



## Pleasant Grove Elementary

# Local Control Accountability Plan (LCAP) 2021-2022

**Principal:** DEIDRA WOOD

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

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

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

## 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 Classroom Instruction and Curriculum**

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

**Goal 2: Assessment, Data Analysis, & Action**

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

**Goal 3: Wellness**

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

**Goal 4: Family and Community Engagement**

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

### Stakeholder Engagement

<p><b>Involvement Process for LCAP and Annual Update</b></p> <hr/> <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided opportunities for input through staff meetings and leadership meetings for goal setting for 2021-22 school year. Our PBIS Tier 1 Team meets monthly to track student discipline and other PBIS data, while our PBIS Tier 2 Team meets biweekly to track Tier 2 student progress and assess new MTSS referrals. Both teams complete the PBIS Fidelity Inventory to assess our progress towards our goals.</p> <p>During Parent/Principal coffee chat meetings site data was shared and members' feedback was solicited. Our Principal meets periodically throughout the year with our English Language Learner Community, all targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed our data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need and data. This in conjunction with ongoing and continued conversations with all stakeholders has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:</p> <ul style="list-style-type: none"> <li>• Staff meetings 4/5/21, 4/19/21, 5/3/21</li> <li>• Staff surveys 3/2021, 5/2021</li> <li>• Leadership meetings 3/8/21, 4/12/21, 5/10/21</li> <li>• Monthly PTA meetings</li> <li>• ELAC Meetings 3/11/21, 5/13/21</li> <li>• SSC Meetings 4/14/21, 5/26/21</li> <li>• Survey Monkey to all parents 3/2021</li> <li>• Principal Coffee Chats - 1st Wed of each month</li> </ul>
<p><b>Impact of LCAP and Annual Update</b></p> <hr/> <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>The consultation of these groups allowed our school to develop a collaborative plan for moving forward with our school. These stakeholder consultations provide opportunities for input, clarification, and consensus regarding short and long term goal setting with measurable outcomes and ideas for consideration. One idea from stakeholders was to examine CAASPP data and compare the data same students as they matriculate through the grades. Stakeholder input helps to provide consensus and provide clear direction moving forward. Ideas from stakeholders are woven into the four goal areas. Day and times of specific meetings, such as PTA and Parent/Principal Coffee Chat, were modified based on input from stakeholders. At the request of stakeholders, we have added a beginning and intermediate band as well as a choir VAPA program.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
N/A

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>
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<p><b>Site Goal 1.1</b></p> <p>Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores, with a specific focus on EL, Foster Youth, and LI. Driving to improve student achievement scores each year and working towards being the top performing elementary school in the district, we set the following goals for 2022 CAASPP for grades 3-6:</p> <p>Number of students meeting or exceeding standards...</p> <ul style="list-style-type: none"> <li>• ELA increase by 2% from 64% to 66%</li> <li>• Math increase by 2% from 63% to 65%</li> </ul> <p>We set the following goals for the 2020-21 K-2 Benchmarks...</p> <p>Number of students meeting or exceeding standards:                  Kindergarten ELA increase by 4%                  1st Grade BPST increase from 4%                  1st Grade Fluency increase from 4%                  2nd grade goals will be set once we have results from EGUSD Benchmark Assessments</p>	
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<b>Metric: CAASPP</b>
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**Actions/Services 1.1.1**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• All • EL • Foster Youth • Low Income</li> </ul>
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Provide internal professional development for teachers to plan and collaborate on school-wide instructional targets</p> <ul style="list-style-type: none"> <li>• Whole grade level time to determine learning targets through SMART Goals and develop CFAs to determine, "How we know students have learned it."</li> <li>• Vertical articulation for alignment of standards</li> <li>• Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team</li> </ul> <p>2) Provide release time for teachers for collaboration \$246 x 17 teachers x 2 times</p>	<p>#1 &amp; 2) John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> <li>• Teacher Clarity</li> <li>• Formative Assessments</li> <li>• Clear Learning Intentions and Success Criteria</li> </ul> <p>#1 &amp; 2) John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> <li>• Collective teacher efficacy 1.57</li> <li>• Teacher clarity 0.75</li> <li>• Formative Evaluation 0.68</li> </ul>	<p>#1 &amp; 2) The effectiveness of this action will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP scores received in Fall 2023.</li> <li>• ELPAC scores (spring 2022)</li> </ul> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Interim assessments (entry, mid year, and end of year)</li> <li>• Illuminate benchmark assessments</li> </ul>

per year = \$8,364		
Both actions will have a focus on EI, IL, Foster Youth		

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$8364	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Fund GATE after school program for staffing and supplies, STEM field trip and supplies. Supplies \$697, Field trip \$1200  Sub for NNAT testing and GATE coordinator 1/2 day sub \$150 x 2 = \$300  GATE coordinator stipend \$1,000		The effectiveness of GATE will be measure by student attendance rates. In addition, we will administer a GATE feedback survey.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1897	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide teachers with electronic resources to support standards-based lessons designed to increase student achievement and clarity, specifically targeting our EL, FY, Homeless, and LI students. (i.e. Seesaw, MobyMax, Khan Academy, Xtra Math, etc.)  \$1,000	Visible Learning for Teachers, John Hattie. <ul style="list-style-type: none"> <li>• Instructional Quality 1.0</li> <li>• Teacher Clarity 0.75</li> <li>• Reading Phonics Instruction 0.6</li> <li>• Professional Development 0.62</li> <li>• Small Group Learning 0.49</li> <li>• Feedback 0.7</li> <li>• Collective Teacher Efficacy 1.57</li> </ul>	The effectiveness will be measured by: <ul style="list-style-type: none"> <li>• Student formative assessment within the electronic programs</li> <li>• Letter Recognition, Phonics decoding assessments</li> <li>• Classroom Assessments</li> <li>• Trimester Data- Fluency &amp; spelling inventory</li> <li>• Student academic progress</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teachers will be released to attend SST/504/IEP/Coops to discuss student data, progress, potential intervention and supports. Meetings will be held during the school day by means of a roving substitute teacher on these dates. These meetings will have a focus on EL, IL, Foster Youth specifically.</p> <p>10 days x \$200/day = \$2,000</p>	<p>Visible Learning for Teachers, John Hattie.</p> <ul style="list-style-type: none"> <li>• Instructional Quality 1.0</li> <li>• Teacher Clarity 0.75</li> <li>• Reading Phonics Instruction 0.6</li> <li>• Professional Development 0.62</li> <li>• Small Group Learning 0.49</li> <li>• Feedback 0.7</li> <li>• Collective Teacher Efficacy 1.57</li> </ul>	<p>The effectiveness of this action will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP scores received in Fall 2023.</li> <li>• ELPAC scores (spring 2022)</li> </ul> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Interim assessments (entry, mid year, and end of year)</li> <li>• Illuminate benchmark assessments</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

<p>Close the achievement gap with the lowest performing subgroups</p> <ul style="list-style-type: none"> <li>• Hispanic, African American, EL- Score average- 35% meets or exceeds standards</li> <li>• Gap of 33 percentage points... Goal is to decrease the gap by 10%</li> </ul>
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**Metric:** A-G Completion

**Actions/Services 1.2.1**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD</li> </ul>
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) EL Homework Club after school tutoring - \$80/hr x 1 hr x 10 weeks = \$800 + materials \$300</p> <p>2) EL Coordinator - duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. \$1,000</p> <p>3) ELPAC testing - \$40/hr x 1 teacher x 6 hours x 10 days = \$2,400</p> <p>4) Funding site ELAC meetings (May include light refreshments and materials) \$169</p>	<p>Items 1-4) John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> <li>• Response to Intervention 1.07</li> <li>• Teaching strategies 0.62</li> <li>• Small Group learning 0.49</li> </ul>	<p>The effectiveness of all these action items will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP scores received in Fall 2021 and Fall 2022.</li> <li>• ELPAC scores (spring 2021)</li> <li>• Pre/Post assessments for EL Homework intervention groups</li> </ul> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• K/1 Benchmark assessments (entry and trimesterly)</li> <li>• 2nd-6th Interim assessments (entry, mid year, and end of year)</li> </ul>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$450	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<b>Site Goal 1.3</b>				
Increase the number of students reading on grade level or beyond by 5% as measured by grade level benchmark assessments, with a specific focus on EL, Foster Youth, and LI. Baseline metric will come from entry assessments (Illuminate Benchmark Assessments, BPST, HFW, Johnston spelling, Fluency)				
<b>Metric:</b> Other (Site-based/local assessment)				
<b>Actions/Services 1.3.1</b>				
<b>Principally Targeted Student Group</b>				
• All				
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>		<b>How will you Measure the Effectiveness of the Actions/Services?</b>	
1) Increase the number of grade level appropriate reading books in each classroom of a variety of levels.  2) Books for library  3) Purchase grade level novel sets from approved book list.  Items 1-3: Paid out of site funds or ESSER II Funds.  4) Increase library tech hours from 15 to 19 hours per week as needed to inventory textbooks, weed & update library inventory, book repairs, ordering, etc. $\$25/\text{hr} \times 4 \text{ hrs} \times 30 \text{ weeks} = \$3,000$  All actions will have a focus on EI, IL, Foster Youth and purchasing books that reflect a diverse population.	1-4) The Impact of Trade Books on Reading Achievement  <a href="https://www.booksource.com/files/TradeBookResearchArticle.pdf">https://www.booksource.com/files/TradeBookResearchArticle.pdf</a>		1-4) The effectiveness of this action will be monitored by:  Summative Assessments: <ul style="list-style-type: none"> <li>• CAASPP scores received in Fall 2021 and Fall 2022.</li> <li>• ELPAC scores (spring 2021)</li> <li>• Pre/Post reading assessments (Read Naturally or Leveled readers assessments)</li> </ul> Formative Assessments: <ul style="list-style-type: none"> <li>• K/1 Benchmark assessments (entry and trimesterly)</li> <li>• 2nd-6th Interim assessments (entry, mid year, and end of year)</li> </ul>	
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Classified Salaries		

<b>Site Goal 1.4</b>				
Support all sixth grade students, with a specific focus on EL, Foster Youth, and LI, to bridge the transition to middle school by providing time for vertical articulation between regional 6th grade teachers and ELA & Math 7th grade teachers. The goal is to ensure appropriate class placement (ELA, Math, Honors, ELD, Special Education) for students and to tailor our instructional program to meet the expectations of our regional middle school partners for incoming 7th grade students.				
<b>Metric:</b> A-G Completion				
<b>Actions/Services 1.4.1</b>				
<b>Principally Targeted Student Group</b>				
• All				
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>		<b>How will you Measure the Effectiveness of the Actions/Services?</b>	
Sixth grade teachers will	<i>This We Believe</i> (NMSA, 2010) states that effective transition programs help students move to a new school, become a part of the new school, and maintain their social and academic status. However, many		Students' 7th grade placement	

be released for one day to meet, plan, and review assessments with middle school ELA & Math teachers. 2 teachers x \$246 = \$492  Articulation will have a focus on EL, IL, Foster Youth students.	transition programs fail because they ignore social concerns (Cauley & Jovanovich, 2006; Akos, 2002). Source: <a href="https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx">https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx</a>	in Math, ELA, Honors, ELD, and Special Education classes will be appropriate based on assessment data.
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$492	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.5**

Grade level PLC teams will work to plan and instruct using Math Talks routinely in their classrooms throughout the year.

**Metric:** Content Standards Implementation

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- All • EL • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Grade Level PLC Teams will work to plan and instruct using Math Talks routinely in their classrooms throughout the year. (No funding source needed, PLC time is built into the work week as Early Out Thursdays)	John Hattie's Visible Learning research shows a high effect size for well placed and executed Dialogic Instruction in a robust math program. PGES's SBAC scores, while among the highest in EGUSD, have the potential to increase as we provide instructional opportunities that engage and have an entry point for a range of student learners including EL and low SES students. Instruction that activates the Standards for Math Practice is also accessed through the use of math talk routines.	* Teams will plan, create and use WOBD routinely and gradually phase in other Talk Routines. * Student use of academic language and oral reasoning skills will increase as evidenced by participation in Talk Routines. * PLC meeting attendance and notes

Funding Source	Amount	Description of Use		

**Actions/Services 1.5.2**

**Principally Targeted Student Group**

- All • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Early out release time and site funded 1/2	Voelkel R. (2011) <u><a href="#">A Case Study of the</a></u>	The effectiveness of PLCs will be measured by

day release days to analyze common assessments with a focus on EI, IL, Foster Youth students.

\$150 x 14 teachers x 3 times per year = \$6,300

Relationships Between Collective Efficacy and Professional Learning Communities

the collection of agendas and minutes from PLC meetings, CO-OP data and the reduction of referrals to Special Education

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$6300	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

**Site Goal 2.1**

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

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>A. Provide training in PLC to strengthen our awareness of purpose, our PLC practices, and our focus on student outcomes</p> <p>B. PLCs meet weekly during early out time</p> <p>C. Administrators participate in PLCs routinely</p> <p>D. Provide release time to allow for collegial observations and co-teaching to support structured student interactions, responsive classroom teaching, and gradual release of responsibility- Admin cover class or during preps. No additional cost.</p> <p>E. Utilize district instructional coaches to support our faculty with ELD (standards and instruction), on grade level reading by end of 3rd grade, and structured student interactions (particularly in math and writing)</p>	<p>Voelkel, R. (2011). <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></p>	<p>The effectiveness of this action will be monitored by:</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP scores received in Fall 2021 and Fall 2021. (A-E)</li> <li>• ELPAC scores (spring 2021) (A-E)</li> </ul> <p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• K/1 Benchmark assessments (entry and trimesterly) (A-E)</li> <li>• 2nd-6th Interim assessments (entry, mid year, and end of year) (A-E)</li> </ul> <p>Agendas and minutes from PLC meetings (A-E) Teacher evaluations (A-E)</p>

Funding Source	Amount	Description of Use		



<b>Site Goal 2.2</b>		
Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law.		
<b>Metric:</b> Data and Program Evaluation		
<b>Actions/Services 2.2.1</b>		
<b>Principally Targeted Student Group</b>		
• EL • R-FEP		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
A. Provide PLC training B. PLCs meet weekly C. Provide instruction during the school day and beyond to support ELD D. ELD Professional Development E. Professional development to support Gradual Release of Responsibility (GRR) and Structured Student Interactions (SSI) F. Utilize district instructional coaches G. ELPAC testing	<u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D.	The effectiveness of this action will be monitored by:  Summative Assessments: <ul style="list-style-type: none"> <li>CAASPP scores received in Fall 2021 and Fall 2022.</li> <li>ELPAC scores (spring 2021)</li> </ul> Formative Assessments: <ul style="list-style-type: none"> <li>K/1 Benchmark assessments (entry and trimesterly)</li> <li>2nd-6th Interim assessments (entry, mid year, and end of year)</li> </ul> Classroom observations Teacher evaluations PLC agendas and meeting minutes
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>

<b>District Strategic Goal 3:</b> All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	<b>District Needs and Metrics 3:</b> Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>Cohort Graduation</li> <li>Expulsion</li> <li>HS Dropout</li> <li>MS Dropout</li> <li>Other (Site-based/local assessment)</li> <li>School Climate</li> <li>Social Emotional Learning</li> <li>Suspension</li> </ul>
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<b>Site Goal 3.1</b>		
Support physical and emotional well-being of all on campus by continuing to develop as a PBIS team and move towards full implementation of PBIS. Continue to focus on climate and culture and growing in a positive manner. PBIS team will meet monthly and continue to move towards full implementation of PBIS as measured by the POI and TFI. Continue to address disproportionality of AA, FY, homeless, and SpEd students in terms of behavior management, discipline, and MTSS referrals to SpEd. .		
<b>Metric:</b> School Climate		
<b>Actions/Services 3.1.1</b>		
<b>Principally Targeted Student Group</b>		
• All • School-wide		

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>A. Utilize site interventions</p> <p>B. Continue PBIS Tier 1 and Tier 2 implementation</p> <p>C. Sharing of school wide data</p> <p>D. Continued teacher education on interventions vs. consequences.</p> <p>E. Continue to provide all staff with training on how to complete MTSS referral forms to seek out interventions and supports for at-risk students to reduce inappropriate behavior and consequences which impact learning</p> <p>F. Implement use of check in - check out process with "at risk" students</p> <p>G. Identify Foster Youth &amp; inform staff of FY</p> <p>H. Gather and analyze behavior data</p> <p>I. Share data analysis with staff &amp; parents</p> <p>J. Schedule monthly meetings of PBIS team</p> <p>K. "PBIS Passport" and kick-off to review expectations in all locations for primary and intermediate grades</p> <p>L. Back to School Night review revised PGES Family Handbook with PBIS information, matrix and verification form, continuation of <i>Tiger Tickets</i> for students 200 Tiger Ticket pads = \$145.00, 400 handbooks = \$200.00</p> <p>M. PBIS Team to create a school site survey to measure the effectiveness of a safe, positive learning environment</p> <p>N. Add PBIS "tab" to PGES website with pertinent information for families (purpose of PBIS, PBIS at PGES, three rules, behavior expectation matrices for school and classrooms, copy of Family handbook, PBIS Passport, incentives, discipline)</p> <p>O. Additional parking lot signs \$175</p>	<p>Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment)</p> <p>"Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis</p>	<p>Reduction in behavior referrals (minor and major) and suspensions.</p> <p>Increase in scores on site PBIS survey</p>

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$520	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Meet one day in the summer of 2021 before school begins as a PBIS and Yard Supervisor Team to plan and prepare for the first day/week of school and the reintroduction of PBIS</p>	<p>Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment)</p> <p>"Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis</p>	<p>Reduction in behavior referrals (minor and major) and suspensions.</p> <p>Increase in scores on site PBIS survey</p>

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$480	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.3**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Purchase school dismissal program which will increase student and adult safety during dismissal.  \$4000	"Why Do School Order and Safety Matter?" by Dewey G. Cornell and Matthew J. Mayer	Documented: <ul style="list-style-type: none"> <li>decreased dismissal time every day after school</li> <li>decreased traffic accidents in parent pick up area</li> <li>decreased behavior issues during dismissal</li> <li>decreased student and staff injuries during dismissal</li> </ul>		
Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

**Site Goal 4.1**

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, PTA, parent conferences, Student Study Team, and school-wide community events such as BTSN, Open House, Carnival, Auction, Mother/Son Game Night, Father/Daughter Dance, SOTM assemblies, and PTA grade level performances.

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

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All • School-wide</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		

<p>A. Continue with WATCHDOGS program (materials \$100, cost of food \$300 x 2 pizza nights = \$600)</p> <p>B. Parent/Teacher conferences</p> <p>C. Back to School Night Open House</p> <p>D. Continue monthly Coffee Chat with principal and parents (\$20 snacks x 9 months = \$180)</p> <p>E. Ensure home/school communications/flyers are translated whenever possible</p> <p>F. Make phone calls to personally invite families to events</p> <p>G. Establish &amp; communicate current events in print, website, social media</p> <p>H. Determine impact on student achievement of current events</p> <p>I. Determine how to enhance activities to meet the needs of students socially and academically</p> <p>J. Parent University Nights- PTA to fund childcare</p> <p>K. Articulate with PG region</p> <p>L. Utilize BTA's during parent-teacher conferences and special education meetings to aid in communication.</p> <p>M. Include parents in GATE STEM field trip \$200</p>	<p>John Hattie's <a href="#">Visible Learning for Teachers</a> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> <li>Parental Involvement 0.51</li> </ul> <p>Back to school: How parent involvement affects student achievement  <a href="http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html">http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</a></p> <p>Research Spotlight on Parental Involvement in Education  <a href="http://www.nea.org/tools/17360.htm">http://www.nea.org/tools/17360.htm</a></p>	<p>Parent surveys Sign-in Sheets Sign-ups for events</p>
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Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$880	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<b>Site Goal 4.2</b>	
Increase community partnerships directly supporting students (Intel, Rotary Club, PGES PTA, First Tee National Program, partnerships with KAMS/PGHS) and charitable organizations (Elk Grove Food Bank, CHiPs for Kids, Jeans for Troops)	
<b>Metric:</b> Family and Community Engagement	

<b>Actions/Services 4.2.1</b>		
<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>All • School-wide</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>A. Continue with WATCHDOGS program (materials \$100, cost of food \$300 x 2 pizza nights = \$600)</p> <p>B. Back to School Night &amp; Open House</p> <p>C. Make phone calls to community organizations</p>	<p>Parent, Family, Community Involvement in Education  <a href="http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf">http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</a></p>	<p>Increased number of community organizations involved in and linked to PGES</p>

D. Fund light refreshments for family and community events, ie ELAC, SSC (\$300)

E. Make phone calls to personally invite families to events

F. Establish & communicate current events in print, website, social media

G. Determine impact on student achievement of current events

H. Determine how to enhance activities to meet the needs of students socially and academically

I. Parent University Nights- PTA to fund childcare. Reach out to organizations to present.

J. Articulate with PG region

K. Welcome Wednesdays

L. Begin and fund guest readers program and provide light refreshments (\$100)

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$100	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.3**

Decrease absentee, tardy, and early dismissal rate for all students, especially at risk subgroups.

- Increase overall attendance rate from 96.7% to 97.2%
- Decrease average tardies per person from 6.31 to 5.75

**Metric:** Attendance Rate

**Actions/Services 4.3.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
A. Gather and analyze attendance data B. Personal phone calls home regarding attendance C. Letters mailed home regarding attendance- district level D. Hold monthly PBIS/Intervention team meetings E. Implement & fund PBIS attendance program -Every Day, On Time, All Day campaign (\$400 for classroom attendance contest) F. Monitor SART program G. Admin/parent conferences	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a>	Synergy Attendance Data - monitored weekly, monthly and yearly SART process info Discipline data - monitored monthly

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

### 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





**Local Control Accountability Plan (LCAP)  
Year 2021 - 2022**

**V. Funding**

**Pleasant Grove Elementary - 348**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$13,001	\$13,001	\$13,001	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	18.375	\$0	\$2,148,039	\$2,148,039	\$2,148,039	\$0	\$0	\$0	\$0
<b>1512</b> Subject Matter Teachers <b>0000</b> Unrestricted	0.6	\$0	\$84,804	\$84,804	\$84,804	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$25,633	\$25,633	\$25,633	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	2	\$0	\$135,030	\$135,030	\$0	\$0	\$135,030	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$21,156	\$0	\$0	\$0	\$-1,156
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$3,397	\$3,397	\$3,197	\$0	\$0	\$200	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$4,669	\$4,669	\$5,450	\$0	\$0	\$0	\$-781
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$925	\$0	\$75
<b>1510</b> Regular Education (TK-6) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$4,367	\$4,367	\$4,367	\$0	\$0	\$0	\$0
<b>1510</b> Regular Education (TK-6) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$31,689	\$31,689	\$31,689	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	0.8125	\$0	\$47,290	\$47,290	\$0	\$0	\$47,290	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	1.375	\$0	\$146,616	\$146,616	\$146,616	\$0	\$0	\$0	\$0
<b>3660</b> Inclusive Education in Lieu of NPA <b>6500</b> Special Education	1.1875	\$0	\$20,722	\$20,722	\$20,722	\$0	\$0	\$0	\$0

<b>3770</b> Full Inclusion	3.75	\$0	\$119,264	\$119,264	\$119,264	\$0	\$0	\$0	\$0
<b>6500</b> Special Education									
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	28.1	\$0	\$2,805,521	\$2,805,521	\$2,623,938	\$0	\$183,245	\$200	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$83,346
Subtotal of state or local funds included for this school	\$2,722,175

Principal **Deidra Wood** \_\_\_\_\_

School Site Council Chairperson **Kate Nuttall** \_\_\_\_\_

EL Advisory Chairperson **Janett Navarro** \_\_\_\_\_