



Pleasant Grove High School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Omar Carreon

County-District-School (CDS) Code: 34673140108753

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Action Plans and Progress Monitoring

Pleasant Grove High School | Focused Work: 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?

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

The following were opportunities for stakeholders to be a part of the planning process:

- Leadership meetings 9/3/25, 10/1/25, 10/29/25, 12/3/25, 1/28/26, 3/4/26
- School Site Council on 10/14/25, 11/18/25, 03/10/26, 04/21/26, 05/12/26.
- ELAC on 10/22/25, 01/21/26, 02/25/26
- Staff meetings on 9/9/25, 10/6/25, 11/10/26, 2/2/26, 3/9/26,
- Staff survey in April 2026
- EGUSD parent, staff and student surveys in April 2026

2. Impact of LCAP and Annual Update

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

Feedback from all stakeholder groups informed the development of the goals, supports, and services outlined in the 2026–2027 LCAP. Teachers and counselors, in particular, expressed strong support for maintaining release time for PLC 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.

N/A

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

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

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

- Collaborate with department chairs to create an assessment plan and schedule. - Collaborative Team discussion and planning to administer assessments. - Teachers administer assessments according to the identified schedule. - PLC release time to analyze interim assessments to determine next instructional steps. - We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets - \$5000 - Supp Con Materials/Supplies/Equipment - \$1000- Supp Con	Who will evaluate effectiveness? - School Administration & Department Chairs What data will be collected? - Assessment Calendar - Illuminate assessment data - Participation rates When will data collection occur? - Semester How will data be communicated? - Department & Collaborative Team Meetings	
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Site Goal 1.2

- Increase the number of students in the CAASPP ELA "met" category by 3% : African American 39% (2025) to 42% (2026), Latino 61% (2025) to 64% (2026), EL- 8%(2025) to 11% (2026), SWD 29%(2025) to 32% (2026)
- Increase the number of students in the CAASPP Math "met" category by 3% : African American 39%(2025) to 42%(2026), Latino 40%(2025) to 43%(2026), EL- 13% (2025)to 16%(2026), SWD 14% to 17%(2026)
- Increase the number of students in the CAASPP Science "met" category by 3% : African American 41%(2025) to 44%(2026), Latino 34%(2025) to 37%(2026), EL- 8% (2025)to 11%(2026), SWD 15% to 18%(2026)

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

Action 1.2.1

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

- Professional Development opportunities focused on AVID and English Learner instructional strategies will strengthen Tier 1 instruction and support increased student engagement, academic discourse, critical thinking, and literacy development across all content areas. In addition, Professional Development on the implementation of the Instructional Framework components of Student Talk and Feedback will enhance classroom instruction and provide students with more meaningful opportunities to process learning, receive timely feedback, and demonstrate understanding aligned to CAASPP expectations.
- Extended Day Learning Opportunities offered before and after school will provide targeted academic intervention and support for students struggling in core content areas, specifically ELA, Math, and Science. These supports include certificated and classified staffing, curriculum resources, and online learning tools to address identified learning gaps and improve student outcomes.
- Student Fees funding supports hands-on curricular activities in Art, Ceramics, Drama, Music, Photo, Science, Math, and other courses as needed. These experiences increase student engagement and access to rigorous, standards-aligned instruction through instructional supplies, supplemental materials, equipment repair, supplemental workbooks, and field trips that reinforce academic concepts connected to CAASPP standards.
- Additionally, funds will be allocated to expand access to inclusive literacy materials and resources that reflect and affirm the diverse backgrounds of our students, including students with disabilities, English learners, and identified disparity groups. These resources, including multilingual and accessible materials, are intended to increase literacy, support recreational reading, and strengthen reading comprehension skills that directly support student performance on the CAASPP ELA assessment
- **Certificated Timesheets** - \$45000 - Supp Con
- **Contracts/Services/Subscriptions** - \$10000 - Supp Con
- **Materials** - \$10000 - Supp Con

- **Who will evaluate effectiveness?**
- teachers, counselors, and administration
- **What data will be collected?**
- survey data
- Illuminate data
- Instructional Formative & Summative Assessment Data
- CAASPP data
- Walkthrough data
- Monitor weekly tutoring logs.
- Tutoring logs, academic and attendance data

When will the data collection occur?

- ongoing-monthly and annually

Site Goal 1.3

Progress toward English Proficiency -
Increase the percentage of current EL students who progress at least one ELPI level from 40%(2025) to 43%(2026).
Increase the percentage of current Long Term EL students who progress at least one ELPI level from 41%(2025) to 44% (2026)

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1

Targeted Student Group(s)

- EL • R-FEP

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 • The MST and counseling team will collaborate to ensure EL students have proper placement in designated ELD courses. • Timesheets for teachers who assist with ELPAC testing. • Payment for ELPAC testing coordinator • State Seal of Biliteracy Graduation Sashes • Provide time at each monthly staff meeting for EL professional development opportunities on site facilitated by our MLE coach and MST. • Counselors and MST will monitor struggling EL and RFEP students and provide outreach to classroom teachers and families. • Light refreshments and training materials for ELAC • Equity team members will attend the 21CSLA 2026 Leadership Lab Conference paid for by site funds where they will receive professional development from Paul Gorski, author of <i>Fix Injustice, Not Kids</i>. Teams will create a plan to identify and disrupt an inequitable policy or program. One member of the team will receive	Progress Monitoring • Summative ELPAC scores	Evaluation

coaching throughout the following school year. • Classified Timesheets - \$9,000 EL Supp • Certificated Timesheets - \$14000 EL Supp • Materials/Supplies/Equipment - \$1343 EL Supp		
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Site Goal 1.4

Increase A-G completion rates of students graduating from Pleasant Grove High School by 3% from 64% to 67%.

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

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 - Counselors will monitor student academic progress through regular review of D/F data during progress periods, quarter grading periods, and/or bi-weekly checks. - Counselors will identify students off track for A–G completion, with targeted support for Black or African American students and Students with Disabilities. - Counselors will conduct individual academic conferences to review grades, A–G progress, graduation status, and postsecondary goals. - Counselors will develop and update individualized Four-Year A–G plans to ensure appropriate course enrollment and progress toward college eligibility. - Counselors will contact families of students earning one or more failing grades to review concerns and discuss	Progress Monitoring A-G completion rates of graduating class of 2026.	Evaluation

available supports.		
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Site Goal 1.5

Increase percentage of Pleasant Grove High School graduates who complete a CTE sequence from 25% to 30%.

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Action 1.5.1

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
- Increase student and family awareness of CTE pathways, certifications, internships, and career opportunities through presentations, parent nights, counseling meetings, and course planning. - Begin early pathway planning by introducing CTE options during middle school outreach, freshman orientation, and Four-Year Plan development. - Ensure counselors actively monitor student enrollment and progression through CTE pathways to keep students on track for sequence completion. - Reduce scheduling barriers by prioritizing pathway continuity in the master schedule and minimizing course conflicts with graduation and A–G requirements.	- Tracking the percentage of students that complete CTE sequence for each academy and/or pathway. - Enrollment in introductory and concentrator CTE courses. - Improved retention rates from introductory to capstone courses.	

Site Goal 1.6

Increase percentage of reclassified English learners from 8% to 10%.

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.6.1

Targeted Student Group(s)

- EL

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 • Provide designated and integrated ELD instruction aligned to student language proficiency needs. • Use regular data monitoring of ELPAC scores, grades, CAASPP performance, and classroom assessments to identify students close to reclassification. • Conduct targeted intervention and small-group support for Long-Term English Learners and students nearing reclassification criteria. • Train teachers on effective instructional strategies for English Learners, including academic language development, scaffolding, student talk, and structured engagement strategies. • Ensure counselors and MST regularly review EL student progress and create individualized support plans for students not meeting benchmarks. • Increase family outreach and education regarding reclassification criteria, progress monitoring, and available academic supports. • Provide tutoring, after-school support, and literacy interventions focused on reading, writing, speaking, and listening skills.	Progress Monitoring • ELPAC scores • D/F rates • CAASPP performance	Evaluation

Site Goal 1.7

LEARNING TARGETS
Teachers will increase their effective use of learning targets from 75% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

SUCCESS CRITERIA
Teachers will increase their effective use of communicating success criteria from 68% to 73% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.7.1

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
• Plan year-long professional development with site instructional coach as it relates to Learning Targets and Success Criteria in order to deepen implementation of the Instructional Framework. • Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success. • Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework. • Provide information regarding the EGUSD Instructional Framework to parents/guardians via the school website/newsletter to explain what high-quality, first-time instruction is defined by the district. • Create posters of the Instructional Framework principles to hang in classrooms as anchor charts for use with students to define high-quality, first-time instruction. • Calibrate FONT observations with regional principals to ensure accuracy and consistency with data gathering to determine implementation level of the Instructional Framework.	• Increased percentage of classrooms consistently posting and referencing Learning Targets and Success Criteria during instruction. • Evidence from classroom observations showing students can articulate what they are learning and how success is measured. • Staff participation and engagement in year-long professional development opportunities related to the Instructional Framework. • Calibration data from regional principal FONT observations to ensure consistency and reliability in implementation monitoring. • Improved student engagement, academic discourse, and formative assessment practices observed during classroom walk-throughs. • Analysis of CAASPP data	

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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

Decrease the CAASPP disparity rate for students with disabilities from:

- ELA: 37.4% (2025) to 32.4% (2026)
- Math: 22.7% (2025) to 17.7% (2026)
- Science: 25.6% (2025) to 20.6% (2026)

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 - Build a master schedule that prioritizes placement Co-taught courses to reduce conflict and allow greatest access for SWD. - Add additional Co-taught course offerings and provide on going PD for co-teachers - Prioritize SWD as the first group of students to tumble in ABL scheduler. - Provide common preps for co-teachers - Pay for release days for co-teachers to plan - Increase number of math intervention sections - Counselors will regularly monitor academic performance, CAASPP data, grades, attendance, and intervention needs for Students with Disabilities. - Counselors will collaborate with case managers, special education staff, teachers, and administrators to identify students needing additional academic support and intervention. - Counselors will ensure students are enrolled in appropriate rigorous coursework aligned with graduation and postsecondary goals while maintaining necessary supports and accommodations. Certificated Timesheets - \$20000 - Supp Con	Progress Monitoring Who will evaluate effectiveness? - School Administration - Counselors and case managers What data will be collected? - CAASPP Met and Exceed rates for Math, ELA, and Science - Goals from IEP meetings regarding post secondary plans. When will data collection occur? - Annually post CAASPP administration How will data be communicated? - Counseling meetings - SPED department meetings - Admin meetings	Evaluation

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Site Goal 2.2

Decrease suspension rate disparity for African American Students from 69.3% (2025) to 64% (2026)

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

- Black or African American

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 - Implement a mentorship program for at-risk students (identified through the MTSS process) where students meet on a regular basis to monitor academic progress, access academic tutoring, explore college and career planning and receive SEL lessons. (ASSIST, IYT, Sac Connect, Young Men Rising, timesheet for site-led work). - Utilize 5 Star to track student participation in school events and activities to identify less engaged students. - Provide additional platforms to amplify student voice for targeted subgroups. - Time sheet staff to train Peer Counselors to mediate low level student conflicts before they escalate. - Provide resources and staffing for the Wellness Center where students have access when dealing with personal and/or behavioral issues. Certificated Time Sheets- \$20000 Materials/Supplies/Equipment - \$500 - Supp Con Contracts/Services/Subscriptions - \$10000 - Supp Con	Progress Monitoring - Regular analysis of exclusionary discipline data - Track student engagement utilizing 5 star program - Peer counseling data	Evaluation

Site Goal 2.3

Decrease A-G completion disparity by 5% for Homeless students.

Metric: Homeless Student Disparity

Action 2.3.1

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 - Identify and monitor homeless students early through collaboration between counselors, McKinney-Vento liaisons, administrators, and student support teams. - Conduct frequent academic progress monitoring, including D/F reviews, credit checks, attendance monitoring, and A–G completion tracking. - Develop individualized graduation and Four-Year A–G plans to ensure students remain on track for college eligibility. - Provide targeted counseling support, case management, and regular check-ins focused on academic progress, social-emotional needs, and barriers to success. - Increase access to tutoring, credit recovery, intervention classes, and extended learning opportunities before and after school. - Reduce barriers to participation by providing transportation support, school supplies, technology access, fee waivers, and assistance with course materials.	Progress Monitoring - Tracking A-G completion gap - Reduction in D/F rates and chronic absenteeism among homeless students. - Increased participation in tutoring, credit recovery, and intervention supports.	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 Increase school climate favorability rating for targeted groups: EL: 78% (2025) to 83% (2026) Latino: 74% (2025) to 79% African American: 65% (2025) to 70%(2026) Native American: 63% (2025) to 68% (2026) SWD: 69% (2025) to 74% (2026)
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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 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 • Implement a mentorship program for at-risk students (identified through the MTSS process) where students meet on a weekly basis to monitor academic progress, access academic tutoring, explore college and career planning and receive SEL lessons. (ASSIST, IYT, Sac Connect, timesheet for site-led work) to identify less engaged students. • Counselors to run support groups for students on various topics such as managing anxiety/stress, grief support, etc. • Provide additional platforms to amplify student voice for targeted subgroups such as a Student Equity Council. • Work with ASB to provide lower classmen events geared specifically for their grade levels. • Send new Link Crew advisors to training conference. • Provide resources and time sheets for Equity Team members to engage in a book study on Diversity and Social Justice Educaiton. • Provide classified staff training on foundational Restorative Practices aligned to their job responsibilities, with support from Equity Coaches and administration. Certificated Time Sheets- \$7000 Classified Time Sheets- \$7000 Contracts/Services/Subscriptions - \$8500 - Supp Con Materials/Supplies/Equipment- \$2,000 Sup Con	Progress Monitoring Who will evaluate effectiveness? • Admin team • Tier 1 Team • What data will be collected? • PBIS Meeting Agendas • Small Group Participation Logs • Discipline Data • Restorative room attendance log • 5-Star Participation Data • Favorability ratings from student survey data. • Discipline disposition data When will data collection occur? • Semester • End of year • ongoing How will data be communicated? • Tier 2 meetings • Admin meetings • Staff meetings	Evaluation

Site Goal 3.2

By June 2027 PGHS will decrease the suspension rate for all, as measured by percentage of students suspended in Synergy, by .5% from 3.2% to 2.7% Particularly for subgroups:

AA: 9.3% to 8.8%

Hispanic: 5.7% to 5.2%

EL: 3.7% to 3.2%

SWD: 9.2% to 8.3%

Metric: Suspension Rate: Percent of Students Suspended

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
• Clearly convey and reinforce schoolwide behavior expectations of the 3 B's • Teach expectations explicitly in classrooms, hallways, cafeteria, assemblies, and athletic events. • Strengthen relationships with students by identifying strong adult connections and/or mentors • Utilizer restorative practices, peer mediation, re-entry meetings • Increase alternatives to suspension including lunch detentions, reflection rooms, behavior contracts, check-in/check-outs. • Student advisory groups, student climate surveys, peer leadership opportunities, student participation in campus improvement discussions • Collaborate with families by sharing concerns	• Reduction in the overall number and percentage of student suspensions. • Reduction in repeat suspensions for the same students. • Reduction in suspension disproportionality among student groups, including students with disabilities, English learners, homeless youth, and African American students. • Decrease in office discipline referrals and classroom removals. • Improvement in attendance rates and chronic absenteeism data. • Improvement in school climate survey results from students, staff, and families regarding safety, connectedness, and relationships with adults.	

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 Increase community/parent participation and engagement at school events to build a positive school community. • EGUSD Parent Survey results on Relationship Between School Staff and Families: Effective Provision of a Respectful and Welcoming Environment, will increase from 84% (2025) to 88% (2026). • EGUSD Parent Survey results on Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement, will
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increase from 76% (2025) to 80% (2026).

- Number of respondents will increase from 292 to 350.

Metric: Parents indicating a respectful and welcoming school environment

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 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 Pleasant Grove High School will provide opportunities to present and inform parents about school initiatives, as well as create events, programs and opportunities for parent engagement. Specific Actions: • Monthly Newsletters • School Site Council • ELAC • Night at the Nest • Parent Lunch Days • Parent Meetings • Community Events • VAPA Events • Incoming 9th grade information night • Senior information night • Career day/Career Fair • Cash For College workshop Certificated Time Sheets- \$3350 Sup Con Materials/Supplies/Equipment- \$7,000 Sup Con Classified Time Sheets- \$1050 Sup Contract Services and Subscriptions- \$11650 Sup Con	Progress Monitoring Who will evaluate effectiveness? • Administration What data will be collected? • Event Participation • Post Event Surveys • EGUSD Parent Survey When will data collection occur? • Ongoing How will data be communicated? • Site Leadership • Newsletters • Daily Bulletin	Evaluation

Site Goal 4.2

Increase attendance rate for subgroups by 3%:

AA: 94% to 97%
Hispanic: 93% to 96%
Native American: 92% to 95%
SWD: 90% to 93%

Metric: Attendance Rate

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 • ASB to promote clubs and activities. • Provide resources for ASB & Link Crew to build student connectedness. • Utilize 5 Star to monitor student activity participation. • Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students • VP over attendance to meet with chronically abasent students. • Monitor attendance data frequently to identify attendance trends, chronic absenteeism, and subgroup disparities early. • Conduct targeted outreach to students and families with attendance concerns through phone calls, meetings, home visits, and attendance contracts. • Build strong relationships and student connectedness through mentoring programs, advisory periods, clubs, athletics, and extracurricular involvement. • Collaborate with counselors, social workers, community schools staff, and outside agencies to address barriers such as transportation, housing instability, mental health, childcare, and food insecurity.	Progress Monitoring • Increased overall attendance rates and subgroup attendance rates. • Reduction in chronic absenteeism rates among targeted student groups.	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 (7201/0000)

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	\$50,000	\$40,000	\$14,000	\$3,350	\$107,350
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$1,050	\$1,050
Materials/Supplies/Equipment	\$11,000	\$500	\$2,000	\$7,000	\$20,500
Contracts/Services/Subscriptions	\$10,000	\$10,000	\$8,500	\$11,650	\$40,150

Supplemental/Concentration (7201/0000) Total: \$169,050

EL Supplemental (7250/0000)

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	\$14,000	\$0	\$0	\$0	\$14,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$9,000	\$0	\$0	\$0	\$9,000
Materials/Supplies/Equipment	\$1,343	\$0	\$0	\$0	\$1,343
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$24,343

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 High School (480) | 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
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$169,050	\$71,000	\$50,500	\$24,500	\$23,050	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$24,343	\$24,343	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$193,393	\$95,343	\$50,500	\$24,500	\$23,050	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$193,393