Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Grove Joint Union School District	Dave Tarr Principal/Superintendent	davet@sutter.k12.ca.us (916) 655-3235

Plan Summary 2026/27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Pleasant Grove Joint Union School District, located in rural south Sutter County, serves approximately 155 students in grades TK-8. Our student body is comprised of approximately 68% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all types of students for enrollment: students with behavioral problems, special education needs, or those who receive Title I services. The percentage of students who qualify for free and reduced breakfast and lunch is 32% currently. Our EL population is less than 7%.

The Pleasant Grove Joint Union School District (PGJUSD) has a rich history, traditional values, and progressive practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. We are the only school in the Pleasant Grove School District. The school began serving students of the rural farming communities of South Sutter County in the mid-1800's, and many of our students' parents and grandparents, and even some of our current staff members, attended school here. We enjoy the many benefits of being a central part of a close-knit, multigenerational farming community. Although we have strong roots in the past, we are a forward-thinking, high quality school. Pleasant Grove students and staff all work hard and expect a lot of each other. We provide a unique educational experience, and everyone performs their best, no matter what their role.

We value strong, fundamental, standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. We received Distinguished School Awards in 2008 and 2014 and a Title I Award in 2014. In 2016 we received the Gold Ribbon and Title I Awards. Never content to rest on our laurels, Pleasant Grove School continues to maintain a reputation of uncompromised commitment to academic growth.

Our vision is one of excellence in action and continuous learning, for all of us! We are not a complacent community of learners: everyone from community members to Board of Trustees to our custodians and bus drivers are integral to our success. We have partnerships with community groups such as 4-H, Kiwanis Club, the sheriff's department, and the local fire department who provide services for our students. Our parents are very supportive of and involved in our school as Parents' Club members and classroom volunteers.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the 2025/26 school year we continued to dedicate resources of time and money to smaller class sizes plus coaching and professional learning for staff. Professional development (PD) in English Language Arts (ELA), writing, reading foundations, math, and science was implemented as planned. (Actions 1.1, 1.2, 1.3) Using data from state and local FastBridge assessments, we maintained our intervention program to address the academic needs of students by funding a 60% Student Services Coordinator along with paraeducator support. (Action 1.4)

English Language Arts (ELA)

- On the 2025 California School Dashboard, overall ELA performance declined slightly by 2 points to 4.3 points below standard. Our SED student group increased 4 points and is now 16 points below standard.

- 2025 California Assessment of Student Performance and Progress (CAASPP) *Percent of students scoring Standard Met/Exceeded* results showed a decline in percent Met/Exceeded for both our All student (45.87% in 2025, down from 49.53% in 2024) and SED student groups (40.48% in 2025, down from 44.68%).

However, local FastBridge Winter 2026 data shows strong growth:
-ELA – *scoring at or above 40th percentile*
-All: 62.90% (Winter 2026); 51.85% (Winter 2025)
-SED: 80.65% (Winter 2026); 58.54% (Winter 2025)

This reflects growth of more than 11 percentage points for All students and over 22 percentage points for SED students.

Mathematics

- 2025 Dashboard results improved modestly for all students (24.8 points below standard, +1.9), while our SED student group increased 13.2 points to 31.3 points below standard.

- 2025 CAASPP results declined for both groups: All: 35.78% Met/Exceeded (down from 45.8%) and SED: 30.96% (down from 38.3%)

Local FastBridge Winter 2026 results show substantial gains:
-Math – *Scoring at or above 40th percentile*
-All: 67.77% (Winter 2026); 34.86% (Winter 2025)
-SED: 100% (Winter 2026); 47.62% (Winter 2025)

All assessed SED students met or exceeded the 40th percentile benchmark in Winter 2026.

Science

- On the 2025 Dashboard, overall science performance declined 2.7 points to 56.9 points from standard. No additional student groups met statistical significance thresholds for Dashboard reporting.

- On the 2025 CAASPP, performance for all students increased to 43.18% Met/Exceeded Standards, compared to 39.39% in 2024. However, SED student performance declined to 33.34%, down from 43.75% in 2024, widening the achievement gap between all students and SED students.

In 2025/26, we continued Goal 1 actions focused on strengthening instruction, maintaining small class sizes, and supporting students through assessment, progress monitoring, and targeted intervention. In Action 1.2 Professional Development, staff participated in professional development and coaching in ELA, writing, reading foundations, math, science, and academic vocabulary development through SCSOS, curriculum-aligned training, and onsite coaching. Through Action 1.3 Certificated Staff to Reduce Class Sizes and Action 1.4 Monitoring Learning and Intervention, we maintained small class sizes, assessment systems, data meetings, paraeducator support, and intervention services to address the academic needs of SED students, English learners, and other students needing additional support.

In 2026/27, we will continue Goal 1 actions focused on maintaining small class sizes, strengthening Tier 1 instruction, and providing targeted intervention and progress monitoring supports for students. Based on annual progress data, Actions 1.2 Professional Development and 1.4 Monitoring Learning and Intervention will be strengthened to improve alignment between foundational skills instruction and grade-level standards, increase the use of assessment data to guide instruction and intervention, and provide more targeted support in writing, mathematical reasoning, and grade-level application skills. Additional emphasis will be placed on collaboration, data meetings, and instructional planning to support improved outcomes for SED students, English learners, and other students needing intervention.

2025 California School Dashboard (Dashboard) – *Distance from Standard*

English Language Arts (ELA): *Compared to 2024 Dashboard*

All: 4.3 points below standard, maintained -2 points
White: 10.1 points below standard, declined 3.6 points
Socioeconomically Disadvantaged (SED): 16 points below standard, increased 4 points

Mathematics: *Compared to 2024 Dashboard*

All: 24.8 points below standard, maintained 1.9 points
White: 21.3 points below standard, maintained -2.5 points
SED: 31.3 points below standard, increased 13.2 points

Chronic Absenteeism: *Compared to 2024 Dashboard*

All: 10.3%, maintained 0.4%
Hispanic: 18.9%, increased 5.4%
White: 6.4%, declined 2.3%
SED: 11.9%, increased 0.7%

Suspension Rate: *Compared to 2024 Dashboard*

All: 5.3%, increased 1.6%
Hispanic: 7.7%, increased 7.7% - Very High (Red) performance level
White: 4.5%, declined 0.3%
SED: 10%, increased 3% - Very High (Red) performance level

Goal 2 actions in the 2025/26 LCAP focused on increasing parent engagement, expanding student engagement opportunities, improving attendance, and supporting students' social-emotional needs through Actions 2.1-2.5. Local survey data indicates positive progress in family engagement and school connectedness.

The percentage of parents who Strongly Agree/Agree that they have opportunities to participate in decision-making groups increased from 83.6% in 2019 to 98% in 2026. In addition, 100% of parents reported that the school is friendly and welcoming for the third consecutive year. Parent survey results also showed continued improvement in opportunities for input on school policies and programs, increasing from 83% in 2024, to 87% in 2025, and 90% in 2026.

Student survey data indicates continued growth in student engagement and school connectedness. In 2026:
-96.4% of students report there are school activities they enjoy participating in, compared to 93.1% in 2025 and 91.86% in 2024.
-79.8% report they enjoy being at school, compared to 72.7% in 2025 and 69.8% in 2024.
-57.1% report being praised for positive behavior, compared to 38.6% in 2025 and 47% in 2024.

Chronic Absenteeism Dashboard data showed mixed results related to attendance and school climate.

-Compared to the 2024 Dashboard, chronic absenteeism increased for All Students from 9.9% to 10.3%, Hispanic students from 13.5% to 18.9%, and SED students from 11.3% to 11.9%, while White students improved from 8.7% to 6.4%.

-Local attendance data improved from April 2025 to April 2026, with the overall attendance rate increasing from 89% to 90.01%.

-Local chronic absenteeism data as of April 2026 also shows improvement for All Students at 5.60%, which is significantly lower than the 2025 Dashboard rate. However, chronic absenteeism remains disproportionately high for SED students at 16.33% and English learners at 10%, indicating that attendance concerns continue to disproportionately impact unduplicated student groups and that targeted attendance supports and family outreach efforts remain necessary.

Suspension Rate Suspension rates improved from the 2023 Dashboard to the 2024 Dashboard but increased again in 2025 for several student groups.

-In 2023, All students (5.8%), Hispanic students (11.1%), and SED students (14%) were in the Very High (Red) performance level. By 2024, All students improved to 3.7% and moved to Medium (Yellow), Hispanic students improved to 0% and moved to Very Low (Blue), and SED students improved to 7% and moved to High (Orange). However, 2025 Dashboard results showed increased suspension rates for All students (5.3%), Hispanic students (7.7%), and SED students (10%). Hispanic and SED student groups moved back to the Very High (Red) performance level, indicating the need for continued targeted supports to improve school climate and reduce disproportionality in suspensions.

- Local suspension data as of April 2026 showed an overall suspension rate of 4.30% for All Students, which is lower than the 2025 Dashboard rate. However, suspension rates remain disproportionately high for SED students at 15.79% and English learners at 10%.

Actions 2.1–2.5 focused on increasing family engagement, strengthening student connectedness, improving attendance, and supporting positive student behavior through communication, engagement opportunities, attendance monitoring, SEL supports, PBIS, and restorative practices.

Goal 2 actions focused on strengthening educational partner engagement, student connectedness, social-emotional supports, and school climate. Actions 2.1 Parent Engagement, 2.2 Student Engagement, and 2.4 Support Social-Emotional Needs will continue because survey data and local metrics show positive outcomes in family engagement, school connectedness, and emotional support for students. Actions 2.3 Attendance and 2.5 Student Behavior will be strengthened in response to chronic absenteeism and suspension data. Action 2.3 will include earlier identification of attendance concerns, increased bilingual family outreach, attendance problem-solving meetings, and continued collaboration with SCSOS staff on Continuous Improvement in Attendance practices. Action 2.5 will strengthen implementation of

PBIS and restorative practices through additional staff collaboration, clearer behavior expectations, increased student recognition opportunities, and more targeted behavioral and social-emotional interventions for students with repeated behavioral referrals or suspensions. These revisions are intended to improve school connectedness, reduce disproportionality in attendance and suspensions, and strengthen supports for unduplicated student groups.

Learning Recovery Emergency Block Grant (LREBG)

Analysis of Dashboard, CAASPP, and FastBridge data indicates that while students, particularly SED students, are demonstrating strong growth on local assessments, this growth has not yet fully translated to grade-level performance on CAASPP and the Dashboard. This indicates a need to strengthen Tier 1 instruction and better align foundational skill development with grade-level standards and expectations.

PGJUSD will use $5,385 of LREBG funds to support Action 1.2 by providing professional development and coaching in English Language Arts and Mathematics. Professional learning will focus on strengthening mathematical reasoning, writing, small-group instruction, use of assessment data, and alignment between foundational skills and grade-level standards. Coaching and training will be provided through the Student Services Coordinator, County Offices of Education, and curriculum-aligned professional learning opportunities.

This evidence-based action is intended to accelerate learning recovery by strengthening core instruction so students can apply foundational skills to grade-level work and improve academic outcomes, particularly for SED students.

Metrics to monitor effectiveness: Metric 11 – FastBridge Assessment.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

The district leadership staff began the process of reviewing progress on the current LCAP goals and actions in October 2024 and began gathering input from educational partners in January 2025 and this process continued throughout the development of the LCAP. The following educational partner meetings and surveys were used in the development of this document and considered before finalizing the LCAP.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (No Bargaining Unit)	Staff completed surveys for LCAP Metrics and Local Priorities 2 and 3 in December 2025 and January 2026 and discussed ratings for Priority 2 at a staff meeting in January. Results of parent and student surveys were shared at a March 2026 meeting. Additional discussions regarding the progress on the current LCAP, data collected, proposed adjustments to actions, and the draft 2026/27 LCAP occurred during spring 2026 meetings. The draft LCAP was available to staff for comment prior to final board approval.
Principals & Administrators	N/A
Parents	Winter 2026 parent surveys were used to obtain data for the annual update as well as metrics to drive goals and possible adjustments to actions for the 2026/27 LCAP. Meetings and the availability of surveys were publicized through email messages and posted on our website. The draft LCAP was posted on the website and available for input prior to board adoption.

Students	Students in grades 4-8 were surveyed in February 2026 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the annual update as well as metrics to drive goals and possible changes to actions for the 2026/27 LCAP. Our Student Leadership Team served as our Student Advisory Committee and were consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC)	The Parent Advisory Committee reviewed the draft LCAP in May 2026 prior to the board adoption.
ELAC/DELAC	N/A – Fewer than 21 English learners
SELPA	Meeting: April 2026

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

PGJUSD actively sought the involvement and input of all educational partners as part of the 2026/27 LCAP development process and considered their input before finalizing the LCAP. The following summarizes the actions and services that have been influenced by specific educational partner input.

Educational partners noted the need to maintain small class sizes and continue our targeted intervention program. Parents recognize the additional intervention and support their children are receiving and want those to continue. The following actions are a result of this input:

Goal 1, Action 1.3: Fund enough certificated staff to maintain small class sizes in order to support differentiated instruction, increased individual student support, and intervention opportunities for students needing additional academic assistance.

Goal 1, Action 1.4: Monitor learning and deliver targeted intervention. Based on educational partner feedback and student performance data, we added increased collaboration and data meetings focused on student progress, earlier identification of students needing intervention, and additional support in writing, mathematical reasoning, and grade-level application skills. We will also continue assessment and progress monitoring systems, targeted intervention, and support for SED students, English learners, and other students needing additional academic support.

Educational partners, including staff, parents, and the board, also identified attendance and student behavior as ongoing concerns. Through the Annual Update process, educational partners reviewed Dashboard, CAASPP, local attendance, and suspension data and discussed the need for additional supports for students with attendance and behavior concerns. As a result, the following actions were revised and strengthened for 2026/27:

Goal 2, Action 2.3 Attendance: We will continue to regularly inform parents and students about the importance of attendance; use our Student Information System (SIS) to monitor attendance and send attendance letters once students reach attendance thresholds; and evaluate evidence-based attendance improvement programs. Based on educational partner feedback and attendance data, we added earlier identification of attendance concerns, attendance problem-solving meetings, increased bilingual family outreach, and continued work with SCSOS staff on Continuous Improvement in Attendance practices.

Goal 2, Action 2.5 Student Behavior: To improve behavior for all students and address the suspension rates of our Hispanic and SED student groups, we will continue implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Based on educational partner feedback and suspension data, the district strengthened this action by increasing staff collaboration and coaching related to PBIS and restorative practices, increasing positive student recognition opportunities, and adding more targeted behavioral and social-emotional supports for students with repeated behavioral concerns.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction that challenges all students and develops citizenship, leadership, and innovative thinking.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal was developed following a review of the 2025 Dashboard and state and local assessment data. On the 2025 Dashboard, ELA performance declined slightly to 4.3 points below standard for all students, while SED students improved 4 points but remain 16 points below standard. In Mathematics, all students are 24.8 points below standard and SED students are 31.3 points below standard despite recent gains. Science performance improved for all students on CAASPP; however, SED performance declined, widening the achievement gap.

State assessment results show declines in the percentage of students meeting or exceeding standards in both ELA and mathematics for All and SED student groups. In contrast, local FastBridge Winter 2026 data indicates strong short-term growth, with significant increases in the percentage of students scoring at or above the 40th percentile in both ELA and Mathematics, particularly among SED students. This divergence between local benchmark growth and state assessment performance indicates a need to strengthen Tier 1 core instruction, ensure alignment between local assessments and state standards, and sustain intervention systems so that short-term gains translate into measurable improvement on statewide indicators.

Educational partner feedback emphasized the importance of maintaining smaller class sizes, continuing instructional coaching, and providing professional learning in ELA, reading foundations, writing, mathematics, and science. Families and staff also supported maintaining targeted intervention services, including coordination and paraeducator support, to address academic gaps for SED students.

The actions and services linked to this goal concentrate on improving instruction through ongoing PD and improving academic performance by using data to inform instruction and determine intervention needs for all students, but especially our unduplicated students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A: Basic Services Percentage of teachers Appropriately assigned & fully credentialed: Misassignments: Vacancies: Source: CalSASS	October 2023 Appropriately assigned & fully credentialed: 89% Misassignments: 11% Vacancies: 0%	October 2024 Appropriately assigned & fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned & fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2026 Appropriately assigned & fully credentialed: 100% Misassignments: 0% Vacancies: 0%	Appropriately assigned & fully credentialed: +11% Misassignments: -11% Vacancies: 0%
2	Priority 1B: Basic Services Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	0%
3	Priority 2A: Implementation of State Standards Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool	January 2024 4 ELA 3 ELD 5 Math 3 NGSS 2 HSS	January 2025 4 ELA 4 ELD 5 Math 3 NGSS 3 HSS	January 2026 5 ELA 4 ELD 5 Math 3 NGSS 3 HSS	January 2027 5 ELA 4 ELD 5 Math 4 NGSS 3 HSS	+1 ELA +1 ELD 0 Math 0 NGSS +1 HSS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 2B: Implementation of State Standards Percentage of English learners in 2nd-8th grades scoring at or above the 30th percentile on the winter ELA assessment. Source: Local Assessment (FastBridge)	Winter 2024 33.33%	Winter 2025 14.29%	Winter 2026 37.5%	Winter 2027 ≥40%	+4.17%
5	Priority 4A: Pupil Achievement Points Above or Below Standard Met on CAASPP Source: CA School Dashboard	2023 Dashboard ELA 20.6 below All 21.5 below White 42.2 below SED Math 26.1 below All 13.3 below White 69.3 below SED	2024 Dashboard ELA 2.3 below All 6.5 below White 19.9 below SED Math 26.6 below All 18.8 below White 44.5 below SED Science 5 below All	2025 Dashboard ELA 4.3 below All 10.1 below White 16 below SED Math 24.8 below All 21.3 below White 31.3 below SED Science 56.9 science points All	2026 Dashboard ELA At Standard All At Standard White 20 below SED Math At Standard All 3 above White 45 below SED Science At Standard All	ELA +16.3 All +11.4 White +26.2 SED Math +1.3 All -8 White +38 SED Science
6	Priority 4A – Pupil Achievement Percentage of 3rd-8th grade students meeting and exceeding (Level 3 & 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP ELA 46.07% All 41.17% SED Math 43.40% All 28.57% SED Science 19.44% All 6.67% SED	2024 CAASPP ELA 49.53% All 44.68% SED Math 45.80% All 38.3% SED Science 39.39% All 43.75% SED	2025 CAASPP ELA 45.87% All 40.48% SED Math 35.78% All 30.96% SED Science 43.18% All 33.34% SED	2026 CAASPP ELA ≥51% All ≥48% SED Math ≥48% All ≥35% SED Science ≥25% All ≥12% SED	ELA -0.2% All -0.69% SED Math -7.62% All +2.39% SED Science +23.74% All +26.67% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	Priority 4E: Pupil Achievement Percentage of English learners increasing at least one ELPI level Source: CA School Dashboard and/or ELPAC	2023 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2024 ELPAC 63.64%	2024 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2025 ELPAC 33.33%	2025 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2026 ELPAC 85.71%	2026 Dashboard *No Dashboard data on making progress – less than 11 English learners*. 2027 ELPAC ≥64%	+22.07%
8	Priority 4F: Pupil Achievement Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 14.29% (2/14)	2024/25 School Year 17.65% (3/17)	2025/26 School Year 30% (3/10)	2026/27 School Year ≥15%	+15.71%
9	Priority 7A: Course Access Progress (1-5) implementing academic standards for all students (Broad Course of Study) Source: Local Indicator Tool	January 2024 3 Health Education 3 Physical Education 3 VAPA	January 2025 3 Health Education 4 Physical Education 4 VAPA	January 2026 3 Health Education 4 Physical Education 4 VAPA	January 2027 4 Health Education 4 Physical Education 4 VAPA	0 Health Education +1 Physical Education +1 VAPA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Priorities 7B/C: Course Access Percentage of 3rd – 8th grade unduplicated students and students with exceptional needs scoring at or below the 15th percentile (High Risk) in ELA or Math on fall FastBridge assessment, receiving tiered intervention. Source: Attendance in programs	January 2024 ELA 83.33% SED 75% EL 100% SWD Math 85.57% SED 66.67% EL 100% SWD	January 2025 ELA 71.43% SED 66.67% EL 37.50% SWD Math 33.33% SED 00.00% EL 00.00% SWD	January 2026 ELA 100% SED 100% EL 0% SWD Math 100% SED 100% EL 100% SWD	January 2027 ELA ≥90% SED ≥75% EL 100% SWD Math ≥90% SED ≥75% EL 100% SWD	ELA +16.67% SED +25% EL -100% SWD Math +14.43% SED +33.33% EL 0% SWD
11	Priority 8: Pupil Outcomes Percentage of students (3rd-8th) scoring at or above the 40th percentile on the winter FastBridge assessments in ELA and Math Source: Local Assessment (FastBridge)	Winter 2024 ELA 58.24% All 44.82% SED 12.50% EL Math 68.89% All 51.72% SED 50.00% EL	Winter 2025 ELA 51.85% All 58.54% SED 14.29% EL Math 34.86% All 47.62% SED 28.57% EL	Winter 2026 ELA 62.90% All 80.65% SED 37.5% EL Math 67.77% All 100% SED 37.5% EL	Winter 2027 ELA ≥65% All ≥55% SED ≥25% EL Math ≥75% All ≥60% SED ≥60% EL	ELA +4.66% All +35.83% SED +25 % EL Math -1.12% All +48.28% SED -12.5% EL

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes: Eight classroom teachers were funded and supported through professional development activities and onsite coaching by our Student Services Coordinator. We also funded two retired educators to work with new teachers on classroom management; curriculum planning; and instructional support. We worked with Sutter County Superintendent of Schools (SCSOS) staff in the area of math on the topics of productive struggle and perseverance; our Student Services Coordinator attended the Rural Coaching in Math group and worked with our new 2nd grade teacher on a weekly basis; and our upper grade math teacher and Student Services Coordinator attended the Math Framework training offered by SCOE and trainings offered by our program, College Preparatory Math (CPM). We continued to participate in training and coaching in Academic Vocabulary Toolkit and using these tools in all subject areas to improve instruction for all students, but especially our English learners (EL). Our Student Services Coordinator and two teachers attended the High 5 For All training with Theresa Hancock. As a staff we worked on diving into the writing standards and creating student-friendly rubrics. Our TK/K and 2nd grade teachers attended a K-2 writing class with Theresa Hancock during the summer. We provided professional learnings for our paraeducators in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). (Actions 1.1, 1.2, 1.3) We maintained our intervention program to address the academic needs of students by funding a 60% Student Services Coordinator along with paraeducator support. (Action 1.4)

There were no substantive differences in planned actions and actual implementation of the actions. It was a challenge getting subs for off-site and on-site PD so we moved the post-assessment data meetings to grade band meetings on our Monday minimum days.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures overall in Goal 1. Variances were primarily due to normal staffing and program cost adjustments during implementation. Action 1.4 expenditures were lower than projected because one intervention staff member left mid-year, resulting in reduced personnel costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 1 encompassed our academic program including good first instruction, universal assessments, progress monitoring, and intervention (Actions 1.1–1.4) and overall continues to show effectiveness based on the outcome of our metrics, although we did experience some declines in 2025 before rebounding in 2026.

- We now have 100% appropriately assigned and fully credentialed teachers with no misassignments, ensuring stability and consistency in instruction. (Metric 1)

- On the 2025 Dashboard, ELA performance improved significantly from our baseline year, including a 26.2-point increase for our SED student group. While there was a slight decline from 2024 to 2025, performance remains substantially higher than baseline levels. In Math, overall performance remained relatively flat for all students; however, our SED student group demonstrated substantial growth from baseline (+38 points). Because targeted intervention and progress monitoring allowed staff to identify skill deficits earlier and provide additional instructional support, SED students demonstrated substantial growth from baseline. (Metric 5)

- CAASPP results showed initial increases in the percentage of students meeting or exceeding standards in ELA, Math, and Science from 2023 to 2024, followed by some decline in 2025. While gains were not fully sustained, overall performance remains comparable to or slightly above baseline for most groups. (Metric 6)

- The percentage of English learners in grades 2–8 scoring at or above the 30th percentile on the Winter FastBridge ELA assessment declined in 2025 but rebounded in 2026, ultimately exceeding baseline performance. (Metric 4)

- The percentage of students scoring at or above the 40th percentile on the Winter FastBridge assessment increased significantly for our SED and EL student groups in ELA by 2026. Math performance declined in 2025 but rebounded in 2026, with strong gains for SED students. English learner math performance improved from 2025 but remains slightly below baseline. (Metric 11)

In the 2025/26 school year, we reclassified 5.71% more English learners than at baseline. (Metric 8)

- Intervention access improved to 100% for our SED and EL student groups by 2026. However, intervention for students with disabilities declined due to staffing reductions and reliance on IEP services outside of our tiered intervention model. This will be corrected in the 2026/27 school year to ensure full integration and monitoring. (Metric 10)

Overall, while some performance declines occurred in 2025, our data indicate that the systems established under Goal 1 are producing positive outcomes, particularly for our unduplicated student groups. Continued refinement of math instruction and sustained focus on English learner supports will remain priorities moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on student performance data and educational partner feedback, Goal 1 was maintained but Actions 1.2 and 1.4 were refined.

Action 1.2 was revised to strengthen professional learning in mathematics, writing, foundational reading skills, English learner supports, and data analysis to improve alignment between instruction and student needs.

Action 1.4 was revised to strengthen assessment and progress-monitoring systems, improve alignment between intervention and Tier 1 instruction, and provide earlier, more targeted support in writing and mathematics.

These changes were made to address ongoing achievement gaps and improve the connection between local assessment growth and statewide assessment outcomes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff	Ensure the development, effectiveness, and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.	$630,457	No

1.2	Professional Development	We will access professional development and coaching activities through our Student Services Coordinator, County Offices of Education, and curriculum publishers on:
		o ELA
		    o Writing
		    o AVT – for new teachers
		    o Fundamentals of Reading
		    o Continue a Reading Development training for instructional aides
		o Math
		    o We will continue our work with SCSOS in Math
		    o Strengthening mathematical reasoning, problem solving, and student discourse in mathematics instruction
		    o Training for teachers in our Math curriculum
		    o Provide professional learning focused on connecting foundational skills instruction to grade-level standards and CAASPP expectations
		    o Increase teacher collaboration and data meetings focused on analyzing FastBridge and CAASPP data to identify instructional gaps and adjust instruction for student groups
		    o Provide coaching and planning support to strengthen writing instruction, rigor, and alignment between intervention and Tier 1 core instruction
		    o Continue targeted support for English learner instructional strategies and academic vocabulary development across content areas
		
		Student Services Coordinator will begin attending CRAN meetings through SCOE
		
		Teachers and/or administrators will have the opportunity to attend training during the summer on ELA, Writing, Math, and/or SEL. Teachers will be paid their negotiated supplemental rate of pay.
		
		LREBG Action – see Annual Progress
			$6,401	No

Action #	Title	Description	Total Funds	Contributing
1.3	Certificated Staff to Reduce Class Sizes	Fund staff to reduce class sizes to better serve low-income students, English learners and foster youth.	$148,165	Yes
1.4	Monitoring Learning and Intervention	Monitor the academic achievement of students and provide intervention and support to address the academic needs of all students including SED, EL, foster youth (currently none), and SWD. ○ Assessments and data management system ○ Staff to coordinate assessment system and evaluate assessment data ○ Implement and refine standard-aligned assessments (incoming, progress monitoring, and end-of-year) in ELA and Math to better align local assessment data with grade-level standards and CAASPP expectations ○ Hold data meetings after each testing window (fall, end of Tri 1, winter, and end of Tri 2). Notes that include assessment outcomes, concerns (academic, behavioral, health, attendance), and next steps will be created and reviewed throughout each trimester to ensure each student's progress is on track ○ Use assessment and progress monitoring data to identify students needing intervention earlier and adjust supports more quickly ○ Increase collaboration between intervention staff and classroom teachers to align intervention instruction with Tier 1 core instruction and grade-level learning goals ○ Coaching and instructional planning for lessons and intervention ○ Provide additional targeted support in writing comprehension, mathematical reasoning, and application of grade-level skills ○ Staff to provide targeted intervention to students	$115,746	No

Goal

Goal #	Description	Type of Goal
2	Enhance student engagement by providing enrichment activities, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to support the safety, engagement, and involvement of all educational partners. We continue to recognize the need to improve parent engagement and student engagement, attendance, and student well-being. Actions in our 2025/26 LCAP included increasing communication and parent engagement opportunities; adding student engagement events and enhancing our attendance tracking system; and supporting students' social-emotional needs.

Our efforts to engage families and improve communication increased the rating on the metric, "I have opportunities to participate in decision-making groups," from 83.6% in 2019 to 98% in 2026. Comments on the parent survey regarding parent involvement and communication were positive with high praise for the friendly, welcoming environment. Additionally, 100% of parents report that the school is friendly and welcoming for the third consecutive year. On the 2026 parent survey, 90% of parents report having opportunities to provide input on school policies and programs, compared to 87% in 2025 and 83% in 2024. Sustaining high levels of family engagement remains a priority, and Action 2.1 Parent Engagement will continue in the 2026/27 LCAP without modification.

Student survey data indicates continued growth in student engagement and school connectedness. In 2026:

-96.4% of students report there are school activities they enjoy participating in, compared to 93.1% in 2025 and 91.86% in 2024.
-79.8% report they enjoy being at school, compared to 72.7% in 2025 and 69.8% in 2024.
-57.1% report being praised for positive behavior, compared to 38.6% in 2025 and 47% in 2024.

The 2025 Dashboard reports that Suspension Rates declined for all significant student groups since our Baseline year, however our All, Hispanic, and SED student groups increased from the 2024 Dashboard causing our Hispanic and SED student groups to move back to the Very High (Red) performance level. On the 2023 Dashboard our All student group was in the Very High (Red) performance level but they are now in the High (Orange) performance level. Our local Suspension Rate as of April 2026 was 4.30% for our All student group, 15.79% for SED students, and 10% for English learners.

We attribute the positive progress in parent engagement, student engagement, and school connectedness to the actions in Goal 2, while recognizing that attendance and suspension outcomes for some student groups indicate the need for continued refinement and strengthening of supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C Basic Services Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	October 2023 Exemplary	October 2024 Good	October 2025 Good	October 2026 Exemplary	Declined one level
2	Priority 3A: Parent Involvement Percentage of parents who agree that the school seeks their participation in advisory groups and input in decision making. Source: Parent Survey	January 2024 96% All 86% SED	January 2025 95% All 90.9% SED	January 2026 98% All 100% SED	January 2027 >96% All >90% SED	+2% All +14% SED
3	Priority 3 B/C: Parent Involvement Percentage of parents who attend Trimester 1 Parent/Teacher Conferences Source: Sign-in Sheet	November 2023 95.54% All 96.77% SED 91.67% EL 100% SWD	November 2024 95.09% All 93.75% SED 81.81% EL 100% SWD	November 2025 100% All 100% SED 100% EL 100% SWD	November 2026 100% All 100% SED 100% EL 100% SWD	+4.46% All +3.23% SED +8.33% EL 0% SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 5A: Pupil Engagement Attendance Rate Source: Student Information System (SIS)	April 2024 90.24%	April 2025 89%	April 2026 90.01%	April 2027 ≥95%	-0.23%
5	Priority 5B: Pupil Engagement Percentage of students who were absent for 10% or more of the total instructional days. Source: CA School Dashboard	2023 Dashboard 10.5% All 12.6% White 2.9% Hispanic 15.8% SED	2024 Dashboard 9.9% All 8.7% White 13.5% Hispanic 11.3% SED	2025 Dashboard 10.3% All 6.4% White 18.9% Hispanic 11.9% SED	2026 Dashboard ≤5% All ≤7% White ≤2% Hispanic ≤10% SED	-0.2% All -6.2% White 16% Hispanic -3.9% SED
6	Priority 5C: Pupil Engagement Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade. Source: SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
7	Priorities 6A: School Climate Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard 5.8% All 4.8% White 11.1% Hispanic 14% SED	2024 Dashboard 3.7% All 4.8% White 0% Hispanic 7% SED	2025 Dashboard 5.3% All 4.5% White 7.7% Hispanic 10% SED	2026 Dashboard ≤3% All ≤2% White ≤6% Hispanic ≤7% SED	-0.5% All -0.3% White -3.4% Hispanic -4% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priorities 6B: School Climate Percentage of students expelled at any time during the school year. Source: SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
9	Priority 6C: School Climate Percent of parents, students, and staff who feel the school is safe. Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 <u>Safety</u> 98.9% Students 100% Parents 86% Staff <u>Connectedness</u> 86% Students 98% Parents 93% Staff	January 2025 <u>Safety</u> 95.4% Students 96% Parents 88% Staff <u>Connectedness</u> 82.8% Students 97% Parents 88% Staff	January 2026 <u>Safety</u> 96.5% Students 100% Parents 100% Staff <u>Connectedness</u> 91.7% Students 100% Parents 100% Staff	January 2027 <u>Safety</u> ≥98% Students ≥98% Parents ≥90% Staff <u>Connectedness</u> ≥88% Students ≥98% Parents ≥95% Staff	<u>Safety</u> -2.4% Students 0% Parents +14% Staff <u>Connectedness</u> +5.7% Students +2% Parents +7% Staff

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes: We regularly communicated with parents through email and social media. We invited parents to attend Friday at the Flag, awards assemblies, Back to School Night, and performances. (Action 2.1) Various student engagement opportunities were offered such as Friday at the Flag, Read Across America, awards assemblies, Principal's List lunch with the principal, Shady Creek for our 6th graders, Red Ribbon Week activities, Spirit Week, whole school swim party, and numerous field trips and assemblies. (Action 2.2) We regularly informed parents and students about the importance of attendance through our Welcome Letter; Back-to-School Night; and on social media. We sent attendance letters as students reached each threshold and held attendance meetings with parents. (Action 2.3) Our part-time school counselor supported individual and small groups of students. We used Character Strong curriculum in all classrooms. (Action 2.4) SCSOS staff came to PG throughout the year to help teach and implement PBIS. SCSOS staff came at the beginning of the year to work with all PG staff (about 20 staff members) and then additional days for teachers only. Our principal/superintendent, an outside mentor, our three upper-grade teachers, and our Student Services Coordinator attended a 2-day Restorative Practice training in August. (Action 2.5)

A challenge in Action 2.5 is that the behavioral consultant was unavailable for most of the year. To address student behavior and classroom management needs, we instead provided classroom behavior support and instructional modeling for newer teachers through the Tri-County Induction Program (TCIP) and support from the Student Services Coordinator. These supports focused on strengthening classroom management practices, improving teacher capacity to respond to student behaviors, and maintaining consistent behavioral supports for students.

We did not evaluate evidence-based attendance improvement programs or put a program in place because SCSOS staff was not available for Continuous Improvement work. We will form a school-based MTSS team to evaluate attendance, behavior, and academic data; and identify students in need of additional support then hold meetings with families (Action 2.3).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in two actions in Goal 2. In Action 2.4 Support Social-Emotional Needs actual expenditures exceeded the budget because we increased school-based mental health counseling services from one day per week to one and one-half days per week in response to identified student social-emotional and behavioral needs. In Action 2.5 Student Behavior actual expenditures were lower than budgeted because the planned behavioral consultant was unavailable during the implementation period. To address student behavior and classroom management needs, we instead provided classroom behavior support and instructional modeling for newer teachers through the Tri-County Induction Program (TCIP) and support from the Student Services Coordinator. These supports focused on strengthening classroom management practices, improving teacher capacity to respond to student behaviors, and maintaining consistent behavioral supports for students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions in Goal 2 were developed to support the engagement of all educational partners, maintain a safe environment, support the social-emotional needs of students, and improve discipline and attendance. The actions showed mixed levels of effectiveness.

Action 2.1 Parent Engagement appears effective: Our efforts to maintain open communication, inclusive advisory opportunities, and strong parent-teacher engagement continue to strengthen family partnerships across all student groups.

- The percentage of parents who agree that the school seeks their participation in advisory groups and decision making increased from 96% of All parents and 86% of SED parents in January 2024 to 98% of All parents and 100% of SED parents in January 2026. (Metric 2)
- Parent participation in Trimester 1 conferences improved to 100% across all student groups in November 2025. EL participation rebounded from 81.81% in 2024 to 100% in 2025. (Metric 3)
- Parent survey results remained highly positive. The percentage of parents who Strongly Agree/Agree that they have opportunities to participate in decision-making groups increased from 83.6% in 2019 to 98% in 2026. Additionally, 100% of parents reported that the school is friendly and welcoming for the third consecutive year.

- The percentage of students, parents, and staff who feel the school is safe and who feel connected has remained consistently high. While responses for most groups declined slightly in both areas in January 2025, results rebounded in January 2026. This suggests that continued emphasis on relationship-building, communication, and inclusive practices is positively impacting school culture. (Metric 9)

Actions 2.2 Student Engagement and 2.4 Support Social-Emotional Needs appear effective in strengthening school connectedness and student enjoyment of school, as measured by consistent multi-year growth across survey indicators and metrics.

- In 2026: 96.4% of students report there are school activities they enjoy participating in, compared to 93.1% in 2025 and 91.86% in 2024; 79.8% report they enjoy being at school, compared to 72.7% in 2025 and 69.8% in 2024; and 57.1% report being praised for positive behavior, compared to 38.6% in 2025 and 47% in 2024.
- More students say they are getting the social emotional support they need: 61.4% in 2026; 42.5% in 2025; 40.7% in 2024.
- More students report that bullying is not a problem at school: 51.8% in 2026; 39.8% in 2025; 33.7% in 2024.
- 91.7% of students reported feeling connected to school, compared to 82.8% in 2025 and 86% in 2024. (Metric 9)

2.5 Student Behavior shows partial effectiveness. While our baseline-to-current data and local data show some improvement, suspension rates continue to disproportionately impact our Hispanic, SED, and EL student groups.

- Compared to the baseline, suspension rates improved for All Students (5.8% to 5.3%), Hispanic students (11.1% to 7.7%), and SED students (14% to 10%). However, compared to the 2024 Dashboard, suspension rates increased for All, Hispanic, and SED student groups, resulting in Hispanic and SED students moving back to the Very High (Red) performance level. (Metric 7)

-Local suspension data as of April 2026 showed improvement for All students at 4.30%, which is lower than the 2025 Dashboard rate. However, suspension rates remain high for SED students at 15.79% and English learners at 10%, showing that additional targeted behavioral supports and more consistent implementation of PBIS are still needed.

- No students were expelled in the 2025/26 school year. (Metric 8)

Action 2.3 Attendance shows mixed effectiveness. Chronic absenteeism improved overall for All students, White students, and SED students when compared to baseline data, but Hispanic student rates increased significantly.

- Chronic absenteeism improved from 10.5% to 10.3% for All students, from 12.6% to 6.4% for White students, and from 15.8% to 11.9% for SED students between the 2023 and 2025 Dashboards. However, Hispanic student rates increased from 2.9% to 18.9%. (Metric 5)
- Attendance rates remained relatively stable overall, decreasing slightly from 90.24% in April 2024 to 90.01% in April 2026 after declining to 89% in April 2025. (Metric 4)
- Local chronic absenteeism data for April 2026 showed improvement for All students at 5.60%. However, rates remain disproportionately high for SED students at 16.33% and English learners at 10%, indicating that additional targeted attendance supports, earlier intervention, and continued family outreach remain necessary.

Overall, Goal 2 actions were effective in improving family engagement, student connectedness, and school climate. However, attendance and suspension data show that Hispanic, SED, and EL student groups continue to experience disproportionate rates of chronic absenteeism and suspension, indicating that additional refinement and more consistent implementation of attendance and behavioral supports are still needed. Adjustments to Actions 2.3 and 2.5 can be found in Prompt 4.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on attendance, suspension, and educational partner feedback data, Goal 2 was maintained but Actions 2.2, 2.3, and 2.5 were refined.

Action 2.2 was strengthened by adding additional PBIS recognition and incentive systems to increase student engagement and reinforce positive behavior.

Action 2.3 was revised to support earlier identification of attendance concerns through MTSS processes, attendance problem-solving meetings with families, and monitoring attendance trends by student group to address disproportionality.

Action 2.5 was expanded to strengthen implementation of PBIS and restorative practices, increase staff collaboration and coaching, provide additional student recognition opportunities, and deliver targeted behavioral and social-emotional supports for students with repeated behavioral concerns.

These changes were made in response to attendance and suspension data, as well as educational partner feedback regarding the need for additional student engagement, attendance, and behavior supports.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Promote parent engagement through regular communication and school events and activities.	$1,844	No

Action #	Title	Description	Total Funds	Contributing

2.2	Student Engagement	Increase student engagement, regular school attendance, and positive behavior by offering varied opportunities for students to engage in school and learning.
		○ Panther Pride Initiative
		    ○ Student expectations for standards of behavior. Each week students who exhibit those behaviors are recognized with a certificate during the weekly Friday at the Flag
		    ○ During monthly assemblies, the class that shows the students expectation for the month receives the Panther for the month and gets an earned reward
		    ○ Students regularly receive “PBIS tickets” if they are showing the behaviors of Safe, Respectful, Responsible. Tickets are exchanged for marbles in classroom jars. When the jars are full the class gets a reward
		○ Assemblies (*Many of our assemblies of funded through Parent’s Club)*
		○ School spirit activities and prizes
		○ Student Leadership program
		○ Character Trait Recognition
			$1,221	No

2.3	Attendance	In addition to increasing student engagement we will: ○ Regularly inform parents and students about the importance of attendance (Welcome Letter; Back-to-School Night; monthly newsletters; meetings) ○ Use our Student Information System (SIS) to monitor student attendance, identify students with emerging attendance concerns earlier, and send attendance letters once a student reaches each threshold ○ Form a school-based MTSS team to evaluate attendance, behavior, and academic data; and identify students in need of additional support ○ Hold attendance problem-solving meetings with families of students identified by the MTSS team to identify barriers and connect families with supports and resources ○ Regularly recognize students with good attendance. ○ Use bilingual staff to personally reach out to EL parents to check on absences, educate them about the importance of good attendance, provide individualized support, and inform them of independent study options if needed ○ Work with SCSOS staff on Continuous Improvement in attendance and monitor attendance trends by student group to identify disproportionality and adjust supports as needed	$17,783	No

Action #	Title	Description	Total Funds	Contributing
2.4	Support Social-Emotional Needs	○ Support SEL needs of all students by funding a part-time school counselor and implementing an SEL curriculum into all classrooms. ○ Continue PD in SEL curriculum/behavior practices	$20,576	No
2.5	Student Behavior	We are part of the SCSOS consortium so this action will be funded through SCSOS. While it is designed to improve the behavior of all students, it will address the Suspension Rate for any student group in the Very High (Red) level. ○ PBIS (We will continue to have ongoing PBIS training on our Monday minimum days throughout the year. Our goal is to be a PBIS school with an articulated philosophy of behavior expectations that are reflected throughout the school and consistently practiced with all staff and students.) ○ Strengthen consistent implementation of PBIS expectations, recognition systems, and restorative practices across classrooms and programs. ○ Provide additional staff collaboration and coaching focused on restorative responses, relationship-building, and alternatives to exclusionary discipline. ○ Increase opportunities for positive student recognition and student engagement activities aligned to PBIS expectations and school connectedness goals. ○ Provide targeted behavioral and social-emotional interventions for students with repeated behavioral referrals or suspensions.	$2,000	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026/27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$131,260	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.389%	0%	$0.00	7.389%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.3	State and local assessment data indicate that additional academic support is needed to improve achievement and close performance gaps for unduplicated student groups, particularly SED students and English learners. • On the 2025 Dashboard, our All student group scored 4.3 points below standard in ELA and 24.8 points below standard in Math. • Our SED student group scored 16 points below standard in ELA and 31.3 points below standard in Math. • On the 2025 CAASPP, 45.87% of All students and 40.48% of SED students met or exceeded standards in ELA. • In Math, 35.78% of All students and 30.96% of SED students met or exceeded standards. • Although local FastBridge data showed strong growth, achievement gaps remain for unduplicated student groups. The data indicates the need to continue small class sizes, targeted intervention, and differentiated academic support for unduplicated pupils.	The data illustrates that we have made progress, especially in local assessment performance, but there is still more work to do to improve academic achievement and close performance gaps for our unduplicated pupils. In consideration of educational partner input and the ongoing performance gap, we will continue funding additional certificated staff to maintain small class sizes. This action is being provided on an LEA-wide basis and we expect that all students, but especially students scoring below the 40th percentile on FastBridge assessments and/or Standard Nearly Met or Not Met on the CAASPP, will benefit. We believe this action will benefit all students, but especially our SED student group and English learners, because teachers with smaller class sizes have more opportunities to provide differentiated instruction, identify learning gaps earlier, provide targeted intervention, and build stronger relationships with students that support academic engagement and achievement.	For all metrics, we will evaluate performance on ELA and Math. • Metric 5: Dashboard • Metric 6: CAASPP • Metric 11: FastBridge (local assessment)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

PGJUSD does not receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A