June:**

- Assess effectiveness of Tier 1 and Tier 2 positive behavior strategies implemented through our PBIS program using the Tiered Fidelity Inventory.

**Expenses:**

Materials & supplies-  
200 Tiger Ticket pads = \$150  
250 handbooks = \$150  
PBIS Signage = \$200

**Action 3.1.2 (SiteGoalID: 7408) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>
<p><b>SEL:</b></p> <ul style="list-style-type: none"><li>• The Leadership team meets to create a plan to promote school culture and increase student connectedness</li><li>• Each month, admin and classroom teachers reinforce the character focus drawn from Character Strong, Character Counts, and other SEL programs.</li><li>• In daily morning announcements, admin includes reminders/words of wisdom on the SEL/Character Strong monthly theme.</li><li>• Provide social skills group opportunity during the day by</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul> <ul style="list-style-type: none"><li>• PBIS Tier 2 and Leadership Team reviews the effectiveness of SEL strategies implemented on a weekly basis.</li><li>• A reduction in behavioral incidents recorded in Synergy and a reduction in the percent of students who report experiencing hurtful words and hitting/pushing on the Student Climate Survey will be used to determine the effectiveness of SEL strategies implemented during the 2024 -2025 school year.</li><li>• Student enrollment in social skills group</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>

<p>MHT or other Tier 2 Intervention team member.</p> <ul style="list-style-type: none"> <li>• Purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.</li> </ul> <p><b>Expenses:</b> SEL Materials &amp; Supplies: \$500</p>	<ul style="list-style-type: none"> <li>• Implementation of SEL curriculum in 100% of classrooms</li> </ul>	
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**Action 3.1.3 (SiteGoalID: 7408) (DTS: 04/22/24)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Promote positive school culture with an emphasis in bullying prevention through an assembly targeting this issue and teaching students effective bully prevention strategies.</li> <li>• Teach the bullying prevention strategy "Stop, Walk, and Talk" at the start of the year as part of the August Behavior Assembly.</li> <li>• Reinforce "Stop, Walk, and Talk" during morning announcements throughout the year.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• Review Synergy behavior data at the end of each trimester and Student Climate Survey data after the 2024-25 data is released to determine the effectiveness of bullying prevention strategies implemented during the year.</li> </ul>	<p><b>Evaluation</b></p>





**Site Goal 3.2 (SiteGoalID: 7415) (DTS: 12/13/23)**

**Suspension Data**

Maintain less than **2%** suspension rate for all subgroups and reduce disproportionality in suspension rates. The District Goal is to maintain a suspension rate below 3.5%. Identify and address any disproportionality in discipline referrals and suspensions.

**2023-2024 Data - Suspension rate 2.4%**

<b>Group</b>	<b>Enrollment %</b>	<b>%of Discipline Incident</b>
2 or More	13%	11%
Hispanic	27%	44%
White	35%	44%
Male	57%	78%
Female	43%	22%
6th Grade	14%	100%

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

**Action 3.2.1 (SiteGoalID: 7415) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Tier I:</b></p> <ul style="list-style-type: none"> <li>• Provide professional development to yard supervisors training them to perform duties as a Recreational support team and fully implement PBIS strategies on the playground. Retain and train additional team members to supervise and provide focused inclusionary activities that are connected to our PBIS objectives, thus reducing the gap in our suspension data.</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Tier I and II Team:</b></p> <ul style="list-style-type: none"> <li>• Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data from the Recreational Support Team at bi-weekly PBIS Tier I/II Meetings.</li> <li>• Measured by decrease in referrals and injuries during recess, as well as an increase in student engagement in physical activities on the yard. Also, by Student Climate</li> </ul>	<p><b>Evaluation</b></p>

<p><b>Tier II:</b></p> <ul style="list-style-type: none"> <li>Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data from the Recreational Support Team at bi-weekly PBIS Tier I/II Meetings.</li> <li>Consider referring students with multiple referrals to MTSS process.</li> </ul>	<p>Survey and SEL Student Survey.</p>	
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<b>Funding Sources for District Goal 3 (DEV - LCAP ID: 629)</b>		
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="1000"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="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: 7407) (DTS: 12/13/23)

Increase opportunities to participate in school-wide events, including SSC, ELAC, PTA, parent conferences, Student Study Team, and school-wide community events such as BTSN, Open House, Carnival, Auction, Mother/Son Game Night, Father/Daughter Dance, SOTM assemblies, WatchDOGS, Picnic with Parents, and PTA grade level performances.

We set the following specific goals:

70% of families attend one or more school or PTA events

90% of families attend Back to School Night and Open House

Increase the percent of parents who feel PGES is a respectful and welcoming environment from 87% to 90%.

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

#### Action 4.1.1 (SiteGoalID: 7407) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All • School-wide

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

- Increase use of digital media to communicate with parents: School Messenger, Talking Points, social media, and the school website. Communications will occur as needed, with updates going home at least monthly but more frequently as needed.
- The Gazette, a monthly school newsletter is emailed to all parents and staff each month including a calendar of upcoming events, school updates, and information to keep parents informed and connected to school culture.
- Coffee Chat meetings are held with the principal one morning each month for parents to learn about the school, make connections, and get answers to questions.
- Promote parent use of Parent Vue and Talking Points, with teachers providing parents with signup information for new parents at Back to School Night.
- At Back to School Night and in the monthly Gazette, publicize parent volunteer opportunities, such as classroom support, in our Tiger Garden, and assistance in the school library, with follow-up communications sent periodically during the year as needed to increase parent involvement.
- Create a welcoming environment for our EL parents at ELAC meetings by providing training materials and light refreshments for ELAC meetings at least three times during the year.
- Continue with WATCHDOGS program
- Parent/Teacher conferences
- Back to School Night & Open House - BTSN BBQ to

- Administration will monitor the effectiveness of monthly communication opportunities, the school newsletter and Coffee Chat, as well as unscheduled timely communications using Talking Points, social media accounts, and School Messenger/Synergy email. Adjustments to improve ongoing communications will be made throughout the year as needed, with an evaluation at the end of the year to determine any additional changes to be implemented at the start of the 2024 - 2025 school year.
- Teachers and school office assistants will monitor parent use of Parent Vue at the start of the year to identify families that do not have at least one parent signed up and will communicate with them to ensure that all families have access to this communication tool.
- When District Parent Survey data is released, the leadership team will review results to assess whether actions have improved home-school communication, creation of a welcoming environment, and opportunities for parent involvement were successful. The leadership team will make adjustments to improve effectiveness in these areas.
- Feedback will be provided to School Site Council during scheduled meetings as part of our evaluation process.
- Monitor sign-in sheets and sign-ups for events

<p>welcome parents and families.</p> <ul style="list-style-type: none"> <li>• Ensure home/school communications/flyers are translated whenever possible</li> <li>• Make phone calls to personally invite families to events</li> <li>• Purchase necessary and allowable materials for promoting sense of belonging/welcoming, promoting PBIS/regular attendance, celebrating students.</li> <li>• Utilize BTA's during parent-teacher conferences and special education meetings to aid in communication. (funded in prior goal)</li> <li>• Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. Supported by a minimum of 2 trimester school-wide check-ins such as Parent/Teacher conferences.</li> </ul> <p><b>Expenses:</b> Materials &amp; Supplies: \$2,000</p>		
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**Action 4.1.2 (SiteGoalID: 7407) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

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

<ul style="list-style-type: none"> <li>Fund Parent University nights focusing on: Science/NGSS, Technology, Literacy Night, Reading Foundations. Utilize district personnel for some events and outside vendors for some.</li> </ul> <p><b>Expenses:</b> Event contracts \$1,289</p>	<p>Sign in sheets ParentVue interaction/participation</p>	
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**Site Goal 4.2 (SiteGoalID: 7412) (DTS: 12/13/23)**

Decrease absentee, tardy, and early dismissal rate for all students, especially focusing on FY, Homeless, SWD, and LI students. Restore attendance rates to pre-pandemic levels.

- Increase overall attendance rate from 93.8% to 95.0%
- Decrease overall tardy rate from 3.6% to 2.5%
- Decrease overall early dismissal rate from 1.6% to 1.0%
- Decrease average chronic absenteeism rate from 14.6% to 12.5%

**Metric: Attendance Rate**

**Action 4.2.1 (SiteGoalID: 7412) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>At Back to School Night and in a school newsletter article,</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>Site administrator monitors daily attendance percentage,</li> </ul>	<p><b>Evaluation</b></p>

communicate school attendance policies, site attendance programs to improve attendance, and the impact of attendance on academic success.

- Introduce the daily attendance goal and good attendance incentives at the Back-to-School Behavior Assembly in August.
- Gather and analyze attendance data. Share attendance data with staff and families. Post on school website
- Personal letters, phone calls home & texting using Talking Points in primary languages regarding attendance - concern and celebrating improvements. Gradually increasing... teacher, office, FACE liaison, admin, AIO.
- Letters mailed home regarding attendance-district level
- Implement & fund PBIS attendance program -Every Day, On Time, All Day campaign
- Utilize Attendance Improvement Office to address and support chronically absent/truant families and monitor SART program
- Continue to provide parents with research regarding student success and its relationship to truancy; counsel and caution families regarding vacations during instructional calendar days; remind families to schedule appointments after the school day.
- SOA and Admin to closely monitor student attendance. Spreadsheet created to monitor the progress of students with attendance concerns.
- Weekly display in front of the school with attendance data highlighting number of absences, tardies, early

tardies, and early dismissals on a monthly basis to evaluate the effectiveness of attendance improvement programs. Data will be shared with teachers, students, and families on a monthly basis.

- Synergy Attendance Data - monitored weekly, monthly and yearly
- SART process info
- Review and monitor students who meet chronically absent criteria biweekly
- Utilize FACE liaison for reaching out to families weekly- positive reinforcement, support needed
- Log of positive phone calls made to families
- Use MTSS referrals and end of trimester Illuminate data to identify students who need to be added to the program.

<p>dismissals, and chronic absenteeism.</p> <ul style="list-style-type: none"> <li>• Create a bulletin board that promotes attending school each day. List the names of students who were present each day that month. Also, graphically display the monthly daily attendance percentage along with chronic absentee percentage for that month.</li> <li>• Teachers will reach out to the families of students who have missed 2+ days of school.</li> </ul>		
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**Site Goal 4.3 (SiteGoalID: 7413) (DTS: 12/13/23)**

Increase parent knowledge across all areas that will enable them to support their student's growth as learners as measured by the percentage of parents that have accessed ParentVue in Synergy, Talking Points, and site social media pages and increasing the frequency of home/school communication. Baseline data for percentage of parents who have access to information through ParentVue, Talking Points, and Social Media will be gathered at the beginning of the 2023-24 school year.

**Metric:** Attendance Rate

**Action 4.3.1 (SiteGoalID: 7413) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

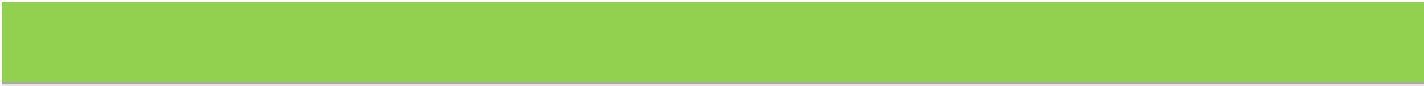
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using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



Action Plan	Progress Monitoring	Evaluation
<p><u>August:</u></p> <ul style="list-style-type: none"> <li>At BTSN provide parents with information/opportunities to sign up for ParentVue, provide access codes, and information to sign up for Talking Points.</li> <li>Provide information for how to access the school's social media sites (Facebook, Instagram, Twitter)</li> </ul> <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> <li>Follow up periodically throughout the year making sure parents are aware of information available through the school website, ParentVue, Talking Points, email, and social media.</li> <li>Send regular emails to parents on topics that increase knowledge of school culture, events, and ways to help your student succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Increased percentage of parents utilizing ParentVue</li> <li>Increased percentage of parents utilizing Talking Points</li> <li>Increased followers on school social media sites</li> <li>Positive responses on emails</li> <li>Parent Climate &amp; Culture Survey</li> <li>Increased parent attendance at events</li> </ul> <p>Data will be shared with stakeholders during staff meetings, ELAC/SSC meetings, and coffee chats.</p>	

Funding Sources for District Goal 4 (DEV - LCAP ID: 629)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1289	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)  Materials/Supplies/Equipment



EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment



## Funding Source Summary for All District Goals

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$23390	\$5000	\$0	\$0	\$28390
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$18771	\$0	\$0	\$0	\$18771
Contracts/Services/Subscriptions	\$3500	\$0	\$0	\$1289	\$4789
Materials/Supplies/Equipment	\$10000	\$0	\$1000	\$2000	\$13000

### EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$2760	\$1000	\$0	\$0	\$3760
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$250	\$0	\$0	\$250
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$29	\$0	\$0	\$0	\$29

## 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.

Funding supports the following actions and programs for the benefit of ALL students, which includes our AA, EL, FY, LI students:

- intervention small group tutoring
- teacher collaboration
- professional development opportunities
- release time for MTSS meetings and data analysis
- PBIS program
- parent participation events

## V. Funding

### Pleasant Grove Elementary (348) | 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	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$64,950	\$55,661	\$5,000	\$1,000	\$3,289	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$4,039	\$2,789	\$1,250	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$68,989	\$58,450	\$6,250	\$1,000	\$3,289	

Fund Subtotals	Title I Centralized Services									
Subtotal of additional federal funds included for this school	\$0	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Title I Foster Youth</td> <td style="width: 50%; text-align: right;">\$0</td> </tr> <tr> <td>Title I Centralized Services</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Title I Homeless</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Title I Preschool</td> <td style="text-align: right;">\$0</td> </tr> </table>	Title I Foster Youth	\$0	Title I Centralized Services	\$0	Title I Homeless	\$0	Title I Preschool	\$0
Title I Foster Youth	\$0									
Title I Centralized Services	\$0									
Title I Homeless	\$0									
Title I Preschool	\$0									
Subtotal of state or local funds included for this school	\$68,989									

	Signatures: (Must sign in blue ink)	Date
<b>Principal</b>	Deidra Wood _____	_____
<b>School Site Council Chairperson</b>	Heather Wiechert _____	_____
<b>EL Advisory Chairperson</b>	Amrit Sidhu _____	_____