Pleasant Grove High School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: TAIGAN KEPLINGER

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

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

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?
- School Site Council met on the following dates: 9/29/20, 11/10/20, 1/12/21, 3/9/21, 4/20/21, and 5/18/21   - LCAP parent, student staff survey administered on   - School Site Council review of the survey data and discussion 4/22/21   - Shared LCAP survey data with the staff on 4/19/21   - Follow-up LCAP survey data discussion with PGHS Steering Committee on 5/3/21. Survey shared with teachers asking for feedback on the priority areas indicated in LCAP survey data.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
The survey data and related conversations was utilized to prioritize our goals and funding for the upcoming school year . Our stakeholders priorities include students' mental health and wellbeing, physical health-related to COVID-19 safety measures, tutoring to remediate learning, and a continued focus on equity-related professional development and initiatives.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
If additional funding were to be allocated, it would be focused on supporting the instructional needs and extra-curricular experiences of our lower performing sub-groups: Students with Disabilities, Black/African, and Hispanic/Latino students.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: A-G Completion

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

Site Goal 1.1	

Narrow the achievement gap for lower performing subgroups: Hispanic, Black/African American, and Students with Disabilities:
Narrow the achievement gap for lower performing subgroups as measured by a variety of metrics, by reducing the percentage of students in the "not met" and "nearly met" categories of the ELA and Math Assessment.

- Reduce the number of Black/African American students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number Hispanic/Latino students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SWD students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of EL students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SED students in ELA and Math "not met" and "nearly met" by 3%

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group
• Black or African American • EL • Foster Youth • Hispanic or Latino • 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 Professional Development opportunities in curricular areas through site and district release days for cluster and grade level PLC's. • Continue School-wide Tutoring Program (before school, after school and virtual sessions) supported by teachers representing curricular areas with lowest grades. • Provide a wide-variety of student activities including clubs, athletics, Unity Day, Link Crew AVID, EL, MSAT, etc. to help students stay connected to school. • The entry fees for academic clubs such as MESA, Academic Decathlon, and Mock Trial will be partially supported through this fund. • Teacher release time to collaborate on instructional strategies to support AVID students (13 x $246) • AVID strategies are best practice for all teachers to utilize with their students. • School stability will be established for all PGHS Foster Youth students	• Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press. • Moss, C., & Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson. Alexandria, VA: ASCD • Stiggins, R.J. (2007a). Assessment for learning: An essential foundation of productive instruction. In D. Reeves (Ed.), *Ahead of the Curve: The power of assessment to transform teaching and learning* (pp.59-76). Bloomington, IN: Solution Tree Press. • Wiggins, G. & McTighe, J. (2005) Understanding by Design. Upper Saddle River, NJ: Pearson. • **The Race Gap in High School Honors Classes** Minority students are far less likely to take AP classes or even attend high schools that offer a college-prep curriculum. https://www.theatlantic.com/politics/archive/2014/12/the-race-gap-in-high-school-honors-classes/431751/	• Increase in % of students that are proficient in ELA from 81% to 85% for whole school and from 18% to 30% for EL Students • Increase in % of students that are proficient in Math from 66% to 70% for whole school •

by providing the following supports:
- Immediate enrollment
- School placement in the Least Restrictive Environment
- Academic and mental health support provided and coordinated with outside agencies
- Club/Safe Space provided for **Foster Youth** students staffed by an advisor
- Staff will utilize SBAC and PSAT scores to identify high- performing students who are underrepresented in Honors and AP courses. This outreach will consist of meetings with the students, parents, and letters home encouraging identified students to enroll in Honors and AP courses.
- Student Fees funding - to support the implementation of hands on curricular activities in Art, Ceramics, Drama, Music, Photo, Science and Math and other curriculum as needed. To help with instructional supplies, supplemental books, equipment repair (specifically for musical instruments), duplicating supplemental workbooks, and field trips.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$20000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$47013	Certificated Salaries	Edit	Delete

Site Goal 1.2

Implement interdisciplinary collaboration and vertical teaming in order to increase academic support for struggling students

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino

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?
• Professional development on-site with EL coach in the form of release days and planning time for teachers-certificated substitutes will be required • FTE for EL coordinator, • Payment for ELPAC testing coordinator	• "Tier III provides intensive research-based instruction for students who do not adequately respond to Tier II level interventions. Tier III level interventions may serve as either a supplement or replacement for core classroom and Tier I and Tier II level instruction. Tier III supports are provided as a replacement for traditional classroom instruction only when the student's performance is significantly below grade level	• ELPAC/CAASP Results • Teacher Surveys • grades • progress report, quarter and term grades in all classes. • ELPAC scores • teacher progress reports/feedback

- Purchase of additional curriculum; associated costs include materials and/or online subscriptions- Systematic Instruction in Phonological Awareness and Sight Words (SIPPS)

- State Seal of Biliteracy Graduation Sashes
- Supplies for ELAC meetings
- Additional Chromebooks may be purchased for EL students to assist them in their core classes.
- Classroom supplies will be purchased as necessary to assist students with accessing the curriculum.
- Students enrolled in the Career Technical Education programs will benefit from supplemental funds as we continue to develop high quality, CTE pathways. These funds will be used to provide the following expenses: consumable supplies, instructional materials, instructional equipment, field trips related to the career theme or post-secondary preparation, professional development related to instructional methodology or staying current with industry trends.
Pathways supports will be:
- Agriculture
- Digital Media
- Biomedical

standards." *Response to Intervention and English Language Learners:* Hanover Research Jul. 20, 2012
- www.ascd.org/... Research-Based Practices for English Language Learners. The integration of practices for English as a second language....
www.sde.ct.gov/...Instructional Best practices for English Language Learners
- www.supportrealteacher.org/strategies for English Language learners. SDAIE strategies
- The California English Learner Roadmap Principal Assets Oriented and Needs Responsive Principle 2: Intellectually Rich and Meaningful Access
2.4 Quality and Relevance of Curriculum & Materials Instructional materials are standards-based, up-to-date, and include visuals and graphs that help make content comprehensible
Evidence that issues in students' lives and the community are talked about in the classroom
2.6 Grouping and Supports
Designated ELD is responsible for student levels and their needs, and is coordinated with the content and demands of the core curriculum

- https://www2.ed.gov/about/inits/ed/lep-partnership/ed/lep-partnership/interventions.pdf. Research-Based Recommendations for Instruction and Academic Success.
- From the executive summary: "This paper proposes a set of strategies for identifying and supporting career as well as college readiness within the Local Control and Accountability Plans (LCAPs) that will shape accountability reporting for schools and districts. In addition, the paper proposes ways that student accomplishments illustrating career readiness can be included in graduation standards and conveyed to postsecondary audiences."
Standards & Framework - Career Technical Education (CA Dept of ...
The California Career Technical Education (**CTE**) Model Curriculum Standards ... a rigorous and relevant **CTE** curriculum that increases **student achievement**.
www.cde.ca.gov/ci/ct/sf/

CTE Model Curriculum Standards - Standards & Framework (CA ...
The newly revised **CTE** Model Curriculum Standards designed to prepare **students** to be both Career and College ready were adopted by the SBE on January ...www.cde.ca.gov/ci/ct/sf/**cte**mcstandards.asp

www.cde.ca.gov.ci/ct/pk/documents/ssreview.doc demonstrates that high quality pathways embody 11 elements. Our actions and services support the following high quality pathway elements:
- 2. High Quality Curriculum
- 9. Skilled Faculty and PD
-

- EL Walk-through data inform PD for teachers
- 5-Star reports (for field trips and other WBL experiences)
- Registration form, agenda or brochure uploaded to OPTIC (for PD experiences)
- Controller will monitor that items ordered/received are exclusive to the pathways. eligible to receive funds
- Fund Allocation:
- Agriculture Pathway G-3805: $2,000 for Instructional Supplies, $1,000 for Workshops and $1,000 for Field Trips
- Digital Media G-3829: $500 for Instructional Supplies, $250 for Workshops and $250 for Field Trips
- PLTW Biomedical Pathway G-3836: $1,000 for Instructional Supplies, $500 for Workshops and $500 for Field Trips

Funding Source	Amount	Description of Use		
CTE (7235/0000)	$18000	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7250/0000)	$17293	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	$199	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.2

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?

- Provide materials, equipment and other instructional- related items to effectively keep visual and performing arts classes functioning successfully.

- Visual and Performing Arts Framework (California Department of Education)

The Role of Arts Participation in Students' Academic and Nonacademic Outcomes: A Longitudinal Study of School, Home, and Community Factors
https://www.researchgate.net/publication/258100829

- Course enrollment numbers
- Number of course sections
- Floral Certification exam results

Funding Allocation:

- Floral supplies: student floral tools and supplies for floral class ($1,000)
- Music supplies: instruments ($2,000)
- Dance supplies: tv/mount in the dance room ($2,000)
- Photography supplies: cameras and audio visual equipment ($4,000)
- Ceramics supplies: student supplies and tools for ceramics class and classroom furniture ($3,000)
- Theater supplies: audio visual system for the theater ($3,000)
- Art supplies: student materials and classroom furniture ($4,000)

Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	$15000	Materials/Supplies/Equipment	Edit	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

Increase the number of authentic and timely assessments to inform instructional needs through regular and structured PLC collaboration with a deliberate focus on the following subgroups: Students with Disabilities, Hispanic/Latino, and Black/African American students.

- Reduce the number of Black/African American students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number Hispanic/Latino students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SWD students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of EL students in ELA and Math "not met" and "nearly met" by 3%

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • SWD • Two or More

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?
PLCs will utilize 1-2 Late Start Thursday meetings to discuss assessment planning and data tracking in order to plan, develop and assess data with an aim to improve and meet our site goals. for the following departments: will consist of time-sheet hours (after school and on Saturdays) and/or sub	• Dufour, R., DuFour, Eaker, R., & Many, T. (2010). Learning by Doing: A handbook for professional learning communities at work (3rd ed.). Bloomington, IN: Solution Tree Press. • Next Generation Accountability, Douglas B. Reeves and Rebecca Dufour (feb 2018)	• Illuminate data • report card data • interim assessment results • Common Grade Level formative and summative assessments • AP Results • EAP • PSAT/SAT

release time. All departments will have access to release time to plan, administer and analyze data from different formative and summative sources including but not limited to:

- AP Results
- EAP
- PSAT/SAT
- ELPAC
- EGMAP
- SBAC
- SBAC Interim Assessment
- Common Grade Level formative and summative assessments
- Illuminate Assessment
- Grad Rate

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- ELPAC
- EGMAP
- SBAC
- SBAC Interim Assessment

Funding Source	Amount	Description of Use		

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

PGHS will focus on providing equitable opportunities for all students to learn in a culturally responsive, physically and emotionally safe environment.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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?
- Increase PBIS signage promoting the 4 B's, welcoming the PGHS community on campus, and celebrating a positive culture and climate. - Teach/remind students about expectations on campus through the beginning of the year PBIS Kick Off and Advocacy lessons. - Continue the work of PBIS committees for both Tier 1 and Tier 2 who will meet monthly. - In monthly staff meetings, the staff will be updated on PBIS expectations and products required of Tier 1 and Tier 2. - Provide opportunities for teachers to attend equity-related professional development conferences.	Visible recognition of a positive environment fosters a welcoming and understanding student population www.bommerangproject.com/testimonials/how-link-crew-impacts-freshmen. "Link Crew is an organized and highly effective program for all students... we're already seeing a happier, more comfortable group of ninth graders. Unity Day is a highly interactive and energetic program that provides students with tools to break down the walls of separation and isolation and replace them with compassion. https://www.pbis.orf/school/pdis-th-classroom. PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic	- California Healthy Kids Survey (CHKS) - Social Emotional Learning/Culture & Climate Survey (SEL/CC) - Synergy Reports - Behavior - PBIS Assessments - Self-Assessment Survey (SAS) - Tiered Fidelity Inventory (TFI) - Teacher surveys on the overall effectiveness of the information delivered at the professional development workshops/conferences - Teachers surveys on PD delivered to our staff based on the effectiveness of the workshop/conference - Review of student discipline and attendance data Counselor and MFT data on the number of students who require mental health support

- Provide targeted services, workshops, training for parents, students, certificated and classified staff that promotes the social, emotional well-being of our school community including mental health awareness protocols, procedures, and interventions.
- Implicit Bias staff development and consultancy [Tracie Stafford]
- Collaboration with CSUS professors on gathering data to assist with our Equity/WASC self-study. This work began during the spring 2019 and will continue through the 2019-2020 school year.
- Continued organization of student voice opportunities for sub-groups represented on campus. Spring 2021, PGHS admin and teachers heard from our Asian and Pacific Islander and Black students. We plan on opening up conversations for all groups on campus and sharing feedback with the staff.
- Organization of Student Senate beginning in the Fall 2021. One representative will be selected by their classmates for each Advocacy class to meet with Administration and Link Crew leaders quarterly to discuss issues/concerns on campus.
- PGHS will decrease overall suspension rate for all subgroups (specifically addressing alternatives to suspension for our Hispanic students) through the use of the Refocus Room (Restorative Room), Friday Night School and Saturday School (students will be assigned restorative assignments to complete) in lieu of class and home suspension. During the 2019-2020 school year, 56.5 total suspension days for our Hispanic students, 16 days for our African American students, 28 days for Asian, 40 for White and 22 for 2 or More.

outcomes.

Culturally Sustaining Pedagogies-Paris and Alim, 2017

See Darling-hammond, L. (20050 Professional Development Schools: Schools for Developing a Profession, on making teacher professional learning an endemic part of every successful school.
See "Social-emotional Skills Can Boost Common Core Implementation", M.J. Elias, *Phi Delta Kappan,* November 2014, p.60).

- Ongoing research gathered by the NEP (National Equity Project):
- Learn and engage with NEP's Leading for Equity (LFE) framework as a way to expand equity consciousness and shift from traditional leadership paradigms to a more dynamic approach to equity-focused problem-solving and decision-making required for leading for equity in complex systems.
- Articulate a definition of success that is liberatory and inclusive of the values and aspirations of students of color and students living in poverty in their communities.
- Work together to identify or refine a priority "equity challenge" and design, apply, and reflect on approaches to advance progress toward equity.
- Learn and apply a Learning Partnership approach to change, working collaboratively with colleagues and students to implement rapid cycles of inquiry, running small tests of change to learn what works, how it works, for whom, under what conditions, and why
- Review, discuss, apply, and contribute to the latest research in the neuroscience of change and the science of learning and development in service of equity
- **Understanding Implicit Bias: What Educators Should Know**
- **Staats, Cheryl American Educator, v39 n4 p29-33, 43 Win 2015-2016 The desire to ensure the best for children is precisely why educators should become aware of the concept of implicit bias: the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Operating outside of our conscious awareness, implicit biases are pervasive, and they can challenge even the most well-intentioned and egalitarian-minded individuals, resulting in actions and outcomes that do not necessarily align with explicit intentions. This article aims to shed light on the dynamics of implicit bias with an eye toward educators. After introducing the concept and the science undergirding implicit bias, the author focuses on the implications for educators and suggests ways they can mitigate its effects**
- **Restorative Practices Help Reduce Suspension Rates** by Catherine H. Augustine, John Engberg, Geoffrey E. Grimm, Emma Lee, Elaine Lin Wang, Karen Christianson, Andrea A. Joseph

Review SST, 504, IEP, and MTSS data
Review of LCAP survey data, Social and Emotional Campus Culture and Climate data, Claiifornia Healthy Kids data
Parent and student sign in sheets to monitor attendance
- Survey data (all stakeholders) The development of our Equity/WASC goals
- Workshop Attendance and Evaluations
- Student Voice-effectiveness will be measured by participation and feedback from the students
- Suspension data as well as referrals to Refocus Room (Restorative Room), Friday Night School and Saturday School, and looking at the feedback from the restorative assignments.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$6287	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$1000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$3500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$4800	Contracts/Services	Edit	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

All students and their families will feel welcome, supported and included by the environment created at Pleasant Grove High School. All students will benefit from programs and services designed to regularly inform and involve community members.

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Black or African American • Foster Youth • Hispanic or Latino • 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?
To provide regular communication to parents and to receive feedback from parents: • Monthly parent newsletters sent electronically • Personal conversations when parents are on campus for pickup/drop off and school related events • Emails as needed to keep parents informed of events or reminders of expectations • Social Media: Facebook, Twitter, and Instagram • Teacher communication with families via email, phone call, and newsletters • Proactive communication • Surveys when data collection is necessary • Increase the number of parent teacher home visits to better connect with our students and their families • Attendance Rate and Chronice Absentee Rate • Create high school-appropriate posters to encourage students to attend school regularly • Create and incentive program for students who attend school everyday and reward them at the end of each quarter with a high school-appropriate incentive	Santana, L., Rothstein, D., & Bain, A. (2016) *Partnering with Parents to Ask the Right Questions*. Alexandria, VA. ASCD. Hattie, J. (2012) *Visible Learning for Teachers: Maximizing the Impact on Learning*. New York, NY: Routledge. **Parent Teacher Home Visits are a fast, inexpensive and replicable strategy for engaging families, educators and students as a team.** For years, research has shown that families are essential to student and school success. It seems simple – so why do schools have a hard time with effective family engagement? First of all, experts agree that there's more to family involvement than bake sales and back to school night. Effective family engagement builds relationships and capacity, and is linked to student learning. Secondly, even schools that understand the importance of families run into complex barriers that get in the way of partnership: • Everyone is short on money and time. • There may be a historic lack of trust and communication between the school and the community. • Cultural and socioeconomic differences, expectations and unconscious assumptions may get in the way of	• Emails to parents • Social Media Postings after each major event and on a regular basis to update the community • Anecdotal information from parents • Teachers regularly communicate with families • Surveys when data collection is necessary • Parent and teacher surveys Teacher time sheets (monitor participation) Home Visit Training attendance • Both special education and general education student attendance will be monitored through Synergy reports ATD 603 & ATD 604 • Student and parent surveys, with questions focused on if your campus is a welcoming place. • CA Healthy Kids data.

- Share literature with parents on the importance of attending school everyday. Have this information available in both the Counseling Office and the Administrative Office. Also, provide the counselors and special education teachers to share with the families in need of supporting their child attending school regularly.
- Create a welcoming environment in front of the school, in both offices, the gym, and multi-purpose room.
- Display welcoming signs and decorations in various languages in both offices, in front of the school and at the bus entrance welcoming students and families to PGHS.
- Display signs in the multi-purpose room and gym celebrating our diverse cultures represented on campus.
- Cultural Ambassador- Family Outreach Coordinator:

well-meaning adults working together effectively.

The PTHV model was developed by parents and teachers based upon community organizing principles of empowerment. Our home visits have a protocol which helps educators and families overcome the barriers listed above, and build trust, communication and common goals.

Once a teacher and the family of her student have done the home visit, they are mutually supportive and accountable to each other. The family is better able to support their child's academics, and the teacher brings what she learns about the child to the classroom.

Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing. In fact, the PTHV model is recognized by the US Department of Education as a high-impact strategy for family engagement.

http://www.pthvp.org/what-we-do/why-home-visits/

- *www.attendanceworks.org*
- *https://www.edutopia.org/article/how-new-teachers-can-create-welcoming-classroom*

  https://www.tolerance.org/professional-development/family-engagement
- **How Parent Liaisons Can Help Bridge the Home-School Gap Sanders, Mavis G. Journal of Educational Research, v101 n5 p287-298 May-Jun 2008 In this qualitative case study, the author describes (a) how parent liaisons in a diverse suburban district have supported school, family, and community partnerships and (b) the role played by the district family and community involvement specialist. On the basis of analyses of interview, observation, survey, and document data, the author identifies 4 roles played by liaisons that enhanced home-school partnerships. The liaisons provided (a) direct services to families at risk, (b) support for teacher outreach, (c) support for school-based partnership teams, and (d) data for partnership program improvement. On the basis of these findings, the author offers practical recommendations for districts seeking to establish or improve liaison programs to build stronger ties between schools and the families of all students. Appended are: (1) Data Sources for District 1; and (2) Initial Codes. (Contains 2 tables.)**

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$5000	Classified Salaries	Edit	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.

PGHS has below 40% of enrollment of unduplicated students. The most economical use of funds is to include other low performing and struggling students into specially funded classes. Low performing and struggling students into intervention classes, utilize the PLC model to make curriculum accessible for all, and to create a school-wide tutoring opportunity outside the school day staffed with teachers, community members, and peer tutors to assist students.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Pleasant Grove High School - 480

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	
2200 Regular Education (9-12) **0000** Unrestricted	0	$0	$136,316	$136,316	$136,316	$0	$0	$0	$0
2201 Regular Education (9-12) - Allocated FTE **0000** Unrestricted	121.3721	$0	$13,498,828	$13,498,828	$13,498,828	$0	$0	$0	$0
2222 Results Staffing EGEA (9-12) **0000** Unrestricted	2	$0	$272,957	$272,957	$272,957	$0	$0	$0	$0
2230 Non-Instructional FTE (9-12) **0000** Unrestricted	1.5	$0	$211,635	$211,635	$211,635	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0	$0	$20,853	$20,853	$20,853	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$20,000	$20,000	$20,000	$0	$0	$0	$0
2340 Secondary Counselors **0000** Unrestricted	6.15	$0	$899,957	$899,957	$899,957	$0	$0	$0	$0
4255 Regional Occupational Program **0000** Unrestricted	0.667	$0	$38,206	$38,206	$38,206	$0	$0	$0	$0
4275 AVID Support **0000** Unrestricted	0.4	$0	$33,978	$33,978	$33,978	$0	$0	$0	$0
4380 Health Services **0000** Unrestricted	1	$0	$59,093	$59,093	$0	$0	$59,093	$0	$0
4700 Summer School/Extended Learning Administration **0000** Unrestricted	0	$0	$3,657	$3,657	$3,657	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$164,355	$164,355	$164,355	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	10	$0	$710,288	$710,288	$0	$0	$710,288	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0	$0	$67,600	$67,600	$47,013	$0	$15,587	$5,000	$0
7206 Academic Competitions **0000** Unrestricted	0	$0	$500	$500	$500	$0	$0	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7220 Honors/Advanced Placement	0.6	$0	$83,586	$83,586	$83,586	$0	$0	$0	$0

Coordination **0000** Unrestricted									
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0	$0	$1,000	$1,000	$1,000	$0	$0	$0	$0
7233 AVID Support **0000** Unrestricted	0	$0	$8,234	$8,234	$8,234	$0	$0	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0	$0	$18,000	$18,000	$18,000	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.1425	$0	$17,492	$17,492	$17,492	$0	$0	$0	$0
7270 PBIS Coordination **0000** Unrestricted	0.2	$0	$22,422	$22,422	$22,422	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts (VAPA) **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
2200 Regular Education (9-12) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$18,028	$18,028	$18,028	$0	$0	$0	$0
2200 Regular Education (9-12) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$18,028	$18,028	$18,028	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	6.8441	$0	$299,507	$299,507	$0	$0	$299,507	$0	$0
3100 Special Day Classes (SCC) **6500** Special Education	1.75	$0	$124,131	$124,131	$124,131	$0	$0	$0	$0
3150 Independent Living Skills (ILS) **6500** Special Education	2.75	$0	$206,157	$206,157	$206,157	$0	$0	$0	$0
3155 Supported Living Skills (SLS) **6500** Special Education	3.2813	$0	$233,417	$233,417	$233,417	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	12	$0	$1,045,278	$1,045,278	$1,045,278	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA	1.875	$0	$91,443	$91,443	$91,443	$0	$0	$0	$0

6500 Special Education								
3680 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I **6500** Special Education	2.125	$0	$108,967	$108,967	$108,967	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	8.5	$0	$369,799	$369,799	$369,799	$0	$0	$0	$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II **6512** Special Education: Mental Health Services	3.483	$0	$280,861	$280,861	$280,861	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$22,415	$0	$22,415	$22,415	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	186.64	$22,415	$19,105,573	$19,127,988	$18,037,513	$0	$1,085,475	$5,000	

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	$335,563
Subtotal of state or local funds included for this school	$18,792,425

Principal   **Taigan Keplinger**

School Site Council Chairperson   **Kate Nuttall**

EL Advisory Chairperson   **Mohammed Maharmeh**