



Pleasant Grove Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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, Actions and Services

Pleasant Grove Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 544)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

At Pleasant Grove Elementary, we strive to provide stakeholders multiple opportunities for input, as well as opportunities to review and analyze data in a continuous effort to improve outcomes for students. We are committed to being responsive to the needs of our students and stakeholders.

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 see 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 Principal 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 9/12/22, 10/3/22, 11/7/22, 12/5/22, 1/9/23, 2/6/23, 3/6/23, 4/3/23
- Staff surveys 3/2023, 4/2023
- Leadership meetings 9/21/22, 10/12/22, 11/30/22, 12/14/22, 1/25/23, 3/22/23, 4/12/23
- Monthly PTA meetings
- ELAC Meetings 9/28/22, 2/23/23, 4/20/23
- SSC Meetings 10/26/22, 11/30/22, 1/4/23, 2/1/23, 4/5/23, 4/26/23
- 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 consultation of these groups allowed our school to develop a collaborative plan for moving forward with our school. These stakeholder consultations provide opportunities for input, clarification, and consensus regarding short and long term goal setting with measurable outcomes and ideas for consideration and provide clear direction moving forward. One idea from stakeholders was to examine CAASPP data and compare the data same students as they matriculate through the grades. Ideas from stakeholders are woven into the four goal areas. Day and times of specific meetings, such as PTA and Parent/Principal Coffee Chat, were modified based on input from stakeholders. At the request of stakeholders, we brought back specific programs (such as band), providing more and new opportunities for after school enrichment, as well as begin new programs focusing on parent engagement on campus. In addition, it was also determined to continue to support release time to analyze student data and professional development opportunities focused on AVID and High Quality Instruction.

Resource Inequities

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

- N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1 (SiteGoalID: 6414) (DTS: 02/10/23)

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 64% to 67% and Math from 62% to 65%**.

Number of students meeting or exceeding standards for targeted subgroups...

ELA CAASPP Scores for 2019, 2021, 2022

- African American
 - 2019 (5 students) 40%
 - 2021 (2 students) 50%
 - 2022 (3 students) 67%
- Hispanic
 - 2019: 45%
 - 2021: 35%
 - 2022: 54%
- EL Students
 - 2019: 19%
 - 2021: 32%
 - 2022: 29%
- Socio Economically Disadvantaged
 - 2019: 43%
 - 2021: 42%
 - 2022: 52%
- Students with Disabilities
 - 2019: 31%
 - 2021: 19%
 - 2022: 35%

Math CAASPP Scores for 2019, 2021, 2022

- African American
 - 2019 (5 students) 60%
 - 2021 (2 students) 0%
 - 2022 (3 students) 33%
- Hispanic
 - 2019: 41%
 - 2021: 30%
 - 2022: 43%
- EL Students
 - 2019: 14%
 - 2021: 28%
 - 2022: 22%
- Socio Economically Disadvantaged
 - 2019: 43%
 - 2021: 46%
 - 2022: 37%
- Students with Disabilities
 - 2019: 23%
 - 2021: 8%
 - 2022: 35%

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

Actions/Services 1.1.1 (SiteGoalID: 6414) (DTS: 02/10/23)

Targeted Student Group(s)

• All • EL • Foster Youth • Low Income

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide instructional support in the classrooms through the use of a paraeducator, with a specific focus on EL, LI, and FY students.</p> <p>19.75 hours per week x 35 weeks x \$20/hr = \$15,208</p>	<p>The effectiveness of these actions will be monitored by:</p> <p>Summative Assessments: (annually)</p> <ul style="list-style-type: none"> • CAASPP scores received in Fall 2024. • ELPAC scores <p>Formative Assessments: (trimesterly)</p>	

	<ul style="list-style-type: none"> • Interim assessments (entry, mid year, and end of year) • Illuminate benchmark assessments 	
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Actions/Services 1.1.2 (SiteGoalID: 6414) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>October - May: GATE students will be exposed to enrichment activities during after school GATE sessions.</p> <p>Fund GATE after school program for staffing and supplies</p> <p>Timesheet \$41.60/hr x 1.5 hours x 25 weeks = \$1,560</p> <p>Supplies \$1,837</p>	<p>The effectiveness of GATE will be measure by:</p> <ul style="list-style-type: none"> • Monthly student attendance rates • GATE feedback survey • Increased number of GATE students after NNAT results 	

Actions/Services 1.1.3 (SiteGoalID: 6414) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 		
<p>Purchase district approved supplemental electronic resources to support standards-based lessons designed to increase student achievement and clarity that is accessible at school and at home, specifically targeting our EL, FY, Homeless, and LI students. (i.e. IXL, Imagine Learning, Seesaw, Khan Academy, Xtra Math, BrainPOP, DBQ Online, Starfall, etc.) \$2,250</p> <p>Purchase district approved supplemental instructional materials, learning games, and manipulatives to support high quality instruction in general education classrooms, academic intervention program, learning resource center classroom, and extended day learning opportunities... specifically targeting our EL, FY, Homeless, and LI students. (district approved supplemental, PE equipment, classroom supplies) \$5,500</p> <p>Purchase Scholastic News for multiple grade levels \$1300</p> <p>Utilize EGUSD Printshop for duplication of instructional materials \$1508</p>	<p>Electronic Resources: <u>September - June:</u> Teachers will monitor student use and percentage of lessons passed</p> <p><u>End of each Trimester:</u> Administrators will analyze the usage of each electronic resource at the end of each trimester.</p> <p>All Supplemental Resources: The effectiveness will be measured by:</p> <ul style="list-style-type: none"> • Student formative assessment within the electronic and intervention programs • Letter Recognition, Phonics decoding assessments • Classroom Assessments • Trimester Data- Fluency & spelling inventory • Student academic progress • Informal and formal observations of classrooms, intervention instruction, and learning resource instruction conducted by administration 	

Actions/Services 1.1.4 (SiteGoalID: 6414) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>Provide compensation for classified staff who would like to be included in professional development opportunities \$250</p> <p>Utilize district coaches and provide professional development opportunities for all staff, along with resources and materials to support proficiency in ELA and Math and increase staff knowledge of and proficiency in High Quality Instruction and AVID Strategies.</p> <p>Teachers will be provided release time to observe each other to support implementation.</p> <p><u>July/August-</u> AVID conference <u>August-</u> PreService AVID team presenting schoolwide strategies <u>Monthly-</u> Staff and leadership meetings focus on Instructional Framework and AVID strategies</p> <p>\$12,000 AVID Conference (ESSER Funds) \$600 Certificated timesheets subs for AVID support \$3000 Materials and Supplies</p>	<p>Progress will be assessed through the following:</p> <ul style="list-style-type: none"> • Classroom walkthroughs (weekly) to observe implementation of Instructional Framework and AVID Strategies • Staff meeting sign in • Staff surveys • Student & Teacher Climate and Culture Survey • Grade level benchmark assessments • Grade level common assessments -data analyzed in weekly PLC meetings • CAASPP scores, spring 2024 	

Actions/Services 1.1.5 (SiteGoalID: 6414) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should remove barriers and implement changes. 		
<p>Provide VAPA education in a push-in program to all students K-6 focusing on integrating art across other curriculum areas. Through the arts, students develop skills like resilience, grit, and a growth mindset to help them master their craft, do well academically, and succeed in life after high school.</p> <p>\$10,000 Contracts and services \$1,185 Supplies</p>	<ul style="list-style-type: none"> • Student participation in VAPA projects • Climate and Culture survey • Student survey trimesterly • Summative assessments- Benchmark and CAASPP 	

Actions/Services 1.1.6 (SiteGoalID: 6414) (DTS: 05/01/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • Two or More

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide small group tutoring before or after school based on assessed needs of students, with a focus on targeted subgroups EL, Foster, Homeless, LI students. Tutoring lasts 6-8 weeks each trimester.</p> <p><u>August:</u> Leadership team determines dates for tutoring <u>September, December, March:</u> Grade level teams use assessments to determine skills on which to focus and students who qualify for tutoring. <u>September, December, March:</u> Parents receive notifications and invites for students to attend tutoring.</p> <p>\$41.60/hr x 1hr x 7 teachers (1</p>	<p>Effectiveness measured by:</p> <ul style="list-style-type: none"> • Student attendance of tutoring • Number of students enrolled • Pre/post assessments given during each tutoring period • Illuminate data each trimester 	

per grade) x 24 weeks = \$7000

Site Goal 1.2 (SiteGoalID: 6418) (DTS: 02/10/23)

Redesignation goal

Metric: Reclassified - Percent of English Learners
Reclassified

Actions/Services 1.2.1 (SiteGoalID: 6418) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <p><u>August/September and within 30 days of new student enrollment:</u> Administer the ELPAC to all EL students utilizing the entire ELPAC testing window</p> <p><u>Ongoing:</u></p> <ul style="list-style-type: none">• Imagine Learning for EL Newcomers and EL students. <p><u>August:</u> Teachers will submit their schedule for designated ELD instruction to the Vice Principal</p> <p><u>September-May:</u></p> <ul style="list-style-type: none">• Teachers will provide designated ELD to EL students 30 min/day (15 min/day Kindergarten), as required by law (no funding).	<p>The effectiveness of all these action items will be monitored by:</p> <p>August-May:</p> <ul style="list-style-type: none">• Completion rates of ELPAC and EL monitoring• Re-designation of student• Monitoring usage of Imagine Learning (monthly)• WIN/ELD instruction monitoring in classrooms observed during walk-throughs <p>CA Dashboard - The Vice Principal will use the state dashboard data to determine re-designation rate and overall student progress towards English proficiency.</p> <p>Summative Assessments:</p> <ul style="list-style-type: none">• CAASPP scores	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

<ul style="list-style-type: none"> • Provide after school EL tutoring by certificated employees. EL Students selected based on assessment data. (ELOP funds) • EL Coordinator - duties may include: identification of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. \$1,000 <p>2) ELPAC testing - \$210 x 1 teacher x 10 days = \$2100</p> <p>3) Interpreting services for site meetings (Conferences, SST, 504, IEP, ELAC) \$400</p> <p>4) Funding site ELAC meetings (May include light refreshments and materials) \$568</p>	<ul style="list-style-type: none"> • ELPAC scores • Pre/Post assessments for EL Homework intervention groups <p>Formative Assessments:</p> <ul style="list-style-type: none"> • K/1 Benchmark assessments (entry and trimesterly) • 2nd-6th Interim assessments (entry, mid year, and end of year) 	
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Site Goal 1.3 (SiteGoalID: 6419) (DTS: 02/10/23)

Increase the number of students reading on grade level or beyond by 5% as measured by grade level benchmark assessments, with a specific focus on EL, Foster Youth, and LI. Baseline metric will come from entry assessments (Illuminate Benchmark Assessments, BPST, HFW, Johnston spelling, Fluency)

Metric: Content Standards Implementation - Percent Early Applying and Applying

Actions/Services 1.3.1 (SiteGoalID: 6419) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<p>1) Increase the number of grade level appropriate reading books in each classroom of a variety of levels.</p> <p>2) Update books in the library with an emphasis on equity, diversity, inclusion, and multilingual books. We strive to provide books that are both culturally relevant and responsive and that support reading development of all students with a focus on English language development of our EL students.</p> <p>3) Purchase grade level novel sets from approved book list.</p> <p>4) Targeted reading foundational skills intervention for students who are not yet meeting benchmark standards in grades K/1- focus on phonological/phonemic awareness and phonics/word recognition.</p> <p>Items 1-4: Paid out of site funds or ESSER Funds.</p> <p>5) Increase library tech hours from 15 to 19.75 hours per week as needed to inventory textbooks, weed & update library inventory, book repairs, ordering, etc. $\\$25/\text{hr} \times 4.75 \text{ hrs} \times 30 \text{ weeks} = \\$3,562.50$</p> <p>6) Provide additional opportunities for students to obtain new books to read both at school and at home through the use of a book vending machine. $\\$2,000$ (for books only... vending machine paid for by PTA)</p> <p>All actions will have a focus on EI, IL, Foster Youth and purchasing books that reflect a diverse population.</p>	<p>The effectiveness of this action will be monitored by:</p> <p>Ongoing:</p> <ul style="list-style-type: none"> Monitoring the amount of books checked out of the school library (10,958 for 2022-2023 school year) Monitoring the number of Accelerated Reader quizzes taken (monthly) Monitoring the percentage of Accelerated Reader quizzes passed (monthly) <p>Summative Assessments:</p> <ul style="list-style-type: none"> CAASPP scores ELPAC scores Pre/Post reading assessments (Read Naturally or Leveled readers assessments) <p>Formative Assessments:</p> <ul style="list-style-type: none"> K/1 Benchmark assessments (entry and trimesterly) 2nd-6th Interim assessments (entry, mid year, and end of year) 	
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Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • Two or More • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>An academic intervention teacher to provide specific intervention for identified K-6 students in the area of ELA, with an emphasis on early literacy skills and reading foundations (Funded by District ESSER)</p> <p>Identify low performing students, with a focus on principally targeted subgroups, using site assessment data and teacher recommendations</p>	<p>The effectiveness of this action will be monitored by:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Interim assessments (entry, mid year, and end of year) • Illuminate benchmark assessments • Pre/Post assessments every 6-8 weeks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • CAASPP scores • ELPAC scores 	

Actions/Services 1.3.3 (SiteGoalID: 6419) (DTS: 05/01/23)

Targeted Student Group(s)

• All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Teachers to continue to use the MTSS process to provide tiered support to all students, and the</p>	<p>The effectiveness of this action will be monitored by:</p>	

<p>referral process to engage the support of the Intervention Team for Rtl and referral for additional supports/interventions as appropriate. SST's to be facilitated by the Intervention Team for both academic and social-emotional concerns (including both struggling and excelling students).</p>	<p>Data monitored by school staff to determine how many SSTs were help and which of those meetings led to an increase in supports. This data will address SSTs for all students but with a specific focus on students who identify as EL, FY and LI.</p>
<p>Provide roving guest teachers to rotate between classroom teachers for MTSS/COOP meeting days to discuss student data, progress, potential intervention and supports.</p>	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • CAASPP scores • ELPAC scores
<p>20 days x \$250/day = \$5,000</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Interim assessments (entry, mid year, and end of year) • Illuminate benchmark assessments

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$3100	Certificated- Timesheets
EL Supplemental (7150/0000)	\$400	Classified- Timesheets
EL Supplemental (7150/0000)	\$568	Materials/Supplies/Equipment
GATE (7105/0000)	\$1560	Certificated- Timesheets
GATE (7105/0000)	\$1837	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$12600	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$19420	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$13550	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$11193	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p>
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- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1 (SiteGoalID: 6812) (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

Actions/Services 2.1.1 (SiteGoalID: 6812) (DTS: 03/31/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>August, November, February, May:</u> 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.</p> <p><u>Monthly:</u> Each grade level will complete a data analysis form to share with the admin team.</p> <p><u>Weekly:</u> Teachers will meet with their grade level PLC to discuss student assessment data, progress, and plan.</p>	<p>Principal will pull Illuminate reports to ensure at least 95% of eligible students have taken Illuminate assessments prior to close of testing window.</p> <p><u>Monthly:</u> 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.</p>	

Site Goal 2.2 (SiteGoalID: 6415) (DTS: 02/10/23)

All grade level teams and our support/intervention team will operate as a high functioning Professional Learning Community (PLC) to share best practices, analyzing of assessment data, and make modifications of instruction based on the data. All will participate in the cycle of inquiry to improve student achievement and help close our achievement gap. PLCs will meet weekly.

Metric:

Actions/Services 2.2.1 (SiteGoalID: 6415) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<p>All grade levels will operate as high functioning Professional Learning Communities to share best practices and participate in the cycle of inquiry focusing on using data to inform instruction in order to increase the percentage of students reaching grade level proficiency.</p> <p>Grade level PLCs will use the cycle inquiry to 1) identify priority standards, 2) analyze data, 3) plan instruction and 4) identify students in need of additional support.</p> <p>1) Utilize weekly early-out Thursday time to conduct grade level PLC meetings focused on reviewing common assessments, discussing strategies to improve student achievement, and discussing individual students and subgroups.</p> <p>2) Provide internal professional development for teachers to plan</p>	<p>The effectiveness of this action will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none">• CAASPP scores• ELPAC scores <p>Formative Assessments:</p> <ul style="list-style-type: none">• K/1 Benchmark assessments (entry and trimesterly)• 2nd-6th Interim assessments (entry, mid year, and end of year) <p>Agendas and minutes from PLC meetings Teacher evaluations</p>	

and collaborate on school-wide instructional targets

- Whole grade level time to determine learning targets through SMART Goals for "How we know students have learned it."
- Vertical articulation for alignment of standards
- Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team

3) Provide release time for teachers for PLC work, student work/data analysis, and collaboration.

\$210 x 15 teachers x 4 days = \$12,600

(*In case of sub teacher shortage only... Pay teachers on a timesheet for collaboration with grade level team and intervention team outside of contract hours and early out PLC time. Same \$\$)

All actions will have a focus on EI, IL, Foster Youth

Site Goal 2.3 (SiteGoalID: 6420) (DTS: 02/10/23)

Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law.

We set a goal of 20% of our EL students redesignated every year.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.3.1 (SiteGoalID: 6420) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>A. Provide PLC & ELD professional development</p> <p>B. PLCs meet weekly</p> <p>C. Provide instruction during the school day and beyond to support ELD using board adopted Wonders ELD curriculum along with Imagine Learning, Academic Vocabulary Toolkits and EGUSD "newcomer" resources</p> <p>D. Professional development to support Gradual Release of Responsibility (GRR) and Structured Student Interactions (SSI)</p> <p>E. Utilize district instructional coaches</p> <p>F. EL Students to be honored and acknowledged during SOTM assemblies as they achieve reclassification of English Proficient</p> <p>F. ELPAC testing (funded in previous goal)</p>	<p>The effectiveness of this action will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> • CAASPP scores • ELPAC scores <p>Formative Assessments:</p> <ul style="list-style-type: none"> • K/1 Benchmark assessments (entry and trimesterly) • 2nd-6th Interim assessments (entry, mid year, and end of year) <p>Classroom observations Teacher evaluations PLC agendas and meeting minutes</p>	

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$12600	Certificated- Timesheets

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

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1 (SiteGoalID: 6417) (DTS: 02/10/23)

Support physical and emotional well-being of all on campus by continuing to develop as a PBIS team and move towards full implementation of PBIS. Improve the culture and climate of the school by providing a positive, warm, welcoming environment for all students, staff, and families, and with a focus on those identifying as EL, AA, FY, LI. PBIS team will meet monthly and continue to move towards full implementation of PBIS as measured by the TFI.

Monitor behavior management, discipline, and MTSS referrals for EL, AA, FY, homeless, and SpEd students.

Increase of 5% in average favorability rating on Culture and Climate survey.
Continue to score 95%+ on TFI for both Tier 1 and Tier 2, earning GOLD status. Move towards training for Tier 3 PBIS.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6417) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>Ongoing:</u></p> <ul style="list-style-type: none"> • Work with front office staff to promote a warm and welcoming school environment in front office. 	<ul style="list-style-type: none"> • Reduction in behavior referrals (minor and major) and suspensions. • Increase in scores on staff and parent PBIS survey • Culture & Climate survey • TFI 	

- Utilize site interventions including check in - check out process with "at risk" students
- Continue PBIS Tier 1 (meets monthly) and Tier 2 (meets bi-weekly) implementation
- 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. (\$500 funded by ASB account)
- Additional PBIS signage \$300
- 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. (paid for by PTA)
- Monthly training for yard supervisors

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

- Feedback from parents regarding emails, Talking Points messages, social media posts, website posts, and other school communications.

<p>all locations for primary and intermediate grades</p> <ul style="list-style-type: none"> • Purchase school related supplies (pens, pencils, erasers, folders, highlighters, etc.) that students will earn based on Tiger Tickets earned. (General fund) <p><u>August:</u></p> <ul style="list-style-type: none"> • Back to School Night review revised PGES Family Handbook with PBIS information, matrix and verification form, continuation of <i>Tiger Tickets</i> 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) <p>200 Tiger Ticket pads = \$150 400 handbooks = \$200</p>		
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Actions/Services 3.1.2 (SiteGoalID: 6417) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide social skills group opportunity during the day by MHT or other Tier 2 Intervention team member No cost Purchase supplemental</p>	<p>Student enrollment in social skills group Implementation of SEL curriculum in 100% of classrooms 10% Reduction in behavior</p>	

instructional materials, supplies, or games to support SEL curriculum, social skills group, or PBIS. \$350	referrals (minor and major) and suspensions. Increase in scores on site PBIS survey Increase in scores on site SEL survey	
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Site Goal 3.2 (SiteGoalID: 7026) (DTS: 05/15/23)

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.

2021/2022 Data

Group	Enrollment %	Percent of Discipline Incident
Asian	20%	32%
Hispanic	24%	33%
SED	28%	33%

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 7026) (DTS: 05/15/23)

Targeted Student Group(s)

- Asian • Hispanic or Latino • Low Income

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>August - November - March: 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</p>	<p>MTSS Tier II Team: August-May: 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.</p>	

supervise and provide focused inclusionary activities that are connected to our PBIS objectives, thus reducing the gap in our suspension data.

MTSS Tier II Team:

August -

May: 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.

August - May: 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 Survey and SEL Student Survey.

August-May: 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 Survey and SEL Student Survey.

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Site Goal 4.1 (SiteGoalID: 6416) (DTS: 02/10/23)

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, and PTA grade level performances.

- Identify main languages within first two weeks of school
- Increase the translation of flyers into Spanish and any other significant languages

We set the following specific goals:

70% of families attend one or more PTA events

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

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6416) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>A. Continue with WATCHDOGS program (materials, promotional materials, & food - \$450 (FACE grant)</p> <p>B. Parent/Teacher conferences</p> <p>C. Back to School Night & Open House - BBQ to welcome parents and families \$700 (paid for by PTA)</p> <p>D. Continue monthly Coffee Chat with principal and parents - \$20 snacks x 9 months = \$180 (paid for by SAF)</p> <p>E. Ensure home/school communications/flyers are translated whenever possible (funds allocated in previous goal)</p> <p>F. Make phone calls to personally invite families to events. Utilize Talking Points to send messages in primary languages.</p>	<p>Parent surveys on effectiveness of school communication and events Sign-in Sheets Sign-ups for events Culture & Climate survey</p> <p>Data will be shared with stakeholders during staff meetings, ELAC/SSC meetings, and coffee chats.</p>	

<p>G. Establish & communicate current events in print, website, social media</p> <p>H. Purchase supplies for posters, banners, school decorations promoting sense of belonging/welcoming, promoting PBIS/regular attendance, celebrating students. \$500 (FACE Grant)</p> <p>J. Articulate with PG region</p> <p>K. Utilize BTA's during parent-teacher conferences and special education meetings to aid in communication. (funded in prior goal)</p> <p>L. Grandparent's Day, Picnic with Parents, SOTM assemblies, and other event advertisement - Banners advertising events from Printshop \$250 (FACE grant)</p> <p>M. Welcome Wednesday-partnership with community seniors</p> <p>N. Begin guest readers program and provide light refreshments \$100 (paid for by PTA)</p>		
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Actions/Services 4.1.2 (SiteGoalID: 6416) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Support school to home communication through</p>	<p>The effectiveness of this will be measured by increased scores in</p>	

communication folders (Wednesday envelopes school wide) and organization systems with grade level resources and supplies (homework agendas grades 3-6) \$1500

areas of communication on parent surveys.

Actions/Services 4.1.3 (SiteGoalID: 6416) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Fund Parent University nights focusing on: Science/NGSS, Technology, Literacy Night, Reading Foundations</p> <p>\$1000 event contracts (Paid for by PTA)</p>	<p>Attendance at school events Sign in sheets ParentVue interaction/participation</p>	

Actions/Services 4.1.4 (SiteGoalID: 6416) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Review the FACE Welcoming Schools Checklist and address/implement actions or services where we can improve:</p>	<p>Student, staff, and parent Culture & Climate survey</p> <p>Participation in physical and online</p>	

<p>1) Friendly, clear instructions and information (including surveys) for all families and visitors in English and primary languages</p> <p>2) a "new student/family" orientation with email to all staff welcoming new student, campus tour, first day introductions to office staff and other key personnel. Purchase school swag for new students \$500 (funded by ASB account)</p> <p>3) suggestion box for families to contribute ideas in a visible location in the office and add to school website for anonymous suggestions. \$50 (general fund)</p>	<p>suggestion box</p>	
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Site Goal 4.2 (SiteGoalID: 6423) (DTS: 02/10/23)

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 94.2% to 96.25%
- Decrease overall tardy rate from 3.37% to 2.5%
- Decrease overall early dismissal rate from 1.42% to 1.0%
- Decrease average chronic absenteeism rate from 16.2% to 12.5%

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6423) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

A. Gather and analyze attendance data. Share attendance data with staff and families. Post on school website

B. 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.

C. Letters mailed home regarding attendance- district level

D. Hold monthly PBIS/Intervention team meetings

E. Implement & fund PBIS attendance program -Every Day, On Time, All Day campaign (\$400 from ASB for classroom attendance contest)

F. Utilize Attendance Improvement Office to address and support chronically absent/truant families and monitor SART program

G. Admin/parent conferences

H. 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.

I. SOA and Admin to closely monitor student attendance. Spreadsheet created to monitor the progress of students with attendance concerns.

J. Weekly display in front of the school with attendance data

- 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
- Discipline data - monitored monthly
- Log of positive phone calls made to families

Data will be shared with stakeholders during staff meetings, ELAC/SSC meetings, and coffee chats. Attendance data will be shared on a sign in front of school weekly.

highlighting number of absences, tardies, early dismissals, and chronic absenteeism.

K. Teachers will reach out to the families of students who have missed 2+ days of school.

Site Goal 4.3 (SiteGoalID: 6426) (DTS: 02/10/23)

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

Actions/Services 4.3.1 (SiteGoalID: 6426) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p><u>August:</u></p> <ul style="list-style-type: none"> • At BTSN provide parents with information/opportunities to sign up for ParentVue, provide access codes, and information to sign up for Talking Points. • Provide information for how to access the school's social 	<ul style="list-style-type: none"> • Increased percentage of parents utilizing ParentVue • Increased percentage of parents utilizing Talking Points • Increased followers on school social media sites • Positive responses on emails • Parent Climate & Culture Survey • Increased parent attendance at events 	

<p>media sites (Facebook, Instagram, Twitter)</p> <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> 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. Send regular emails to parents on topics that increase knowledge of school culture, events, and ways to help your student succeed. 	<p>Data will be shared with stakeholders during staff meetings, ELAC/SSC meetings, and coffee chats.</p>	
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets	\$3100				\$3100
EL Supplemental (7150/0000)	Classified- Timesheets	\$400				\$400
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$568				\$568
GATE (7105/0000)	Certificated- Timesheets	\$1560				\$1560
GATE (7105/0000)	Materials/Supplies/Equipment	\$1837				\$1837
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$12600	\$12600			\$25200
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$19420				\$19420

Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$13550	\$13550
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$11193	\$1500 \$12693

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$24,072	\$24,072	\$24,072	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$70,863	\$70,863	\$56,763	\$12,600	\$0	\$1,500	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$4,068	\$4,068	\$4,068	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$103,400	\$103,400	\$88,300	\$12,600	\$1,000	\$1,500	

Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$103,400

	Signatures: (Must sign in blue ink)	Date
Principal	Deidra Wood	
School Site Council Chairperson	Heather Wiechert	
EL Advisory Chairperson	Janett Navarro	

