



Pleasant Grove Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Tara Mc Cartney

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: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality 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?

Our staff examined the LCAP at preservice and at subsequent staff meetings to evaluate the goals and progress on each. Starting in January the staff had input on recommendations for the 26-27 LCAP.

Our leadership team also discussed the LCAP and completed a root cause analysis on Not Met/Nearly Met ELA scores, which also informed LCAP decision making.

Our PBIS Tier 1 team met monthly to review discipline data and problem solve. They created a survey for families that also informed LCAP goals.

Our MTSS Tier 2 team considered needs at the Tier 2 level for students with disabilities and provided input.

Our Vice Principal met with our English Learner Advisory Committee to share data related to English learners and to get their input for the LCAP planning process. Our ELAC completed a Needs Assessment to provide input and suggestions to support English Learners.

Our PTA provided suggestions for parent engagement and absenteeism.

Our School Site Council reviewed PGES's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. 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:
- Leadership Team Meetings on 8/27/25, 9/17/25, 10/15/25, 11/12/25, 12/10/25, 1/14/26, 2/11/26, 3/24/26, 4/15/26
 - AVID Leadership Team Meetings on 10/1/25, 12/4/25, 2/5/26
 - PBIS Tier 1 Meetings on 9/3/25, 10/1/25, 11/10/25, 12/15/25, 1/26/26, 3/9/26, 4/13/26, and 5/11/26
 - School Site Council on 9/23/25, 11/18/25, 1/20/26, 4/21/26, 5/19/26
 - ELAC Meeting on 9/16/26, 2/20/26, 3/31/26
 - Staff meetings on 8/18/25, 9/8/25, 9/22/25, 10/6/25, 10/20/25, 11/3/25, 12/1/25, 12/15/25, 1/5/26, 2/2/26, 3/2/26, 3/23/26, 4/6/26, 4/20/26, 5/4/26, 5/18/26
 - Back to School Night on 8/12/25
 - EGUSD Parent, Staff and Student Surveys 3/30/26-5/8/26

2. Impact of LCAP and Annual Update

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

The parent PBIS survey and PTA input indicated a need to look at streamlining communication and increasing academic parent engagement opportunities. Staff meeting, leadership, and School Site Council all indicated a need to come up with attendance improvement strategies. Money was allocated to provide for incentive programs based on initial messaging and family phone calls. Staff indicated a desire to switch SEL curriculum to one that is easier to implement, so time and money were allocated for timing and materials for Second Step (SEL curriculum). Families shared ongoing concerns about student interactions and potential bullying, so we will focus on implementing the curriculum with fidelity. Staff and families noted a need for more student voice opportunities. We will continue student leadership but also develop a National Elementary Honor Society and a character/climate team. Staff also indicated a desire to focus on writing in the new year. This, along with a focus in the instructional framework on active participation, will drive much of the work in data days as well as PLC and staff meetings.

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.

Pleasant Grove Elementary is not an ATSI nor a CSI school.

Goals, Actions, and Progress Indicators

District Strategic 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.	District Needs and Metrics 1: 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
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Site Goal 1.1

Grades 3-6 ELA CAASPP and Grades K-2 Interim Assessment Goal

Goal 1.2a: Average ELA SBAC distance from standard scores will maintain or increase from 28 DFS

Goal 1.2b: 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

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.1.1

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Grade-Level Data Days: September - February Conduct one half day (after Interims 1 and 2 assessment windows) Grade- Level Data Days for teachers in grades 1-6 to analyze disaggregated ELA and Math data, align instructional goals, and determine intervention groups. 7101: Certificated Timesheets (\$3600) Grade-level PLC Meetings: August - May Utilize weekly PLC meetings to evaluate student progress, plan differentiation, and adjust intervention groups. K-2 Academic Intervention: August - May 0.5 FTE Academic Intervention Teacher will support small group instruction for students in Grades K-2 not meeting grade level ELA standards (funded by EGUSD). 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	Progress Monitoring Student Data Collected Each Trimester: • BOY, Trimester 1, and Trimester 2 District Interim ELA Assessments • BOY Lexia Baseline Student Data Collected Each Month: • Lexia Usage • Lexia Growth Data Days: Teachers will turn in an agenda indicating sub groups analyzed (including student data above), instructional SMART goals for the trimester, and intervention plans. PLC Meetings and Intervention/Acceleration: Teachers will turn in an agenda weekly indicating formative data of their choice, progress towards SMART goals, and differentiation plans. Library Book Checkout: A comparison will be done between the number of books checked out in March 2026 and March 2027.	Evaluation

supplemental electronic resources) to support reading and math instruction and intervention. Utilize EGUSD Printshop for duplication of instructional materials. 7101: Contracts/Services/Subscriptions: (\$800) 7101: Contracts/Services/Subscriptions: Lexia (\$9900) Library: August - May Increase our library technician hours from 15 hours/week to 17 hours/week and supplement library technician hours for special projects (i.e. curriculum inventorying, materials 7101: Classified Timesheet (\$2512) <u>Certificated Timesheets</u> \$3,600 Supp Con <u>Classified Timesheets</u> \$2,512 Supp Con <u>Contracts/Services/Subscriptions</u> \$10,700 Supp Con		
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Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Illuminate Assessment Administration: August - May Teachers will administer Illuminate Assessments to all students, following the	Assessment Completion: Reports pulled at end of trimester: Illuminate completion rate	Illuminate Assessments: __% of students in Grades K-6 completed Illuminate Assessments for the diagnostic assessment period.

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 for one day per grade level to assist teachers in Grades 1-3 with time to administer 1:1 assessments. ELPAC Assessments: August - May Under the direction of the administration, Initial ELPAC assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey and to 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. <u>Certificated Timesheets:</u> \$1,800 Supp Con \$2,400 EL Supp	Reports pulled monthly: • ELPAC Initial Assessments Completion Reports pulled April and May: • CAASPP Completion • ELPAC Summative Completion	___% 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 April - May 2027.
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Site Goal 1.3

Grades 3-6 ELA CAASPP and Grades K-2 Interim Assessment Goal
 Goal 1.3a: Average Math SBAC distance from standard scores will maintain or increase from 19.8 DFS
 Goal 1.3b: 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) - Distance from Standard

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation.

		Describe any changes that will be made based on the data collected.
Action Plan Grade-Level Data Days: September - February Conduct one half day (after Interim 1 and 2 windows) Grade Level Data Days for teachers to analyze disaggregated math data, align instructional goals, and determine intervention groups. (Funded in Goal 1.1) Grade-Level PLC Meetings: August - May Utilize weekly PLC meetings to evaluate student progress, plan differentiation, and adjust intervention groups. Tier 1 Small Group Intervention: Teachers will provide small group instruction for students who are not meeting grade level math standards. 7101: Materials/Supplies/Equipment: Math Manipulatives (\$800) Supplemental Resources: July - June Extend practice for mastery, intervention, and differentiation opportunities for students in Math using on-line supplemental instruction to increase levels of math fact fluency and skills practice for all students as well as to close achievement gaps for significant subgroups. Items including, but not limited to Xtra Math. 7101: Contracts/Services/Subscriptions: Xtra Math (\$500) <u>Materials/Supplies/Equipment</u> \$800 Supp Con <u>Contracts/Services/Subscriptions</u> \$500 Supp Con	Progress Monitoring Student Data Collected Each Trimester: - BOY, Trimester 1, and Trimester 2 District Interim Math Assessments - BOY SuccessMaker (Baseline) - BOY Xtra Math (Baseline) Student Data Collected Each Month: - SuccessMaker Usage - SuccessMaker Growth - Xtra Math Usage - Xtra Math Growth Data Days Evidence: Teachers will turn in an agenda indicating sub groups analyzed (including student data above), instructional SMART Math goals for the trimester, and intervention plans. PLC Meetings and Intervention/Acceleration Evidence: Teachers will turn in an agenda weekly indicating formative data of their choice, progress towards SMART Math goals, and differentiation plans.	Evaluation

Site Goal 1.4

Instructional Framework Goal

Teachers will increase their use of effective active participation from 74% to 84% according to the Staff Perspectives Survey. An increase in DOK 3-4 activities will be evident in the classroom based on FONT walkthroughs.

Metric: Active Participation

Action 1.4.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Professional Development Alignment: July - June Provide professional development to teachers in the areas of Writing (Cognitive Demand and Active Participation) utilizing our site instructional coach as the trainer. 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. FONT Walk-throughs and Teacher Feedback: August - May Conduct FONT walk-throughs a minimum of five 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. Instructional Rounds Classroom Observation: August - May Teachers will have the option to participate in classroom observations utilizing the FONT tool. Notes will be collectively reported and trends will be used to suggest further professional development in the area of Active Participation and Cognitive Demand. Utilize Computer Lab time to do this.	Survey Data: - Teachers will provide feedback on their PD with a survey to indicate their level of understanding and plan for implementation. - Teachers will provide feedback on their personal learning from observations and rate its effectiveness FONT Data: Monitored monthly and shared with staff: - number of walkthroughs - active participation implementation level - DOK level of activities	

Site Goal 1.5

ELPAC Goal

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 53.6% to 58.6% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

English Learners (EL) making progress by one level on the Summative ELPAC 24-25 was 60% This will increase by 10%.

Action 1.5.1

Targeted Student Group(s)

- EL

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • 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 • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Designated ELD and Supplemental Support: August - May Provide Designated ELD during the school day to help English learners to develop critical English language skills necessary for academic content learning in English. • 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 • Provide targeted instructional support for ELs through after- school tutoring for LTEL and newcomer students by certificated and classified staff. EL/ELPAC Coordination: August - May Provide EL Coordination and ELPAC coordination and assessment of annual performance of 100% of EL students. Coordinator duties may include: • Coordination and scoring of Initial and Summative ELPAC assessments • 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 7150 Certificated Timesheet - ELPAC Coordinator (\$750) <u>Certificated Timesheets:</u>	Progress Monitoring Student Data Collected Each Month: • Monthly number of minutes spent in designated ELD • SuccessMaker Growth • Lexia Growth • Pre/post assessment data from LTEL class/tutoring Student Data Collected Each Trimester: • Reclassification • District Interim Assessments (EL subgroup) Survey Data: - Teachers will provide feedback on their PD with a survey to indicate their level of understanding and plan for implementation.	Evaluation

Site Goal 1.6

MTSS Goal

Pleasant Grove Elementary will have fully implemented MTSS process, including universal Tier 1 supports, through a Tier 1 review process, Tier 2/3 team bimonthly meetings, resulting in an increase to a level 3 on the MTSS Program Implementation Continuum (PIC).

Metric: Other

Action 1.6.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Tier 1 Review Conduct 2 "Co-op" sessions to review Tier 1 supports and identify students in need of more Tier 1 intervention or Tier 2 support. These sessions will be planned for two hours per grade level with the grade level team, admin, instructional coach, MHT, and PBIS coach. 7101 Certificated Timesheet (\$3000) Tier 2/3 Team: August - May The Tier 2/3 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. System for Screening: August - May Tier 2/3 team will review and use decision rules and multiple sources of data to identify students who require Tier 2 or 3 supports. These decision rules are outlined in the Tier 2/3 team handbook. Professional Development: August - May Teachers will be offered professional	Progress Monitoring Student Data Collected Each Trimester: - Number of RFAs (including Progress Monitoring Data) - Number of MTSS Plans - Number of CICO - Number of Students Exiting Intervention This data will be compared to 25-26 data to determine if appropriate changes are happening and/or necessary. TFI (Tiered Fidelity Inventory) data collected yearly in March-May: - TFI 3.0 Tier 2/3 Data	Evaluation

development surrounding the following: - Needs Assessment for specific skills - Targeted Interventions Reference Guide Certificated Timesheets: \$3,000 Supp Con		
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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 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
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Site Goal 2.1

Targeted Supports (Students w/ Disabilities) Goal

By June 2027, Pleasant Grove Elementary will increase the WER (Writing Extended Response) of students with disabilities by 1 point, specifically through increased active participation and planning for higher DOK in instruction.

Metric: Students with Disabilities Disparity

Action 2.1.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Academic Support: August - May All students with disabilities will be provided with academic support as written into their IEP. Related Service Support: August - May All students with disabilities will be provided with the related services written into their IEP. Teacher Attendance at IEPs: August - May To ensure full teacher attendance at IEPs, a sub will be available one day a week to release teachers for IEPs during the school day. 7101 Certificated Timesheets (\$9,000) Para Support for WIN Provide extra support to classroom teachers in the afternoon from 1-3pm to allow teachers to teach ELD students while paras support with enrichment of other groups. 7101 Classified Timesheets (\$8,100) Professional Development: August - May Utilize instructional coaches to provide for training specific to writing, and prepare a schoolwide writing plan that focuses on all areas of the CAASPP extended response writing: Conventions, Evidence/Elaboration, Organization/Purpose. Certificated Timesheets: \$9,000 Supp Con	Progress Monitoring Student Data Collected Each Month: • SuccessMaker Growth (SWD subgroup) • Lexia Growth (SWD subgroup) Student Data Collected Each Trimester: • District Interim Assessments (SWD subgroup) • Schoolwide Writing Prompt Survey Data: • Teachers will provide feedback on their PD with a survey to indicate their level of understanding and plan for implementation. FONT Data: Monitored monthly and shared with staff: • number of walkthroughs will be monitored monthly and shared with staff. • active participation implementation level • DOK level of activities	Evaluation

Classified Timesheets: \$8,100 Supp Con		
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Site Goal 2.2

By June 2027, Pleasant Grove Elementary will decrease chronic absenteeism of students with disabilities from 29.6 to 24.6.

Metric: Students with Disabilities Disparity

Action 2.2.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Chronic Absenteeism Analysis of chronic absenteeism of students with disabilities will be done monthly, and a system of supports will be develop to encourage attendance including: - Teacher contact - Administrator contact - RAIT Contact - Nurse Contact	Progress Monitoring Student Data Collected Each Month: - Tardies - Early Dismissals - Absences Other Data Collected Each Month: - Number of STIS packets out/completed	Evaluation

Site Goal 2.3

By June, 2027, Pleasant Grove Elementary will improve the climate for students with disabilities, specifically Knowledge and Fairness of Discipline, rules, and Norms, from 61% to 71%.

Metric: Students with Disabilities Disparity

Action 2.3.1

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Disability Awareness Month Celebrate Disability Awareness month with an assembly or other recognition of students with disabilities. Student Climate Advisory (Name TBD): Create a student climate advisory team where students are appointed to work on climate and culture around campus. At least one student with a disability will be on the team. Supplies: Purchase engagement tools to support active participation at a Tier 1 intervention and Tier 2 level, or for climate or attendance. 7101: Materials/Supplies/Equipment: We will purchase allowable and necessary supplies to support student engagement and attendance. (\$1,000) <u>Materials/Supplies/Equipment</u> \$1,000 Supp Con	Progress Monitoring Student Data Collected Each Month: • Comparison of incident data between SWD and non SWD. Student Data Collected Each Trimester: • RCM Cycle on Climate to be given each trimester in the computer lab to students in grades 5-6.	Evaluation

Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	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 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
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Site Goal 3.1 Decrease recess referrals by 10% through the implementation of Tier I PBIS supports. The percentage of students suspended 1 or more times will decrease from 1.5% to 0.8% or lower Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
ACTION 1: July-June	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 recess. 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). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. PBIS Tier I Team Meetings and PD: August - May Tier 1 Team will monitor referrals and suspension data at their monthly meetings.	Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. 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.	
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Site Goal 3.2

Student Climate Goal

Average student ratings of overall climate will increase from 71.2% to 77.8% or higher

Metric: School Climate - Average Favorability Rating

Action 3.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
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. 7101 Contracts/Services/Subscriptions: (\$150) 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. 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 targeted character trait of the month. Student Climate Advisory (Name TBD): Create a student climate advisory team where students are appointed to work on climate and culture around campus. Paraeducator and New Staff RP Training Utilize site equity coach to train paraeducators and new staff on foundational elements of Restorative Practices. 7101 Certificated Timesheets \$300 7101 Classified Timesheets \$600 <u>Contracts/Services/Subscriptions</u> \$150 Supp Con <u>Certificated Timesheets</u> \$300 Supp Con <u>Classified Timesheets</u> \$600 Supp Con	Student Data Collected Each Trimester: RCM Cycle on Climate to be given each trimester in the computer lab to students in grades 5-6. RP Survey Staff going through the training will be given a post training survey on usefulness and usage of strategies.	

Site Goal 3.3

SEL Goal

Average student ratings of SEL competencies will increase from 72.2% to 83.2% or higher.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.3.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan SEL Alignment and Resources: July/August Provide PD on Second Step SEL curriculum. Align monthly assembly to SEL curriculum. SEL Instruction: August - May Teachers will utilize Second Step/supplemental resources in daily mini-lessons. Purchase poster sets and other supplies for the curriculum. 7101 Materials/Supplies/Equipment (\$1200) <u>Materials/Supplies/Equipment</u> \$1,200 Supp Con	Progress Monitoring Student Data Collected Each Month: - Incident data by location - Incident data by time - Incident data by type Curriculum Data: Monitored monthly and shared with staff: - Usage by class	Evaluation

Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	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
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Site Goal 4.1

<u>Attendance Goal</u> The percentage of students chronically absent will decrease from 18.1% to 15.3% or lower
Metric: Percent Chronically Absent

Action 4.1.1

Targeted Student Group(s) • All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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:	Progress Monitoring Student Data Collected Each Month: • Tardies • Early Dismissals • Absences • Chronic absenteeism SOA and Admin will meet biweekly with RAIT to review this data and address needs that	Evaluation

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 • Develop Attendance Recovery plan	come up. Attendance Recovery Data (monthly monitoring by admin): • Number of classes offered • Attendance at classes	
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Site Goal 4.2

Parent Engagement Goal

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

Action 4.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
School-Home Communication: August - May Support home-to-school communication through the following: • Daily Homework Agenda • Weekly Communication Folders • 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	Newsletter Usage Data (monitored by admin): Collected monthly and shared with families • Number of families reading newsletter • Engagement levels by newsletter item Event Attendance Data (monitored by admin): • Number of families attending events (collected by sign-ins) • ELAC attendance (sign ins) Parent Data (monitored by admin):	

Establish & communicate current events in email weekly newsletter, monthly, website, and social media sent to families. Utilize Smore to develop the newsletters due to parent recommendation, integration with Talking Points, and ease of sharing between staff members for update Highlight monthly news in monthly Gazette 7101 Materials/Supplies/Equipment: Communication Folders (\$1,000), Homework Agendas (\$1,000) 7101 Contracts/Services/Subscriptions: Smore (\$1050) Academic and Parent Information Nights: August - May Partner with CPL and/or FACE department to plan and 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. 7101 Certificated Timesheets (\$750) ELAC Meetings: 3 times per year Provide light snacks and translation for ELAC Meetings 7150 Materials/Supplies/Equipment: \$359 7150 Classified Timesheets (\$300) Watch DOGS: August - May Implement Watch DOGS team through personal invites and an orientation meeting held in the fall. 7101 Materials/Supplies/Equipment: \$250 <u>Certificated Timesheets</u> \$750 Supp Con <u>Classified Timesheets</u> \$300 EL Supp <u>Materials/Supplies/Equipment</u> \$2,250 Supp Con \$359 EL Supp <u>Contracts/Services/Subscriptions</u> \$1,050 Supp Con	- Survey after parent engagement night - RCM Parent Climate Survey in December 2026 - PBIS Survey in February 2027 - Perspectives Survey in April 2027	
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Site Goal 4.3

Academic Support Goal

The percentage of parents indicating receiving ideas and tips to support their child with academics at home will increase from 69% to 80%.

Metric: Other

Action 4.3.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan School-Home Communication Include a monthly section in the Gazette on how to assist children at home with learning. Parent Engagement Night Hold a Fall Family Math night to review the new math curriculum and provide games that families can play to build math fluency. 7101 Materials/Supplies/Equipment: \$500 Hold a Winter Family STEAM night to provide science, technology, engineering, arts, and math activities that build interest and engagement in the various STEAM areas. 7101 Materials/Supplies/Equipment: \$500 Materials/Supplies/Equipment \$1,000 Supp Con	Progress Monitoring Usage Data: Collected monthly by admin and shared with families - Engagement levels by academic newsletter item Parent Data (monitored by admin): - Survey after parent engagement night - RCM Parent Climate Survey in December - Perspectives Survey in April 2027	Evaluation

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	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

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

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

Title I Basic (4900/3010) Total: \$0

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	\$8,400	\$9,000	\$300	\$750	\$18,450
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2,512	\$8,100	\$600	\$0	\$11,212
Materials/Supplies/Equipment	\$800	\$1,000	\$1,200	\$3,250	\$6,250
Contracts/Services/Subscriptions	\$11,200	\$0	\$150	\$1,050	\$12,400

Supplemental/Concentration (7101/0000) Total: \$48,312

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	\$3,150	\$0	\$0	\$0	\$3,150
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$300	\$300
Materials/Supplies/Equipment	\$0	\$0	\$0	\$359	\$359
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$3,809

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) | 2026-2027

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	\$48,312	\$22,912	\$18,100	\$2,250	\$5,050	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$3,809	\$3,150	\$0	\$0	\$659	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,121	\$26,062	\$18,100	\$2,250	\$5,709	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$52,121