



Pleasant Grove High School

Local Control Accountability Plan (LCAP) 2023-2024

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

IV. Goals, Actions and Services

Pleasant Grove High School | Focused Work: 2023-2024

Goal Setting (Icapid: 571)

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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The PGHS LCAP planning process is an ongoing year-long process. Educational partners provide input and feedback during Staff and Leadership meetings, School Site Council meetings. In addition, parent, student, and staff feedback is gathered throughout the year with various site and District surveys. LCAP Needs Survey was shared with students, staff and families during the fall 2022-23 school year.

Met with School Site Council on 10/13/22, 11/15/22, 1/10/23, 2/22/23 and 4/24/23 to review the LCAP Goals,

Data, Needs Survey Results and feedback from staff regarding ideas for student support and services in each goal area.

ELAC meetings held on: 9/1/22, 1/26/23, 3/28/23, and 4/27/23

Met with PGHS Steering Committee on 3/29 and reviewed the LCAP Needs survey results also explained that this presentation will be shared with the staff and for them to have a discussion in their upcoming department meeting and record ideas for student support and services in each goal area.

2. Impact of LCAP and Annual Update

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

Feedback from all stakeholders helped inform and develop the goals, supports and services in the 2023-24 LCAP. Teachers and counselors specifically requested to keep the release time for PLC meetings.

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 American, EL and Hispanic/Latino students.

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 (SiteGoalID: 6684) (DTS: 02/10/23)

Narrow the achievement gap for lower performing subgroups: Hispanic, Black/African American, EL students and Students with Disabilities:

Narrow the achievement gap for lower performing subgroups as measured by a variety of metrics, by increasing the percentage of students in the "met" categories of the ELA and Math Assessment.

- Increase the number of Black/African American students in the ELA "met" category by 3% : African American 41% to 44%, Latino 53% to 57%, EL- 19% to 21%, SWD 14% to 17%
- Increase the number of Black/African American students in the Math "met" category by 3% : African American 35% to 38%, Latino 41% to 44%, EL- 8% to 11%, SWD 5% to 8%

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

Actions/Services 1.1.1 (SiteGoalID: 6684) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • Provide various Professional Development opportunities specifically addressing culturally responsive instructional strategies through the equity lens: EL , AVID, etc. • 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. • Staff will utilize CAASPP and PSAT scores to identify high- performing students who are underrepresented in Honors and AP courses and continue with deliberate outreach to specific students • Student Fees funding - to support the implementation of hands on curricular activities in Art, Ceramics, Drama, Music, Photo, Science and Math 	<ul style="list-style-type: none"> • Who will evaluate effectiveness? • teachers, counselors, and administration • What data will be collected? • Teachers attending conferences and professional development and sharing strategies at staff and department meetings • survey data • Illuminate data • Instructional Formative & Summative Assessment Data • CAASPP data • Instructional Rounds, • Walkthrough data • Monitor weekly tutoring logs. • AP/Honors enrollment demographic data and passage rate • Tutoring logs, academic and attendance data <p>When will the data collection occur?</p> <ul style="list-style-type: none"> • ongoing-monthly and annually 	

<p>and other curriculum as needed. To help with instructional supplies, supplemental books, equipment repair (specifically for musical instruments), duplicating supplemental workbooks, and field trips.</p> <ul style="list-style-type: none"> • Honors and AP recruitment of Latino and African American students based on demonstrated academic potential • Extended Day Learning Opportunities (before school, after school) supporting students struggling in content areas. The action includes resources for stipends, certificated and classified salaries, curriculum and online resources. • 		
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Site Goal 1.2 (SiteGoalID: 6688) (DTS: 02/10/23)

Increase the % of EL student Met or Exceed in ELA from 0% to 5% and in Math from 8%-13%

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

Actions/Services 1.2.1 (SiteGoalID: 6688) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<ul style="list-style-type: none"> • Staffing to reduce class size in English, ELA literacy and EL Support classes (.4 EL FTE) in order to increase engagement, student achievement, and meeting high school graduation requirements. • FTE for EL coordinator • Timesheets for teachers who assist with ELPAC testing. • Payment for ELPAC testing coordinator • State Seal of Biliteracy Graduation Sashes • Provide EL professional development opportunities on site facilitated by our EL Coach and EL Coordinator • Encourage staff to attend EL Professional Development - GLAD training 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • EL Coordinator, EL Instructional Coach, Administration <p>What data will be collected?</p> <ul style="list-style-type: none"> • ELA Literacy and EL Edge enrollment totals. <ul style="list-style-type: none"> ◦ Course Enrollment Data • A-G Completion Rates • Attendance Data • ELA & EL Course Class Size • Discipline Data <ul style="list-style-type: none"> ◦ Quarterly Review • PLC Assessment Data • ELPAC Data • ELAC Meeting Participation <ul style="list-style-type: none"> ◦ Meeting Minutes • PD survey data (teachers) <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Course selection for 10th and 11th graders showing retention in pathways and academies • Increase in CTE students participating in Work-Based Learning experiences. • Enrollment in CTE programs 	

Actions/Services 1.2.2 (SiteGoalID: 6688) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<ul style="list-style-type: none"> • Provide materials, equipment and other instructional- related items to effectively keep visual and performing arts classes functioning successfully. • 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) • 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Administration & VAPA Leadership <p>What data will be collected?</p> <ul style="list-style-type: none"> • School Surveys <ul style="list-style-type: none"> ◦ Engagement and Connectedness • CA Dashboard Data • VAPA Student Participation & Enrollment Data <ul style="list-style-type: none"> ◦ Semester Course Enrollment Review ◦ Student Course Request Data <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Steering and Staff Meetings • Newsletters 	

Site Goal 1.3 (SiteGoalID: 6979) (DTS: 04/30/23)

244 students were "completers" in 2021-22. Increase the % of students who complete a pathway by 5%

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

Actions/Services 1.3.1 (SiteGoalID: 6979) (DTS: 04/30/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • Low Income • SWD

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

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

- Increase the number of students participating in both curricular and extra-curricular activities of our California Partnership Academies and CTE Pathways through recruitment outreach at our feeder elementary schools and KAMS.
- Recruit additional teachers to support the CTE Pathways either by teaching CTE courses or cohorted curricular-area courses and provide ongoing professional development opportunities in the area of CTE.
- 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
 - IDEA

Who will evaluate effectiveness?

- CTE Coordinator & Administration

What data will be collected?

- monitor pathway completers
 - Course Enrollment Data
- CTE Completer Rates
- Attendance Data
- CTE PLC assessment data
- CTE PLC Meeting Participation
 - Meeting Minutes
- Course selection for 10th and 11th graders showing retention in pathways and academies
- Increase in CTE students participating in Work-Based Learning experiences.
- Enrollment in CTE programs
- Course enrollment numbers
- Number of course sections
- Floral Certification exam results
- number of teachers involved in the CTE programs and participating in professional development

When will data collection occur?

- Ongoing & Annual

How will data be communicated?

- minutes
- surveys
- CTE and staff presentatations
- Parent newsletters

Funding Sources for District Goal 1	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Certificated- Salaries
AVID (7233/0000)	\$7300	Certificated- Timesheets
CTE (7235/0000)	\$16000	Certificated- Salaries
EL Supplemental (7250/0000)	\$7000	Certificated- Timesheets
EL Supplemental (7250/0000)	\$10648	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$35000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$20000	Contracts/Services/Subscriptions
Visual & Performing Arts (VAPA) (7450/0000)	\$15000	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6839) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6839) (DTS: 03/31/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>PLC Process Department Collaborative Teams will use formative, interim (Illuminate) & summative assessment data in the PLC Process to adjust instruction and identify students for intervention.</p>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Administration • Department Chairs <p>What data will be collected?</p> <ul style="list-style-type: none"> • EGUSD Assessment Results and Participation • Formative & Summative Assessment Results <p>When will data collection occur?</p> <ul style="list-style-type: none"> • ongoing, quarterly <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Steering and Staff Meetings • Newsletters 	

Site Goal 2.2 (SiteGoalID: 6685) (DTS: 02/10/23)

Implement the PLC process with fidelity in all departments. Increase the number of authentic and timely assessments, specifically from the Illuminate program, 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: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6685) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • In addition to utilizing 1-2 Early Out Mondays to meet in PLCs, all departments will have access to one release day for their PLC to plan, administer and analyze data from different formative and summative sources. • Support educational platforms (including Turnitin.com, Kahoot, Edpuzzle, Peardeck, etc.) 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • teachers, counselors, and administration <p>What data will be collected?</p> <ul style="list-style-type: none"> • Illuminate data • Instructional Formative & Summative Assessment Data • CAASPP data • Instructional Rounds, • Walkthrough data • Monitor weekly tutoring logs. • AP/Honors enrollment demographic data and passage rate • survey data on effectiveness of the educational platforms <p>When will the data collection occur?</p> <ul style="list-style-type: none"> • ongoing-quarterly and annually 	

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$56674	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$8000	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:
All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	<p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension

Site Goal 3.1 (SiteGoalID: 6686) (DTS: 02/10/23)

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

Utilizing Culture & Climate data-CORE Climate Student Survey (21-22)- All students as well as each subgroup will increase by 5%.

School Connectedness/Sense of Belonging: All- 74%, Black/African American-56%, Hispanic-60%, EL-69%, SWD-64%

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6686) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<ul style="list-style-type: none"> • 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. • 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. • 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 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • PBIS Coordinator, Tier 1 and Tier 2 teams <p>What data will be collected?</p> <ul style="list-style-type: none"> • A-G Completion Rates • Attendance Data • Discipline Data <ul style="list-style-type: none"> ◦ Quarterly Review • PLC Assessment Data • ELPAC Data • ELAC Meeting Participation <ul style="list-style-type: none"> ◦ Meeting Minutes <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Course selection for 10th and 11th graders showing retention in pathways and academies • Increase in CTE students participating in Work-Based Learning experiences. • Enrollment in CTE programs • California Healthy Kids Survey (CHKS) • Social Emotional Learning/Culture & Climate Survey (SEL/CC) • Synergy Reports <ul style="list-style-type: none"> ◦ Behavior • PBIS Assessments <ul style="list-style-type: none"> ◦ Self-Assessment Survey (SAS) ◦ Tiered Fidelity Inventory (TFI) • Review of student discipline and attendance data Counselor and MFT data on the number of students who require mental health support Review SST, 504, IEP, and MTSS data Review of LCAP survey data, Social and Emotional Campus Culture and Climate 	

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 2023-2024 school year, AA/Black-33.5 suspension days
Latino-51 suspension days
EL- 19 suspension days
SWD-58.5 suspension days
- Continue our partnership with SacConnect. Local organization who promotes connection, self-care and provides academic support through fun and engaging workshops
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- Peer Counseling Group to support students who can benefit from talking through their issues with a peer. Two EGEA Peer Advisors will train the counselors and manage the program.
- Create a Wellness Room for students to de-escalate and practice positive coping skills to manage stress and anxiety prior to returning to their classroom {supplies needed to create and maintain the room}
- Student Motivational Guest Speaker
- Provide a wide-variety of student activities including clubs, athletics, Unity Day, Link Crew AVID, EL, MSAT, Student Senate, etc. to help students stay connected to school.
- The entry fees for academic clubs such as MESA,

data, Claifornia 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.
 - Peer counseling participant attendance
 - Counselor feedback and attendance
 - SEL survey data
 - Library book check-out data
 - Students participating in Diamond Day
 - Students participating in Link Crew
 - Students involved in clubs, activities, athletics, programs, and academies
 - Students participating in the Student Equity Council
 - Students participating in Student Senate

<p>Academic Decathlon, Mathletes and Mock Trial will be partially supported through this fund.</p> <ul style="list-style-type: none"> • School stability will be established for all PGHS Foster Youth students by providing the following supports: <ul style="list-style-type: none"> • 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 • Inclusive books representative of our student population in our library collection 		
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Actions/Services 3.1.2 (SiteGoalID: 6686) (DTS: 05/10/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Site Goal 3.2 (SiteGoalID: 6689) (DTS: 02/10/23)

- Reduce the suspension % of AA students from 5.5% to 4.5%
- Reduce the suspension % of Hispanic students from 3.8% to 2.8%
- Reduce the suspension % of Foster Students from 16% to 14%
- Reduce the suspension % of SWD students from 6.6% to 4.6%

Admin Team will continue to monitor suspension rates on an ongoing/monthly basis via Synergy reports.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 6689) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ul style="list-style-type: none"> • 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. 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Administration • Department Chairs <p>What data will be collected?</p> <ul style="list-style-type: none"> • Restorative Meetings • SEL, Culture and Climate and CHKS Survey data? • suspension and attendance data <p>When will data collection occur?</p> <ul style="list-style-type: none"> • ongoing <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Steering and Staff Meetings • Newsletters 	

Funding Sources for District Goal 3	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$4000	Certificated-Stipends
Supplemental/Concentration (7201/0000)	\$17000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 4.1 (SiteGoalID: 6687) (DTS: 02/10/23)

All students and their families will feel welcome, safe, and supported 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.

Increase the favorable family Culture and Climate survey data "welcome and engage families of diverse backgrounds and families that are not usually involved": increase FACE Pic Detail: from 75% to 85% Ongoing survey data and anecdotal feedback.

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.1.1 (SiteGoalID: 6687) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Black or African American • Foster Youth • Hispanic or Latino • School-wide • SWD

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

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

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
- Teacher communication with families via email, Talking Points messages, phone calls, and newsletters
- Surveys when data collection is necessary
- Increase the number of parent teacher home visits to better connect with our students and their families
- Monitor 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
- 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.

Who will evaluate effectiveness?

- Administration
- Department Chairs

What data will be collected?

- Intervention data
- counseling interventions
- Culture and Climate Survey data, student attendance data

When will data collection occur?

- ongoing

How will data be communicated??

- Steering and Staff Meetings
- Newsletters
- Emails to parents
- Social Media Posts after each major event and on a regular basis to update the community

<ul style="list-style-type: none"> • Create a welcoming environment through signage 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. • <u>Cultural Broker- Family Outreach Coordinator (STIPEND)</u> • Partnership with community organization to support Latino and African American male students • Proactive communication • Professional Development around Grading for Equity and Culturally Relevant Teaching Strategies • Director of Social Media: Facebook, Twitter, and Instagram Will provide regular and ongoing communication in various platforms in an effort to provide PGHS families and students with current information as well as receive feedback and questions from parents and guardians. • Family and Community Volunteer Celebration 		
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration	\$9000	Classified- Salaries

(7201/0000)

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Academic Competitions (7206/0000)	Contracts/Services/Subscriptions			\$500		\$500
AP Recruitment (7225/0000)	Certificated- Salaries	\$1000				\$1000
AVID (7233/0000)	Certificated- Timesheets	\$7300				\$7300
CTE (7235/0000)	Certificated- Salaries	\$16000				\$16000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$7000				\$7000
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$10648				\$10648
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	\$5000				\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$20000				\$20000
Supplemental/Concentration (7201/0000)	Certificated- Salaries		\$56674			\$56674
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$35000				\$35000
Supplemental/Concentration (7201/0000)	Certificated-Stipends			\$4000		\$4000
Supplemental/Concentration (7201/0000)	Classified- Salaries				\$9000	\$9000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$20000	\$8000	\$17000		\$45000
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment			\$5000		\$5000
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$15000				\$15000

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.

V. Funding

Pleasant Grove High School (480) | 2023-2024

EGUSD Strategic Goals

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	0.0000	\$0	\$288,424	\$288,424	\$288,424	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$154,674	\$154,674	\$55,000	\$64,674	\$26,000	\$9,000	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$16,000	\$16,000	\$16,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$17,648	\$17,648	\$17,648	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0

7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0.0000	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$530,546	\$530,546	\$429,372	\$64,674	\$27,500	\$9,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$530,546

	Signatures: (Must sign in blue ink)	Date
Principal Taigan Keplinger	_____	_____
School Site Council Chairperson Kate Nuttal	_____	_____
EL Advisory Chairperson Mahmoud Maharmeh	_____	_____

