



Pleasant Grove Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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: 2025-2026

Goal Setting (Icapid: 782) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

PGES administration met with stakeholder groups throughout the 2024 - 2025 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 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 2025-26 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 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 9/23/24, 10/7/24, 11/4/24, 1/6/25, 2/3/25, 3/24/25, 4/7/25
- Staff surveys 3/2025, 4/2025
- Leadership meetings 9/18/24, 10/16/24, 11/13/24, 12/11/24, 1/15/25, 2/12/25, 3/5/25, 4/2/25
- Monthly PTA meetings
- ELAC Meetings 9/27/24, 11/21/24, 2/21/25, 4/17/25
- SSC Meetings 10/3/24, 1/22/25, 2/19/25, 3/26/25, 4/23/25
- Parent surveys 3/2025, 4/2025
- Principal Coffee Chats - 1st Wed of each trimester

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 and continuing into 2024-2025, 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 2025 - 2026 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, TSI 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:

District Needs and Metrics 1:

High-Quality Curriculum, Instruction & Assessment

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

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

- 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
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8969) (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 1.1.1 (SiteGoalID: 8969) (DTS: 03/11/25)

Targeted Student Group(s)

• All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Action Plan Illuminate Assessments: August - May Teachers will administer Illuminate Assessments to all	Progress Monitoring Illuminate Assessments: August - May The Principal will pull Illuminate reports each trimester at the end of	Evaluation Illuminate Assessments: ___% of students in Grades K-6 completed Illuminate Assessments for the diagnostic

students, following the timeline determined by CPL.

Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. Certificated substitutes will be hired to assist teachers in Grades 1-3 (grades 1-2: full day, grade 3: half day) with time to administer 1:1 assessments.

ELPAC Assessments: August - May

Under the direction of the VP, Initial ELPAC assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the VP, time-sheeted teachers will administer the Summative ELPAC to EL students from February to May 2026.

CAASPP Assessments: April - May

Under the direction of the VP, classroom teachers and Learning Center teachers will administer the CAASPP to Grade 3-6 students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:

\$3,750 Supp/Con

\$1,000 EL Supp

the assessment cycle to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. This information will be shared with staff.

ELPAC Assessments: August - May

The VP will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed assessments.

CAASPP Assessments: April - May

The VP will run reports during testing windows to ensure all students in Grades 3-6 have completed the CAASPP or CAA. This information will be shared with staff.

assessment period.

___% of students in Grades K-6 completed Illuminate

Assessments in Trimester 1.

___% of students in Grades K-6 completed Illuminate

Assessments in Trimester 2.

___% of students in Grades K-6 completed Illuminate

Assessments in Trimester 3.

ELPAC Assessments:

___% of qualifying students in Grades K-6 have taken the Initial ELPAC Assessments.

___% of qualifying students in Grades K-6 have taken the Summative ELPAC Assessments.

CAASPP Assessments:

___% of students in Grades 3-6 have taken the CAASPP Assessments in May - June 2026.

Based on this data, we will ___ to fund certificated substitutes to assist teachers with Interim assessments.

English Language Arts (ELA) CAASPP scores will increase from 64% to 68% of students meeting or exceeding standards.

- Students with Disabilities (SWD) will increase from 39% met or exceeded standards to 43%.
- English Learners (EL) will increase from 30% met or exceeded standards to 34%.
- African American students will increase from 50% met or exceeded standards to 55%.

These subgroups will be targeted for academic intervention and tutoring services.

Students in grades K-2 who are administered the Illuminate assessment will show the following growth by the end of trimester 2:

- 80% of K-2 students will score proficient in phonemic awareness
- 80% of K-2 students will score proficient in phonics

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

Action 1.2.1 (SiteGoalID: 8830) (DTS: 02/13/25)

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Grade-Level Data Days: September - February Conduct one half day (after each diagnostic and Interims 1 and 2 assessment windows) Grade-Level Data Days for teachers in grades 1-6 to analyze disaggregated ELA data, align instructional goals, and determine intervention groups.</p> <p>Grade-level PLC Meetings: August - May Utilize weekly PLC meetings to evaluate student progress, plan</p>	<p>Progress Monitoring</p> <p>Grade-Level Data Days: September - February Administration will collect note-taking sheets after each Data Day has taken place and analyze whether grade level instructional goals have been met.</p> <p>Grade-Level PLC Meetings: August - May Grade-level leads will submit notes to the Principal after weekly PLC meetings, noting members present, topics/data discussed, and resulting actions to be taken.</p>	<p>Evaluation</p> <p>Grade-Level Data Days: Based on the data from common assessments, __% of students made the targeted progress in Grade __. We will (continue, discontinue, modify) grade-level Data Days.</p> <p>Grade-Level PLC Meetings: __% of PLC notes were submitted to the Principal. __% of notes included requested components.</p> <p>K-2 Academic Intervention: Site-based assessment data</p>

differentiation, and adjust intervention groups.

K-2 Academic

Intervention: August - May
1.0 FTE Academic Intervention Teacher will support small group instruction for students in Grades K-2 not meeting grade level ELA standards (funded by LBRG).

Grades 1-6 Tier 1 Intervention and Acceleration:

Differentiated intervention provided during Workshop by the teacher utilizing a range of Tier 1 strategies for 1-1 and small group intervention and acceleration to individualize independent support with the goal of all students progressing towards meeting or exceeding grade level reading and math standards.

Teachers utilize materials and resources (including district approved supplemental electronic resources) to support reading and math instruction and intervention.

Utilize EGUSD Printshop for duplication of instructional materials

Library: August - May

Increase our library technician hours from 15 hours/week to 19.75 hours/week and supplement library technician hours for special projects (i.e. curriculum inventorying, materials processing, distribution, and reorganization of library materials).

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:

\$4,500 Supp Con

Classified Timesheets:

\$3,563 Supp Con

Materials/Equipment:

\$2,500 Supp Con

Contracts/Services/Subscriptio

K-2 Academic

Intervention: August - May
AIT will collect site-based assessment data every 4 weeks and re-evaluate student progress towards grade-level standards.

Grades 1-6 Tier 1 Intervention and Acceleration:

Supplemental Resources: July - June

The effectiveness of actions will be measured by:

100% of students receiving log in information within one week of starting the school year/new enrollment

Increase of students scoring at grade level standards on district benchmark assessments by 10% or more each assessment period as monitored by PLC team
Student use of programs at/above 50%

Library: July - June

The number of books students check out of the library will increase from the prior year as measured by the library technician in March of each school year. This data will be shared with staff and the SSC annually.

indicate __% of students caught up to grade-level standards and exited pull-out Academic Intervention groups.

Grades 1-6 Tier 1 Intervention and Acceleration-

Supplemental Resources:

Data collected from ____ (IXL?) show student use of ____ at __%. Data collected from AR/STAR Reading show student use of ____ at __%.

As a result, we will (continue, discontinue, modify) funding IXL. We will (continue, discontinue, modify) funding AR/STAR Reading.

Library:

__ books were checked out in March 2025 while __ books were checked out in March 2026.

ns:
\$5,000 Supp Con

Site Goal 1.3 (SiteGoalID: 9392) (DTS: 04/23/25)

Math CAASPP scores will increase from 61% to 65% of students meeting or exceeding standards.

- Students with Disabilities (SWD) will increase from 33% met or exceeded standards to 37%.
- English Learners (EL) will increase from 40% met or exceeded standards to 44%.
- Socioeconomically Disadvantaged (SED) students increase from 40% met or exceeded standards to 44%.

These sub groups will be targeted for academic intervention and tutoring services.

Students in grades K-2 who are administered the Illuminate assessment will show the following growth by the end of trimester 2:

- 80% of K-2 students will score proficient in math

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

Action 1.3.1 (SiteGoalID: 9392) (DTS: 04/23/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Action Plan Grade-Level Data Days: September - February Conduct one half day (after diagnostic assessment and Interim 1 and 2 windows) Grade	Progress Monitoring Grade-Level Data Days: September - February Administration will collect note-taking sheets after each Data Day has taken place and analyze whether grade level instructional	Evaluation Grade-Level Data Days: Based on the data from common assessments, __% of students made the targeted progress in Grade __. We will (continue, discontinue, modify) grade-level

<p>Level Data Days for teachers to analyze disaggregated math data, align instructional goals, and determine intervention groups.</p> <p>Grade-Level PLC Meetings: August - May Utilize weekly PLC meetings to evaluate student progress, plan differentiation, and adjust intervention groups.</p> <p>Tier 1 Small Group Intervention: Teachers will provide small group instruction for students who are not meeting grade level math standards.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p>Items funded in Goal 1.2</p>	<p>goals have been met.</p> <p>Grade-Level PLC Meetings: August - May Grade-level leads will submit notes to the Principal after weekly PLC meetings, noting members present, topics/data discussed, and resulting actions to be taken.</p> <p>Tier 1 Small Group Intervention: (October - May) Administration will collect monthly site-based assessment data for students receiving small group math instruction and re-evaluate student progress towards grade level standards.</p>	<p>Data Days.</p> <p>Grade-Level PLC Meetings: ___% of PLC notes were submitted to the Principal. ___% of notes included requested components.</p> <p>Tier 1 Small Group Intervention: Data collected from math topic assessments show ___% of students receiving supplemental math instruction passed with a rate of 70% or more possible points. Based on this data we will (continue, discontinue) to fund supplemental math instruction.</p>
---	--	--

Action 1.3.2 (SiteGoalID: 9392) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Action Plan Supplemental Resources: July - June Extend practice for mastery, intervention, and differentiation opportunities for students in Math and ELA using on-line supplemental instruction to increase levels of math fact</p>	<p>Progress Monitoring Supplemental Resources: July - June The effectiveness of actions will be measured by: 100% of students receiving log in information within one week of starting the school year/new</p>	<p>Evaluation Supplemental Resources: Based on the data from district benchmark assessments, ___% students made the targeted progress in Math in Grade 1. Based on the data from district benchmark assessments, ___% students made the targeted</p>

<p>fluency and skills practice for all students as well as to close achievement gaps for significant subgroups.</p> <p><i>Items including, but not limited to:</i></p> <p>A. Renew 12 month subscription to Xtra Math</p> <p>B. Implement use of Success Maker (district provided)</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Contracts/Subscriptions/Services:</u></p> <p>\$1,000 Supp Con</p>	<p>enrollment</p> <p>Increase of students scoring at grade level standards on district benchmark assessments by 10% or more each assessment period as monitored by PLC teams</p> <p>Student use of programs at/above 50%</p>	<p>progress in Math in Grade 2. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 3. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 4. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 5. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 6.</p> <p>Data collected from Xtra Math show student use of _____ at __%. Data collected from Success Maker show student use of _____ at __%.</p> <p>As a result, we will (continue, discontinue, modify) funding Xtra Math.</p> <p>We will (continue, discontinue, modify) funding Success Maker.</p>
--	--	---

Site Goal 1.4 (SiteGoalID: 9449) (DTS: 04/27/25)

Implement the Instructional Framework with increasing consistency.

Teachers will increase their effective use of student talk from 75.2% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
Emphasis will be placed on Purposeful Conversations, Equitable Culture, and Thoughtful Implementation.

Metric: Other

Action 1.4.1 (SiteGoalID: 9449) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at- 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it.

risk students, as related to your goal.	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Action Plan Professional Development Alignment: July - June Plan year-long professional development with site instructional coach, EL coach, equity coach and AVID coach as it relates to student talk in order to deepen implementation of the instructional framework.</p> <p>Grade-Level PLC Meetings: August - May Teachers will use PLC time and/or release time to plan student talk activities/strategies for future lessons.</p> <p>FONT Walk-through Calibration: August - May Calibrate FONT observations with site VP and regional principals to ensure accuracy and consistency with data gathering to determine implementation level of the Instructional Framework.</p> <p>FONT Walk-throughs and Teacher Feedback: August - May Conduct FONT walk-throughs a minimum of three times per week per site administrator to gather data to determine implementation level of the Instructional Framework. Provide SITS feedback to teachers within 24 hours of observation.</p> <p>Leadership Team Classroom Observation: August - May The site leadership team will participate in classroom walkthroughs once per trimester, utilizing the Description of Practice to support implementation of the Instructional Framework. Notes will be collectively reporting and</p>	<p>Progress Monitoring Professional Development Alignment: July - June Administration will utilize PIC data, Student and Staff Perspective Survey data, and FONT walk-through data to assess if instructional strategies have been implemented.</p> <p>Grade-Level PLC Meetings: August - May Grade-level leads will submit notes to the Principal after weekly PLC meetings, noting members present, topics/data discussed, and resulting actions to be taken.</p> <p>FONT Walk-through Calibration: August - May Admin will schedule six one-hour sessions (two per trimester) to complete FONT walkthrough calibration.</p> <p>FONT Walk-throughs and Teacher Feedback: August - May Admin will record FONT walk-throughs on a master observation sheet to ensure all classrooms have been observed at least twice per trimester.</p> <p>Share FONT walk-through data, especially as it relates to Student Talk, with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.</p> <p>Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen implementation of the Instructional Framework.</p> <p>Leadership Team Classroom Observation: August - May The site leadership team will</p>	<p>Evaluation Professional Development Alignment: Student Perspective Survey data for "Does your teacher expect you to talk and share ideas?" increased/decreased from 69.3% to __%. Staff Perspective Survey data for "Overall, what is your current level of implementation of the following instructional practices: Student Talk?" increased/decreased from 66.7% to __%. FONT data showed a __% increase in use of student talk. Based on the data about, we will (continue, discontinue, modify) providing release time and professional development on additional instructional strategies.</p> <p>FONT Walkthrough Calibration: Admin completed one-hour calibration sessions on the following dates: __</p> <p>FONT Walk-throughs and Teacher Feedback: __ FONT walk-throughs were conducted during a period of __ weeks. FONT walk-through data were shared with staff during staff meetings on the following dates: __ FONT walk-through data were shared with the leadership team on the following dates: __</p> <p>Grade-Level PLC Meetings: __% of PLC notes were submitted to the Principal. __% of notes included requested components.</p> <p>Grade-Level PLC Meetings: __% of PLC notes were submitted to the Principal. __% of notes included requested components.</p> <p>Leadership Team Classroom</p>

<p>trends will be used to suggest further professional development in the area of Student Talk.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets:</u> \$3,000 Supp Con</p>	<p>discuss classroom observations at leadership team meetings following classroom observation sessions.</p>	<p>Observation: __ leadership team members observed in __ total classrooms. Observations were discussed in leadership meetings on the following dates: __. Observation notes were collectively recorded and used/not used to inform professional development.</p>
---	---	--

Site Goal 1.5 (SiteGoalID: 9450) (DTS: 04/27/25)

Continue to implement the Advancement Via Individual Determination (AVID) program across Grades 1-6 This work is aimed to support at risk and under-represented student groups with executive functioning, academic readiness and experiences designed to help with a college and career mindset. Additionally, this goal seeks to improve classroom engagement and attendance across all subgroups and prepare students for the next grade level each school year with skills to ensure they can be successful students.

Metric: Other

Action 1.5.1 (SiteGoalID: 9450) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Action Plan AVID Site Team Meetings: August - May The AVID school site team will meet 3 times per school year to</p>	<p>Progress Monitoring AVID Site Team Meetings: August - May Leadership and PLC meetings will include an AVID item in 90% of</p>	<p>Evaluation AVID Site Team Meetings: __% of meeting agendas contained discussion surrounding AVID implementation.</p>

<p>collaborate on AVID strategies being used in classrooms, develop support needed to ensure strategies are up to date, and next steps of AVID implementation.</p> <p>AVID Site Visits: August - May AVID site visit will take place twice per school year by district coordinators.</p> <p>AVID Supplies and Materials: August - May We will provide communication folders for all students in grades TK-6 and agendas for grades 1-6 to develop organization skills in our students.</p> <p>AVID Summer Conference PD: June Non-AVID certified classroom teachers will be provided the opportunity to attend the AVID summer conference in summer 2026.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Materials/Supplies/Equipment:</u> \$4,000 Sup/Con <u>Contracts/Subscriptions/Services:</u> \$1,000 Sup/Con</p>	<p>agendas.</p> <p>AVID Site Visits: August - May AVID Team will visit 70% of classrooms during two visits from district coordinators.</p> <p>AVID Supplies and Materials: August - May 100% of students receiving AVID organization materials within one week of starting the school year/new enrollment.</p> <p>AVID Summer Conference PD: June Classroom teachers will receive training in AVID strategies aimed to support at risk and under-represented student groups with executive functioning and academic readiness.</p>	<p>AVID Site Visits: ___% of classrooms were visited by district coordinators.</p> <p>AVID Supplies and Materials: ___% of students in grades 1-6 are successfully using AVID supplies and materials</p> <p>AVID Summer Conference PD: ___% of classroom teachers are trained in AVID strategies.</p>
---	---	--

Site Goal 1.6
(SiteGoalID: 9451)
(DTS: 04/27/25)

All identified English Learners will increase their overall ELPAC score.

The percentage of English Learners reclassified will increase from 2024-2025.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Targeted Student Group(s)

- EL

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Designated ELD and Supplemental Support: August - May</p> <p>Provide Designated ELD during the school day to help English learners to develop critical English language skills necessary for academic content learning in English.</p> <ul style="list-style-type: none"> Provide professional development pertaining to Designated ELD Provide support during grade-level Data Day meetings to analyze EL student data and to determine resources and groupings for EL students <p>Provide targeted instructional support for ELs through after-school tutoring for LTEL and newcomer students by certificated and classified staff.</p> <p>EL/ELPAC Coordination: August - May</p> <p>Provide EL Coordination and ELPAC coordination and assessment of annual performance of 100% of EL students.</p> <p>Coordinator duties may include:</p> <ul style="list-style-type: none"> Coordination and scoring of Initial and Summative 	<p>Progress Monitoring</p> <p>Designated ELD and Supplemental Support: August - May</p> <p>All EL students in Grades K-6 will increase their ELPI level. 15% of EL students will reclassify from EL to FEP status.</p> <p>Teachers will submit their ELD schedule for designated ELD instruction to the Vice Principal. Submissions will be acknowledge by the Vice Principal by the second day of school. All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT.</p> <p>EL/ELPAC Coordination: August - May</p> <p>The percentage of redesignated EL students will be monitored by the Vice Principal biweekly via Power BI.</p> <p>ELAC meetings will be held a minimum of three times during the year and will reflect required topics of discussion.</p>	<p>Evaluation</p> <p>Designated ELD and Supplemental Support:</p> <p>___% of students in Grades K-6 increased their ELPI level. ___% of EL students reclassified from EL to FEP status.</p> <p>Teachers submitted their schedule for designated ELD instruction to the Vice Principal. ___% of teachers had the correct number of designated ELD minutes incorporated into their daily schedules. Teachers regularly followed their ELD schedule as observed through walkthrough observations recorded in FONT.</p> <p>EL/ELPAC Coordination:</p> <p>___% of EL students redesignated as English Proficient during the school year.</p> <p>ELAC meetings were held on the following dates: ___</p>

<p>ELPAC assessments</p> <ul style="list-style-type: none"> • Reclassification, EL/RFEP monitoring, and support for ELAC meetings • ELAC training and PD • Coordination of translation services for parent meetings/correspondence • Organizing materials and food for parent meetings • Providing light refreshments for meetings <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets:</u> \$1,500 EL Supp</p> <p><u>Classified Timesheets:</u> \$250 EL Supp</p> <p><u>Supplies/Materials/Equipment:</u> \$1,568 EL Supp</p>		
--	--	--

Site Goal 1.7 (SiteGoalID: 9452) (DTS: 04/27/25)

We will fully implement a data-driven Multi-Tiered System of Supports (MTSS) framework by conducting universal academic and behavior screenings, using progress monitoring data biweekly for students receiving Tier 2 and Tier 3 interventions, and holding biweekly data team meetings. The goal is to ensure that targeted interventions reduce the number of students requiring intensive (Tier 2 or 3) supports by 10% compared to the previous year.

Metric: Other

Action 1.7.1 (SiteGoalID: 9452) (DTS: 04/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Action Plan Tier 2 Team: August - May The Tier 2 Team will utilize the MTSS process to identify students who will benefit from targeted programs and services offered by our specialists. Agendas for Tier 2 meetings will be predetermined and student progress will be tracked over time. Release time will be provided for teachers to participate in the MTSS process.</p> <p>System for Screening: August - May Tier 2 team will create and use decision rules and multiple sources of data to identify students who require Tier 2 supports.</p> <p>Professional Development: August - May Teachers will be offered professional development surrounding the following:</p> <ul style="list-style-type: none"> Needs Assessment for specific skills Targeted Interventions Reference Guide <p><u>Certificated Timesheets:</u> \$5,000 Supp Con</p>	<p>Progress Monitoring</p> <p>Progress Monitoring Tier 2 Team: August - May Weekly meeting schedule with attendance documents; agendas; student tracker sheet</p> <p>System for Screening: August - May Tier 2 Team Handbook will be updated. It will contain a team decision rubric to guide decisions for intervention, as well as a process for following up with students who have already been referred.</p> <p>Professional Development: August - May Professional development offered at least two times during the year</p>	<p>Evaluation</p> <p>Evaluation Tier 2 Team: Based on the data, weekly scheduled meetings were held ___% of the time with ___% attendance. ___% of agendas were predetermined before meetings. Student progress was/was not tracked over time.</p> <p>System for Screening: Handbook was created and referred to on the following dates: —</p> <p>Professional Development: ___% of teachers attended professional development training. ___% of teachers responded positively on Staff Perspective Survey stating that they understand what targeted instruction looks like.</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	16250	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	3563	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	7000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	250	Classified- Timesheets
EL Supplemental (7150/0000)	1568	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8831) (DTS: 02/13/25)

During the 2025-2026 School Year, Pleasant Grove Elementary School will improve the educational experiences for Students with Disabilities in the following areas: ELA and Math CAASPP performance; Chronic Absenteeism; and School Climate. By June 2026, Pleasant Grove Elementary will increase the percentage of students with disabilities meeting or exceeding standards on the CAASPP ELA from 33% to

37% by strengthening student engagement, specifically through increased active participation and student talk during instruction.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8831) (DTS: 02/13/25)

Targeted Student Group(s)

- SWD

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Action Plan Academic Support: August - May All students with disabilities will be provided with academic support as written into their IEP.</p> <p>Related Service Support: August - May All students with disabilities will be provided with the related services written into their IEP.</p> <p>Professional Development: August - May Match professional development opportunities to teacher need using SCOE, AVID, and other district training resources. Special education teachers will participate in district job-alike release days.</p> <p>Inclusion of all Students in School Events and Programs: August - May All students with disabilities will be included in all site wide evens before, during, and after school, including assemblies that reinforce behavioral expectations and provide support with social</p>	<p>Progress Monitoring</p> <p>Progress Monitoring Academic Support: August - May Self-contained teachers and RSP teachers will track level of academic support provision and will report percentage of compliance to admin at the end of each trimester.</p> <p>Related Service Support: August - May Related service providers will track service provision and will report percentage of compliance to admin at the end of each trimester.</p> <p>Professional Development: August - May Admin and district coaches will meet with special education staff on a bi-monthly basis to review FONT data and to assess PD needs.</p> <p>Inclusion of all Students in School Events: August - May Admin will track percentage of students with access to school events and programs.</p> <p>Font Observations:</p>	<p>Evaluation</p> <p>Evaluation Academic Support: ___% of students with disabilities received academic support as written in their IEP.</p> <p>Related Service Support: ___% of students with disabilities received related service support as written in their IEP.</p> <p>Professional Development: Admin and district coaches met with special education staff ___ times during the year. Meeting minutes did/did not reflect review of FONT data and assessment of PD needs.</p> <p>Inclusion of all Students in School Events ___% of students with disabilities were provided with access to school events and programs.</p> <p>Font Observations: ___% of classrooms with students with disabilities received at least 5 FONT walkthroughs.</p> <p>Supplies:</p>

<p>emotional learning.</p> <p>Font Observations: Administrative team will conduct focused FONT walkthroughs in classrooms with students with disabilities (all classrooms.)</p> <p>Supplies: Purchase engagement tools to support active participation.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p>Supplies/Materials/Equipment: \$3,000 Supp/Con</p>	<p>Track how many classrooms with students with disabilities receive FONT walkthroughs.</p> <p>Supplies: Track which engagement tools are purchased and how they're used in classrooms.</p>	<p>___% of classrooms with students with disabilities which received engagement tools utilized the tools throughout the year.</p>
---	--	---

Action 2.1.2 (SiteGoalID: 8831) (DTS: 04/27/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Action Plan Tier 2 Team: August - May The Tier 2 Team will utilize the MTSS process to identify students who will benefit from targeted programs and services offered by our specialists. Agendas for Tier 2 meetings will be predetermined and student progress will be tracked over time.</p> <p>System for Screening: August - May Tier 2 team will create and use</p>	<p>Progress Monitoring Tier 2 Team: August - May Weekly meeting schedule with attendance documents; agendas; student tracker sheet</p> <p>System for Screening: August - May Tier 2 Team Handbook will be updated. It will contain a team decision rubric to guide decisions for intervention, as well as a process for following up with students who have already been referred.</p>	<p>Evaluation Tier 2 Team Based on the data, weekly scheduled meetings were held ___% of the time with ___% attendance. ___% of agendas were predetermined before meetings. Student progress was/was not tracked over time.</p> <p>System for Screening Handbook was created and referred to on the following dates: —</p>

<p>decision rules and multiple sources of data to identify students who require Tier 2 supports.</p> <p>Professional Development: August - May Teachers will be offered professional development surrounding the following:</p> <ul style="list-style-type: none"> Needs Assessment for specific skills Targeted Interventions Reference Guide 	<p>Professional Development: August - May Professional development offered at least two times during the year</p>	<p>Professional Development __% of teachers attended professional development training. __% of teachers responded positively on Staff Perspective Survey stating that they understand what targeted instruction looks like.</p>
---	--	--

Funding Sources for District Goal 2 (DEV - LCAP ID: 782)		
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)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:**Wellness**

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: 9114) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 9114) (DTS: 04/08/25)**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.	

<p>recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	
---	--	--

Site Goal 3.2 (SiteGoalID: 8832) (DTS: 02/13/25)

One way to measure success in these areas is to reduce the amount of discipline referrals site wide. This includes minor incidents, major incidents, and suspensions. Therefore, Pleasant Grove Elementary will work to:

1. Reduce or maintain the number of days students are suspended when compared to the 2024-2025 school year.
2. Reduce or maintain the number students involved in suspensions when compared to the 2024-2025 school year.
3. Decrease the number of major discipline incidents by 10% when compared to the 2024-2025 school year.
3. Reduce the number of students who receive major discipline incidents by 10% when compared to the 2024-2025 school year.
4. Reduce the number of minor offenses by 10% when compared to the 2024-2025 school year.
5. Reduce the number of students who receive minor offenses by 10% when compared to the 2024-2025 school year.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 8832) (DTS: 02/13/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p>Action Plan</p> <p>SEL Alignment and Resources: July Administration will work to align monthly character trait with Character Strong SEL curriculum and provide grade levels with supplemental resources for SEL lessons, including books targeting the monthly skill.</p> <p>SEL Instruction: August - May Teachers will utilize Character Strong/supplemental resources in daily mini-lessons.</p> <p>PBIS Branding: August - May Printed materials and signage will be updated to reflect modifications to school expectations and will be ordered to meet the needs of instructional efforts.</p> <p>Instruction of School-Wide Expectations: August, January Explicitly teach school-wide expectations twice per year through the use of teacher-led "tours" throughout campus using student passports.</p> <p>PBIS Character Assemblies: August - May Implement monthly assemblies for administration and equity coach to meet with students to discuss monthly character trait and anti-bullying efforts. During assemblies, distribute awards for</p>	<p>Progress Monitoring</p> <p>SEL Alignment and Resources: July Monthly alignment completed and resources/books distributed</p> <p>SEL Instruction: August - May Lesson discussion visible in PLC notes; FONT/informal observations confirm use; Student Perspective Survey data for overall SEL will increase</p> <p>PBIS Branding: August - May All signage and printed materials are updated to reflect new PBIS expectations and aligned character traits</p> <p>Instruction of School-Wide Expectations: August, January Passports used; all students participate in twice per year teacher-led "tours"</p> <p>PBIS Character Assemblies: August - May CHKS data will be used to determine if student ratings of "Social and emotional learning supports" increases</p> <p>Restorative Practices PD: October, January 4-6 weeks after professional development, a Rapid Cycle Measure (RCM) will be given to assess student perceptions.</p> <p>PBIS Tier I Team Meetings and</p>	<p>Evaluation</p> <p>SEL Alignment and Resources: Date monthly character trait alignment was completed: ____ Location of resources folder provided to teachers: ____</p> <p>SEL Instruction: ____% of teachers confirm incorporating SEL lessons/mini-lessons on a daily basis. ____% of teachers confirm incorporating SEL lessons/mini-lessons on a weekly basis. Student Perspective Survey data for "Overall SEL" will increase from 81% to 85%.</p> <p>PBIS Branding ____% of signs and printed materials reflect new PBIS expectations and aligned character traits. ____ new signs promoting PBIS expectations around the school were installed on campus in the following locations: ____</p> <p>Instruction of School-Wide Expectations ____% of classrooms participated in the fall teacher-led "tours." ____% of classrooms participated in the winter teacher-led "tours."</p> <p>PBIS Character Assemblies ____ assemblies were held during the school year. ____ certificates were distributed during assemblies.</p>

targeted character trait of the month.

Restorative Practices

PD: October, January

Two additional Restorative Practices (RP) PDs will be provided by the equity coach. Teachers will integrate RP concepts into academic and non-academic instruction. Administration will continue to utilize components of RP to encourage student reflection and repair of relationships when students incidents are referred.

PBIS Tier I Team Meetings and

PD: August - May

Tier 1 Team will monitor referrals and suspension data at their monthly meetings.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Supplies/Materials/Equipment:
\$2,787 Supp Con

PD: August - May

At monthly staff meetings, school-wide data will be reviewed. Notes from Tier 1 team meetings may be shared during staff meetings to show analysis of incident/suspension data.

CHKS data indicates student ratings of "Social and emotional learning supports" increased/decreased by ___% in Grade 5 and ___% in Grade 6. CHKS data indicates student ratings of "Violence victimization" increased/decreased by ___% in Grade 5 and ___% in Grade 6. CHKS data indicates student ratings of "Anti-bullying climate" increased/decreased by ___% in Grade 5 and ___% in Grade 6.

Restorative Practices PD:

RCM measures indicated a gain of ___ in positive teacher perceptions.

PBIS Tier I Team Meetings and PD

Data was/was not shared monthly and action steps were/were not documented through meeting notes

Funding Sources for District Goal 3 (DEV - LCAP ID: 782)

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)	2787	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8833) (DTS: 02/13/25)

Increase our 24-25 average student attendance rate from 93.6% to 95.0% and continue to decrease our chronic absenteeism rate from 18.6% to 13.0%, as measured by Synergy attendance data.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8833) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <p>Action Plan Attendance Review: August - May Admin will regularly review monthly attendance reports, and monitor tardies, early dismissals and chronic absences for all student subgroups. In response to high rates of the above mentioned factors, teachers and administration will:</p> <ul style="list-style-type: none"> Make phone calls home regarding attendance Request admin/parent conferences to support attendance Ask for district intervention supports to mitigate attendance concerns, including the FACE Department. Recommend and review options for Short/Long term independent study options for students/families 	<p align="center">Progress Monitoring</p> <p>Progress Monitoring Attendance Review: August - May Administration will collect monthly Synergy attendance data on tardies, early dismissals, and all absences verified truant and truants.</p> <p>The RED DIY app in our portal will be used to monitor all attendance factors.</p>	<p align="center">Evaluation</p> <p>Evaluation Attendance Review: Synergy: Tardies 24-25: Tardies 25-26: Early Dismissals 24-25: Early Dismissals 25-26: RED DIY: Attendance to date 24-25: Attendance to date 25-26: Chronic Absenteeism 24-25: Chronic Absenteeism 25-26: ___ Short/Long term independent study packets were completed during the school year.</p>

Site Goal 4.2 (SiteGoalID: 9453) (DTS: 04/27/25)

The percentage of parents indicating effective opportunities for parent engagement on the Parent Perspective Survey will increase from 83% to 90%.

Metric: Parents indicating opportunities for parent involvement

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan School-Home Communication: August - May Support home-to-school communication through the following:</p> <ul style="list-style-type: none"> • Communication Folders and School-wide organization systems with grade-level resources and supplies • Send progress reports home mid-trimester during each trimester; Implement a minimum of 2 trimester school-wide check ins such as Parent/Teacher conferences • Ensure home/school communications/flyers are translated whenever possible; use Talking Points to send messages in primary language • <ul style="list-style-type: none"> ◦ Establish & communicate current events in print (including BOY "At a Glance" with annual dates), website, and social media sent to families <p>Academic and Parent Information Nights: August - May Partner with FACE department to plan and</p>	<p>Progress Monitoring School-Home Communication: August - May Teachers will keep a communication log to be shared with the principal each trimester as documentation of Home visits and teacher/family conferences with the goal of meeting with each family once per year and students of concern twice per year. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.</p> <p>Academic and Parent Information Nights: August - May After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.</p>	<p>Evaluation School-Home Communication: Academic and Parent Information Nights:</p>

<p>implement academic (ex: STEM, Reading Night) and non-academic (technology use) events to build connections with and provide information to the school community. Timesheet certificated teachers for attendance.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p>Items funded in previous goals and action items.</p>		
--	--	--

Site Goal 4.3 (SiteGoalID: 9454) (DTS: 04/27/25)

The percentage of parents indicating an effective provision of a respectful and welcoming environment will increase from 88% to 95%.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.3.1 (SiteGoalID: 9454) (DTS: 04/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
School-Home Communication: August - May Support home-to-school	Progress Monitoring School-Home Communication: August - May	Evaluation

communication through the following:

- Communication Folders and School-wide organization systems with grade-level resources and supplies
- Send progress reports home mid-trimester during each trimester; Implement a minimum of 2 trimester school-wide check ins such as Parent/Teacher conferences
- Ensure home/school communications/flyers are translated whenever possible; use Talking Points to send messages in primary language
- Establish & communicate current events in print, website, social media, and through monthly newsletters sent to families

Multicultural Events: August - May

Implement multicultural events throughout the year

Watch DOGS: August - May
Implement Watch DOGS team through personal invites and an orientation meeting held in the fall.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Supplies/Materials/Equipment:
\$500

Teachers will keep a communication log to be shared with the principal each trimester as documentation of Home visits and teacher/family conferences with the goal of meeting with each family once per year and students of concern twice per year. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.

Academic, Parent Information Nights, and Multicultural Events:

August - May

After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.

Watch DOGS: August - May

Monitor participation in Watch DOGS looking for an increase in participation. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.

Funding Sources for District Goal 4 (DEV - LCAP ID: 782)

Funding Source

Amount

Description of Use

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="500"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
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"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

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	\$16250	\$0	\$0	\$0	\$16250
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$3563	\$0	\$0	\$0	\$3563
Materials/Supplies/Equipment	\$6500	\$3000	\$2787	\$500	\$12787
Contracts/Services/Subscriptions	\$7000	\$0	\$0	\$0	\$7000

Supplemental/Concentration (7101/0000) Total: \$39,600

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	\$2500	\$0	\$0	\$0	\$2500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$250	\$0	\$0	\$0	\$250
Materials/Supplies/Equipment	\$1568	\$0	\$0	\$0	\$1568
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$4,318

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.

N/A

V. Funding

Pleasant Grove Elementary (348) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low- Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$39,600	\$33,313	\$3,000	\$2,787	\$500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$4,318	\$4,318	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43,918	\$37,631	\$3,000	\$2,787	\$500	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
		Title I Centralized Services	\$0	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$43,918				

