



## **Pleasant Grove Elementary**

# **Local Control Accountability Plan (LCAP) 2022-2023**

**Principal:** Deidra Wood

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

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

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

## IV. Goals, Actions and Services

Pleasant Grove Elementary | Focused Work: 2022-2023

### 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?

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 2022-23 school year. Our PBIS Tier 1 Team meets monthly to track student discipline and other PBIS data, while our PBIS Tier 2 Team meets biweekly to track Tier 2/3 student progress and assess new RFA/MTSS referrals. Both teams complete the PBIS Fidelity Inventory to assess our progress towards our goals.

During Parent/Principal coffee chat meetings site data was shared and members' feedback was solicited. Our 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:

- Staff meetings 11/1/21, 2/7/22, 3/7/22, 4/4/22, 4/25/22
- Staff surveys 3/2022, 4/2022
- Leadership meetings 11/8/21, 1/24/22, 2/15/22, 3/21/22, 4/11/22
- Monthly PTA meetings
- ELAC Meetings 10/20/21, 1/26/22, 4/28/22
- SSC Meetings 9/15/21, 10/20/21, 1/26/22, 4/18/22, 4/27/22
- Parent surveys 4/4/22, 4/26/22
- Principal Coffee Chats - 1st Wed of each month

### Impact of LCAP and Annual Update

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

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 and provide clear direction moving forward. One idea from stakeholders was to examine CAASPP data and compare the data same students as they matriculate through the grades. 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 are bringing back specific programs (such as band) as well as begin new programs focusing on parent engagement on campus.

### Resource Inequities

**Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.**

N/A

### Goals, Actions, and Progress Indicators

**District Strategic Goal 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.**

**District Needs and Metrics 1:**

**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

CAASPP Data from 2021 reflects decrease in all groups. 2022 goal in both ELA and Math will be to return to at least back to data prior to the pandemic.

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 grades 3-6:

Number of students meeting or exceeding standards...

- ELA increase from 59% to 64%
- Math increase from 54% to 62%

We set the following goals for the 2022-23 grades K-2 Benchmarks...

Number of students meeting or exceeding standards:

- Kindergarten ELA increase of 5%
- 1st Grade BPST increase of 5%
- 1st Grade Fluency increase of 5%
- 2nd Grade Comprehension increase of 5%
- 2nd Grade Fluency increase of 5%

**Metric:** CAASPP

### Actions/Services 1.1.1

#### Principally Targeted Student Group

- All • EL • Foster Youth • Low Income

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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</li> </ul>	<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>	<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 2024.</li> <li>• ELPAC scores (spring 2023)</li> </ul> <p>Formative Assessments:</p>

- alignment of standards
- Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team

- Collective teacher efficacy 1.57
- Teacher clarity 0.75
- Formative Evaluation 0.68

- Interim assessments (entry, mid year, and end of year)
- Illuminate benchmark assessments

2) Provide release time for teachers for PLC work, student work/data analysis, collaboration. \$200 x 17 teachers x 2 times per year = \$6800  
 (\*In case of sub teacher shortage only... Pay teachers on a timesheet for collaboration with grade level team and intervention team outside of contract hours and early out PLC time. Same \$\$)

Both actions will have a focus on EI, IL, Foster Youth

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$6800	Certificated- Timesheets	

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Fund GATE after school program for staffing and supplies Supplies \$2097  Sub for NNAT testing for GATE coordinator 1/2 day sub \$150 x 2 = \$300  GATE coordinator stipend \$1,250		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)	\$300	Certificated- Timesheets	
GATE (7105/0000)	\$1250	Certificated-Stipends	

GATE (7105/0000)

\$1847

Materials/Supplies/Equipment

**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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>Provide teachers with supplemental 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. IXL Science, Imagine Learning, Seesaw, Khan Academy, Xtra Math, DBQ Online, Starfall, etc.) \$6550</p> <p>Purchase supplemental instructional materials, learning games, and manipulatives to support high quality instruction in gen ed classrooms, academic intervention program, learning resource center classroom, and extended day learning opportunities... specifically targeting our EL, FY, Homeless, and LI students. (district approved supplemental, PE equipment, classroom supplies) \$7000</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>• Direct Instruction 0.6</li> <li>• Feedback 0.7</li> <li>• Response to Intervention 1.07</li> <li>• Collective Teacher Efficacy 1.57</li> </ul> <p>"The Positive Effects of Technology on Teaching and Student Learning - Costley, Kevin PhD. 2014</p>	<p>The effectiveness will be measured by:</p> <ul style="list-style-type: none"> <li>• Student formative assessment within the electronic and intervention 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> <li>• Informal and formal observations of classrooms, intervention instruction, and learning resource instruction conducted by administration</li> </ul>

<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	
Supplemental/Concentration (7101/0000)	\$7000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$6550	Contracts/Services /Subscriptions	

**Actions/Services 1.1.4****Principally Targeted Student Group**

• All

<b>What Specific Actions/Services will you Provide to this Student</b>	<b>What is the Research Confirming this is an Effective</b>	<b>How will you Measure the Effectiveness of each</b>
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Group?	Practice?	Action/Service?
<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 EI, IL, Foster Youth specifically.</p> <p>20 days x \$200/day = \$4000</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)	\$4000	Certificated- Timesheets	

**Actions/Services 1.1.5**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide students with the opportunity to participate in extended day clubs for enrichment (Foreign language, chess, woodworking, robotics, student council, kindness club, VAPA, STEM, etc. )</p> <p>*Funded by Extended Learning Opportunities</p>	<p>Visible Learning by John Hattie December 2017</p> <ul style="list-style-type: none"> <li>• Creativity Programs 0.65</li> <li>• Acceleration 0.68</li> </ul>	<p>Enrollment and attendance will be monitored by administration</p> <p>Student surveys</p> <p>Culture &amp; Climate survey</p>

Funding Source	Amount	Description of Use	

**Actions/Services 1.1.6**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide compensation for classified staff who would like to be included in professional development opportunities \$250</p> <p>Provide funding for materials/supplies and training to support full implementation of AVID including: \$600 Certificated timesheets \$1400 AVID Training \$1500 Materials and Supplies</p>	<p>"Student Success is a Simple Reason to Invest in Classified Staff Development"- District Administration article, February 2018</p> <p>"The AVID Effect: Professional Learning the Sticks and Engages Teachers" A study on the impact of AVID Professional Learning on Teacher and Student Behaviors</p>	<p>Staff sign in &amp; timesheets Staff surveys Student &amp; Teacher Climate and Culture Survey Student benchmark assessments CAASPP scores, spring 2023</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$250	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$600	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$1400	Contracts/Services /Subscriptions	

**Actions/Services 1.1.7**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide art education in a push-in program to all students K-6 focusing on integrating art across other curriculum areas. Through the arts, students develop skills like resilience, grit, and a growth mindset to help them master their craft, do well academically, and succeed in life after high school. \$6932</p>	<p>Creativity and Academics: The Power of an Arts Education Increased self-confidence and self-understanding, enhanced communication skills, and improved cognition are among the many reasons for teaching the arts. By Neil Swapp October 4, 2016</p> <p>Ingram, D., &amp; Riedel, E., (2003). Arts for Academic Achievement: What does arts integration do for students? University of Minnesota: Center for Applied Research and Educational Improvement, College of Education and Human</p>	<p>Student participation in art projects Climate and Culture survey Summative assessments- Benchmark and CAASPP</p>



Development.

- Third-grade reading gain scores were reliably higher for students whose teachers integrated the arts into English/reading lessons. For each unit increase in the use of arts integration, students' gain scores increased by 1.02 points. The relationship between arts integration was strongest for low SES students (those in the free- and reduced-price lunch program) and ELL students.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$6932	Certificated- Timesheets	

### Site Goal 1.2

Close the achievement gap with the lowest performing subgroups

- Hispanic, EL- Score average- 34% meets or exceeds standards
- Highest performing subgroup- Asian 77%
- Gap of 33 percentage points... Goal is to decrease the gap by 10%

**Metric:** CAASPP

### Actions/Services 1.2.1

#### Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD

**What Specific Actions/Services will you Provide to this Student Group?**

**What is the Research Confirming this is an Effective Practice?**

**How will you Measure the Effectiveness of each Action/Service?**

1) EL Coordinator - duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. \$1,000

2) ELPAC testing - \$200 x 1 teacher x 10days = \$2000

3) Interpreting services for site meetings (Conferences, SST, 504, IEP, ELAC) \$400

4) Funding site ELAC meetings (May include light refreshments and materials) \$650

5) EL Homework Help after school club (Funded by Extended Learning Opportunities)

Items 1-3)  
John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning.

- Response to Intervention 1.07
- Teaching strategies 0.62
- Small Group learning 0.49

The effectiveness of all these action items will be monitored by:

Summative Assessments:

- CAASPP scores received in Fall 2021 and Fall 2022.
- ELPAC scores (spring 2021)
- Pre/Post assessments for EL Homework intervention groups

Formative Assessments:

- K/1 Benchmark assessments (entry and trimesterly)
- 2nd-6th Interim assessments (entry, mid year, and end of year)

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$1000	Certificated-Stipends	
EL Supplemental (7150/0000)	\$400	Classified- Timesheets	
EL Supplemental (7150/0000)	\$650	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$2000	Certificated- Timesheets	

**Site Goal 1.3**

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)

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Increase the number of grade level appropriate reading books in each classroom of a variety of levels.  2) Update books in the library with	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>	The effectiveness of this action will be monitored by:  Summative Assessments:  • CAASPP scores received in

an emphasis on equity, diversity, inclusion, and multilingual books. We strive to provide books that are both culturally relevant and responsive and that support reading development of all students with a focus on English language development of our EL students.

3) Purchase grade level novel sets from approved book list.

4) Targeted reading foundational skills intervention for students who are not yet meeting benchmark standards in grades K/1- focus on phonological/phonemic awareness and phonics/word recognition.

Items 1-4: Paid out of site funds or ESSER II Funds.

5) Increase library tech hours from 15 to 19.75 hours per week as needed to inventory textbooks, weed & update library inventory, book repairs, ordering, etc.  
 $\$25/\text{hr} \times 4.75 \text{ hrs} \times 30 \text{ weeks} = \$3,562.50$

All actions will have a focus on EI, IL, Foster Youth and purchasing books that reflect a diverse population.

Fall 2022 and Fall 2023.

- ELPAC scores (Spring 2022 and 2023)
- Pre/Post reading assessments (Read Naturally or Leveled readers assessments)

Formative Assessments:

- K/1 Benchmark assessments (entry and trimesterly)
- 2nd-6th Interim assessments (entry, mid year, and end of year)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3563	Classified- Timesheets	

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
An intervention teacher to provide specific intervention for identified K-6 students in the area of ELA, with an emphasis on early literacy	Visible Learning for Literacy & Learning - by John Hattie Dec 2017	The effectiveness of this action will be monitored by:  Formative Assessments:

skills and reading foundations  
(Funded by ESSER)

- Small Group Learning 0.49
- Reading Phonics Instruction 0.6
- Direct Instruction 0.6
- Reading Comprehension Programs 0.58
- Response to Intervention 1.07

- Interim assessments (entry, mid year, and end of year)
- Illuminate benchmark assessments
- Pre/Post assessments every 6-8 weeks

Summative Assessments:

- CAASPP scores received in Fall 2023.
- ELPAC scores (spring 2022)

Funding Source	Amount	Description of Use	

**Site Goal 1.4**

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.

**Metric:** A-G Completion

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Sixth grade teachers will be released for one day to meet, plan, and review assessments with middle school ELA &amp; Math teachers. 2 teachers x \$200 = \$400</p> <p>Articulation will have a focus on EI, IL, Foster Youth students.</p>	<p><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 transition programs fail because they ignore social concerns (Cauley &amp; 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-">https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-</a></p>	<p>Students' 7th grade placement in Math, ELA, Honors, ELD, and Special Education classes will be appropriate based on assessment data.</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$400	Certificated- Timesheets

**Site Goal 1.5**

Implementation of Next Generation Science Standards across all classrooms with 70% of students demonstrating proficiency at meeting or exceeding grade level standards as measured by classroom assessments, with focus on addressing the achievement of EL, Foster Youth, and Low Income students.

**Metric:** Content Standards Implementation

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- EL • Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1) Provide training for 6th grade teachers in <i>Stemscopes</i> in the fall to prepare them for implementation of NGSS using their grade level curriculum. (District coaches- no cost)</p> <p>2) Provide training for K-5 teachers in <i>Amplify Science</i> in the fall to prepare them for implementation of NGSS using their grade level curriculum. (District coaches- no cost)</p> <p>3) Provide materials and resources to support classroom implementation of NGSS standards in K-6 grades. \$2000</p> <p>4) Target NGSS for Earth and the solar system schoolwide developing academic connections across all grades using a common resource and connected planning and instructional implementation. As part of the study, all grades would target aspects of Earth Science and the Solar System appropriate to their grade level</p>	<p>Next Generation Science Standards Report (June 2013) "NGSS for ALL" highlights the importance of providing all students with high quality science education and portrays real teaching scenarios authored by educators and research on the NGSS Diversity and Equity Team.</p>	<p>The effectiveness of this action will be monitored by:</p> <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> <li>• Curriculum based assessments</li> </ul> <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>

through the use of Starlab twice a year to help deepen student understanding of these standards using on-site learning experience.  
\$2000

5) Leadership team will plan instruction that will effectively utilize Starlab at each grade level as it is connected to NGSS implementation.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	

**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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
A. Provide training in PLC to strengthen our awareness of purpose, our PLC practices, and our focus on student outcomes	Voelkel, R. (2011). <u><a href="#">A Case Study of the Relationships Between Collective Efficacy and Professional Learning</a></u>	The effectiveness of this action will be monitored by:  Summative Assessments:

B. PLCs meet weekly during early out time

C. Administrators participate in PLCs routinely

D. 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)

E. Teachers will identify and administer grade benchmark assessments through illuminate, analyze assessment results, and make instructional decisions based on student data during PLC time.

F. Provide teachers with ongoing professional development on new Illuminate Assessment system. (District coaches)

Communities

- CAASPP scores received in Fall 2021 and Fall 2021.
- ELPAC scores (spring 2021)

Formative Assessments:

- K/1 Benchmark assessments (entry and trimesterly)
- 2nd-6th Interim assessments (entry, mid year, and end of year)

Agendas and minutes from PLC meetings  
Teacher evaluations

Funding Source	Amount	Description of Use	

**Actions/Services 2.1.2**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

<p>Provide timesheet funding and/or release time to allow for peer collegial observations/co-teaching to support structured student interactions, responsive classroom teaching, and gradual release of responsibility through implementation of best teaching practices and high quality instruction through collective teacher efficacy. 1/2 day sub per month = \$150 x 9 = \$1350</p>	<p><a href="https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/">https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/</a></p> <p>The Impact of Lesson Study on Teacher Effectiveness <a href="https://www.proquest.com/docview/1931834220?parentSessionId=2H3Xi2bizFeiKp4val2ER7iVDfeygqDkMZlofxKBTNc%3D">https://www.proquest.com/docview/1931834220?parentSessionId=2H3Xi2bizFeiKp4val2ER7iVDfeygqDkMZlofxKBTNc%3D</a></p>	<p>Staff surveys Peer Observation notes PLC meeting minutes Teacher evaluations</p>
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1350	Certificated- Timesheets	

## Site Goal 2.2

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.

We set a goal of 20% of our EL students redesignated every year.

**Metric:** Assessment System

### Actions/Services 2.2.1

#### Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>A. Provide PLC &amp; ELD professional development</p> <p>B. PLCs meet weekly</p> <p>C. Provide instruction during the school day and beyond to support ELD using board adopted Wonders ELD curriculum along with Imagine Learning, Academic Vocabulary Toolkits and EGUSD "newcomer" resources \$2000</p> <p>D. Professional development to support Gradual Release of</p>	<p><u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D.</p> <p>"English Language Development: Issues and Implementation..." - Kate Kinsella, Ed.D.</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 2022 and Fall 2023.</li> <li>• ELPAC scores (spring 2022 and 2023)</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</li> </ul>



Responsibility (GRR) and Structured Student Interactions (SSI)  E. Utilize district instructional coaches  F. EL Students to be honored and acknowledged during SOTM assemblies as they achieve reclassification of English Proficient  F. ELPAC testing (funded in Goal 1.2)		year)  Classroom observations Teacher evaluations PLC agendas and meeting minutes
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Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$1000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p><b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b></p> <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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**Site Goal 3.1**

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.

Monitor behavior management, discipline, and MTSS referrals for AA, FY, homeless, and SpEd students.

Increase of 10% on SEL and CHKS survey results.

<b>Metric:</b> School Climate	
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**Actions/Services 3.1.1**

**Principally Targeted Student Group**

• Black or African American • Foster Youth • School-wide • SWD

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p>	<p><b>How will you Measure the Effectiveness of each Action/Service?</b></p>
<p>A. Utilize site interventions including check in - check out process with "at risk" students</p> <p>B. Continue PBIS Tier 1 (meets monthly) and Tier 2 (meets bi-weekly) implementation</p> <p>C. Sharing of school wide data (attendance, behavior, intervention) with staff and parents</p> <p>D. Continued teacher education on interventions vs. consequences.</p> <p>E. Continue to provide all staff with training on how to complete RFA/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. Identify Foster Youth/Homeless &amp; inform staff</p> <p>G. "PBIS Passport" and kick-off to review expectations in all locations for primary and intermediate grades</p> <p>H. 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>I. PBIS Team to create a school site survey to measure the effectiveness of a safe, positive learning environment</p> <p>J. 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,</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>	<ul style="list-style-type: none"> <li>• Reduction in behavior referrals (minor and major) and suspensions.</li> <li>• Increase in scores on staff and parent PBIS survey</li> <li>• Culture &amp; Climate survey</li> <li>• TFI</li> </ul>

incentives, discipline)

K. Additional PBIS or parking lot signs \$500 (\$175 PBIS, \$325 Supp)

L. Purchase school related supplies (pens, pencils, erasers, folders, highlighters, etc.) that students will earn based on Tiger Tickets earned. (\$1000 funded by ASB account)

M. Admin will be starting a monthly "Pizza with the Principals" where groups of students will meet with the principal and vice principal to discuss topics that impact our school and get suggestions from the group about what could be improved. (\$500 funded by ASB account)

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$520	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$325	Materials/Supplies/Equipment	

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Meet one day in the summer of 2022 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                      4 teachers x \$45 x 4 hours = \$720                      4 yard supervisors/paraeducators x \$15 x 4 hours = \$240</p> <p>Leadership Retreat during summer of 2022 to set goals and create a year-long plan addressing all 4 district goals.                      \$200 x 9 = \$1800</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 as well as student and staff Culture &amp; Climate survey</p> <p>Increase student achievement on benchmark and CAASPP assessments</p>

Funding Source	Amount	Description of Use
PBIS (7440/0000)	\$360	Certificated- Timesheets
PBIS (7440/0000)	\$120	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$1800	Certificated- Timesheets

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide social skills group opportunity during the day by MHT or other Tier 2 Intervention team member No cost</p> <p>Purchase supplemental instructional materials, supplies, or games to support SEL curriculum, social skills group, or PBIS. \$1500</p>	<p>The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions by Joseph Durlak, Roger Weissberg, Allison Dymnicki, Rebecca Taylor and Kriston Schellinger. 2011</p>	<p>Student enrollment in social skills group</p> <p>Implementation of SEL curriculum in 100% of classrooms</p> <p>10% Reduction in behavior referrals (minor and major) and suspensions.</p> <p>Increase in scores on site PBIS survey</p> <p>Increase in scores on site SEL survey</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase <u>Removing Labels</u> for all staff members. This will assist all staff in building and deepening relationships with all students using specific strategies. This will also be used to decrease disproportionality</p>	<p>Visible Learning by John Hattie, December 2017</p> <ul style="list-style-type: none"> <li>• Teacher -student relationships 0.52</li> <li>• Positive peer influences 0.53</li> </ul>	<p>Teacher attendance at book club-sign in sheets, time sheets. Classroom walk throughs Informal observations of staff &amp; student interactions Student behavior data</p>

<p>in how adults address student behaviors. \$1000</p> <p>All staff members will have an opportunity to attend a book club to read and discuss <u>Removing Labels</u>. \$1500</p>	<ul style="list-style-type: none"> <li>• Strong classroom cohesion 0.44</li> </ul>	<p>Student attendance data Staff, student, &amp; parent Culture &amp; Climate survey</p>
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$500	Classified- Timesheets	

**Site Goal 3.2**

Ensure all students have access to a clean, safe, and a well-maintained school facility.

<b>Metric:</b> School Climate	
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**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Purchase safety equipment as needed. \$500</p> <p>Purchase physical education equipment. \$750</p> <p>Maintain close communication with site and district Custodial, Maintenance &amp; Operations, Facilities departments.</p> <p>Update Comprehensive Safe School Plan and complete regular site-level inspections.</p>	<p>Research indicates when students have a positive image of their school and climate &amp; culture, student academic achievement increases,</p>	<p>Student, staff, and parent surveys</p> <p>Routine inspection checklists</p> <p>Administrative visibility on campus</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1250	Materials/Supplies/Equipment	

**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, 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:** Attendance Rate

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All • School-wide

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p>A. Continue with WATCHDOGS program (materials \$500, cost of food \$300 x 2 pizza nights = \$600, promotional materials \$1000)</p> <p>B. Parent/Teacher conferences</p> <p>C. Back to School Night &amp; Open House - BBQ to welcome parents and families \$1500</p> <p>D. Continue monthly Coffee Chat with principal and parents (\$20 snacks x 9 months = \$180)</p>	<p>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>• 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-">http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-</a></p>	<p>Parent surveys            Sign-in Sheets            Sign-ups for events            Culture &amp; Climate survey</p>

<p>E. Ensure home/school communications/flyers are translated whenever possible \$250</p> <p>F. Make phone calls to personally invite families to events. Utilize Talking Points to send messages in primary languages.</p> <p>G. Establish &amp; communicate current events in print, website, social media</p> <p>H. Purchase supplies for posters, banners, school decorations promoting sense of belonging/welcoming, promoting PBIS/regular attendance, celebrating students. \$3000</p> <p>J. Parent University Nights &amp; Family Nights- STEM Night/Family Science Night, Literacy Night, Technology Support Night. (PTA to fund childcare for Parent University Nights) \$1200</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. (funded in prior goal)</p> <p>M. Grandparent's Day and Picnic with Parents - Banner advertising events from Printshop \$500</p>	<p>Involvement.html</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>"Can texting parents improve school attendance?"  <a href="https://www.k12dive.com/news/text-parents-to-promote-student-attendance-toolkit-recommends/616596/?utm_source=Sailthru&amp;utm_medium=email&amp;utm_campaign=Newsletter%20Weekly%20Roundup:%20K-12%20Dive:%20Daily%20Dive%201-08-2022&amp;utm_term=K-12%20Dive%20Weekender">https://www.k12dive.com/news/text-parents-to-promote-student-attendance-toolkit-recommends/616596/?utm_source=Sailthru&amp;utm_medium=email&amp;utm_campaign=Newsletter%20Weekly%20Roundup:%20K-12%20Dive:%20Daily%20Dive%201-08-2022&amp;utm_term=K-12%20Dive%20Weekender</a></p>	
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$250	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$7480	Materials/Supplies/Equipment	

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Support school to home communication through communication folders (Wednesday envelopes school wide) and organization systems with grade level resources and supplies (homework agendas grades 3-6) \$2000	1. " <a href="#">Family Engagement Toolkit: Continuous Improvement through an Equity Lens,</a> " <a href="#">California Department of Education, 2017</a>	The effectiveness of this will be measured by increased scores in areas of communication on parent surveys.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Fund Parent University nights focusing on: Science/NGSS, Technology, Literacy Night, Reading Foundations  \$1000 event contracts	<a href="https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools-2/">https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools-2/</a>	Attendance at school events Sign in sheets ParentVue interaction/participation

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services /Subscriptions	

**Actions/Services 4.1.4**

**Principally Targeted Student Group**

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?



Review the FACE Welcoming Schools Checklist and address/implement actions or services where we can improve:

1) Friendly, clear instructions and information (including surveys) for all families and visitors in English and primary languages

2) a "new student/family" orientation with email to all staff welcoming new student, campus tour, first day introductions to office staff and other key personnel. Purchase school swag for new students \$500 (funded by ASB account)

3) suggestion box for families to contribute ideas in a visible location in the office and add to school website for anonymous suggestions. \$50

The Wiley Handbook of Family, School, and Community Relationships in Education  
Editor(s):  
Steven B. Sheldon, Tammy A. Turner-Vorbeck  
December 2018

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: [www.dualcapacity.org](http://www.dualcapacity.org)

Student, staff, and parent Culture & Climate survey

Participation in physical and online suggestion box

Funding Source	Amount	Description of Use	

### Site Goal 4.2

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)

**Metric:** Family and Community Engagement

#### Actions/Services 4.2.1

#### Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>A. Continue with WATCHDOGS program - cost covered in 4.1</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 - \$500

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 (\$300)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$800	Materials/Supplies/Equipment	

**Site Goal 4.3**

Decrease absentee, tardy, and early dismissal rate for all students, especially focusing on FY, Homeless, SWD, and LI students. Restore attendance rates to pre-pandemic levels.

- Increase overall attendance rate from 93.23% to 96.25%
- Decrease average tardies per person from 7.19 to 6.28
- Decrease average early dismissals per person from 2.11 to 1.99

**Metric:** Attendance Rate

**Actions/Services 4.3.1**

**Principally Targeted Student Group**

- Foster Youth • Low Income • School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>A. Gather and analyze attendance data. Share attendance data with staff and families. Post on school website</p> <p>B. Personal letters, phone calls home &amp; texting using Talking Points in primary languages regarding attendance - concern and celebrating improvements.</p> <p>C. Letters mailed home regarding attendance- district level</p> <p>D. Hold monthly PBIS/Intervention team meetings</p> <p>E. Implement &amp; fund PBIS attendance program -Every Day, On Time, All Day campaign (\$400 for classroom attendance contest)</p> <p>F. Utilize Attendance Improvement Office to address and support chronically absent/truant families and monitor SART program</p> <p>G. Admin/parent conferences</p> <p>H. Continue to provide parents with research regarding student success and its relationship to truancy; counsel and caution families regarding vacations during instructional calendar days; remind families to schedule appointments after the school day.</p> <p>I. Purchase signage and materials to promote attendance at school. \$500</p> <p>J. SOA and Admin to closely monitor student attendance. Spreadsheet created to monitor the progress of students with attendance concerns.</p>	<p>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></p> <p>"Can texting parents improve school attendance?"  <a href="https://www.k12dive.com/news/text-parents-to-promote-student-attendance-toolkit-recommends/616596/?utm_source=Sailthru&amp;utm_medium=email&amp;utm_campaign=Newsletter%20Weekly%20Roundup:%20K-12%20Dive:%20Daily%20Dive%201-08-2022&amp;utm_term=K-12%20Dive%20Weekender">https://www.k12dive.com/news/text-parents-to-promote-student-attendance-toolkit-recommends/616596/?utm_source=Sailthru&amp;utm_medium=email&amp;utm_campaign=Newsletter%20Weekly%20Roundup:%20K-12%20Dive:%20Daily%20Dive%201-08-2022&amp;utm_term=K-12%20Dive%20Weekender</a></p>	<p>Synergy Attendance Data - monitored weekly, monthly and yearly  SART process info  Discipline data - monitored monthly</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	

**Actions/Services 4.3.2**

**Principally Targeted Student Group**

• EL • Foster Youth • Low Income • School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will conduct parent/teacher home visits throughout the school year. Teachers compensated at an hourly rate. \$500	Collective Research from the Parent Teacher Home Visit Project. <a href="https://pthvp.org/">https://pthvp.org/</a>	Increased student attendance Culture & Climate survey results Increased attendance by families at school events.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$500	Certificated- Timesheets	

**Site Goal 4.4**

Increase parent knowledge across all areas that will enable them to support their student's growth as learners as measured by the percentage of parents that have accessed ParentVue in Synergy and increasing the frequency of home/school communication. Baseline data for percentage of parents who have access to information through ParentVue will be gathered at the beginning of the 2022-23 school year.

**Metric:** Family and Community Engagement

**Actions/Services 4.4.1**

**Principally Targeted Student Group**

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) At BTSN provide parents with information/opportunities to sign up for ParentVue and provide access codes.  2) Provide information for how to access the school's social media sites (Facebook, Instagram, Twitter, TikTok)	The Wiley Handbook of Family, School, and Community Relationships in Education Steven B. Sheldon, Tammy A. Turner-Vorbeck December 2018	Increased percentage of parents utilizing ParentVue Increased followers on school social media sites Positive responses on emails Parent Climate & Culture Survey Increased parent attendance at events

3) Follow up periodically throughout the year making sure parents are aware of information available through the school website, ParentVue, email, and social media.

4) Send regular emails to parents on topics that increase knowledge of school culture, events, and ways to help your student succeed.

5.) Support EL parents through use of translation services. Purchase iPad for office use of translation apps. \$400

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$400	Materials/Supplies/Equipment	

**Justification of School-Wide Use of Funds**

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

## V. Funding

### Pleasant Grove Elementary (348) | 2022 - 2023

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	0.0000	\$0	\$12,111	\$12,111	\$12,111	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$66,650	\$66,650	\$42,995	\$2,350	\$7,375	\$13,930	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0.0000	\$0	\$5,050	\$5,050	\$4,050	\$1,000	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$88,208	\$88,208	\$62,553	\$3,350	\$8,375	\$13,930	

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	\$0
Subtotal of state or local funds included for this school	\$88,208

**Signatures: (Must sign in blue ink)**

**Date**

Principal

School Site Council Chairperson

EL Advisory Chairperson
