



Monterey Trail High School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140105916

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

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <p>The following measures were taken to review, analyze and plan:</p> <p>LCAP needs survey - parents, students, staff - 11/22/19 Dashboard data - shared comparison with leadership team, SCC, Admin and staff Leadership team - LCAP needs survey analysis, survey for programs, departments needs for 20-21 SCC - review of 19-20 LCAP, LCAP needs survey data and analysis, evaluation of suggested LCAP 20-21, PIC Data, CHKS Data and SEL data analysis by committee and compared to other data showing consistent needs</p> <p>Meetings with the above stakeholders occurred on the following dates: School Site Council (SCC) - 9/26/19, 10/24/19, 1/23/20, 4/23/20, 8/27/2020 Leadership and admin team - 9/18/19, 11/13/19, 1/22/20, 2/19/20, 5/13/20 Staff - 2/5/2020 and department leads shared with their departments after each leadership meeting</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <p>#1 across the needs survey = high quality teachers higher needs - wellness, safety, college/career support PIC data - welcoming school CHKS data Dashboard data</p> <p>Directly impacting the PD and staffing planning, home visits, PBIS, parent outreach and college/career support</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 1.1</p> <p>Increase the overall percent of students that qualify and are prepared to succeed at a 4 year college/university from 48% prepared to 51%.</p> <p>Increase the percentage of African American students from 17.6% prepared to 20% prepared.</p> <p>Increase the percentage of EL students from 25.8% prepared to 28% prepared.</p> <p>Increase the percentage of Students With Disabilities from 1.9% prepared to 3% prepared.</p> <p>Increase the percentage of Socioeconomically disadvantaged students from 44% prepared to 47% prepared.</p>

Metric: A-G Completion

Actions/Services 1.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Counselors will complete 100% academic advising with their caseload and create 4 year plans for A-G completion, CTE completion and college/career readiness. An additional 8.13 FTE was funded to meet the needs of our students through intervention, smaller class size and meeting the A-G needs for students. (Core Content areas, Counseling, After School Program Coordinator and Program Administrators) 2. The College and Career Counselor and team will deliver grade level units regarding A-G and college/career planning and host a career fair prior to course selection for the upper grades to enable students to make more informed choices. 3. The Academic Program Coordinator, APC, will coordinate after school tutoring sessions to help students meet A-G and college/career goals. (.5 for our After School Program Coordinator, APC) 4. The EL planning team will aid EL students in college and career planning through course selection guidance and guide students and families through ELAC meetings and outreach to aid with re-classification of newcomers. 5. EL Coordinators will aid in duties including: identification/placement of EL 	<p>Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47</p> <p>Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists.</p> <p>On ELs & afterschool programs: https://files.eric.ed.gov/fulltext/EJ980180.pdf</p>	<ol style="list-style-type: none"> 1. Counselors will provide data for academic advising and how many students are on track with A-G or towards their career path for each grade level. Program Administrators and APC will provide additional support for students to meet the needs for A-G, help support at risk populations and student focus groups through programs, restorative practices, SEL, additional courses, high quality instructional PD and family/student involvement. The Core Content teachers will help reduce overall class sizes, in some cases teach intervention classes and help provide more FTE to meet A-G needs for our students. 2. Pre and post surveys for each grade level will demonstrate student understanding of the post secondary options and how to achieve A-G and career goals. 3. Assets (After School Safety and Enrichment for Teens) tutoring attendance logs will be reviewed monthly. 4. EL student schedules will be reviewed for A-G courses and pre-requisites. 5. EL reclassification increase, ELAC meeting feedback 6. Monthly meetings between Principal, Counselor and IYT

<p>students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings. (We allocate .667 FTE to support the Initial and Summative ELPAC, planning for EL students and supporting our ELAC. We also have an EL Committee that is comprised of 4 teachers (1.0 FTE total release), one of which is our EL Coordinator and ELPAC Coordinator.)</p> <p>6. Partnership with IYT will continue to support African American males with more intentional recruitment and purposeful use of after school mentoring.</p> <p>7. An additional .5586 FTE is funded for clerical support of LCAP programs</p>		<p>Coordinator will be held to review data and progress</p> <p>7. Observation by administration and completion of clerical duties to carryout the specified LCAP programs</p>
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Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$30163	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$30095	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$642383	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Staff will attend the AVID Summer Institute or addition AVID trainings to minimally include current AVID teachers/site team members, an administrator and teachers who have not previously been trained.</p> <p>2. Counselors will attend the CSU/UC workshops/conferences and/or college/career professional development.</p>	<p>Hattie Effect Size: Professional Development .62</p> <p>The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students Bernhardt, Philip Evan School Community Journal, v23 n1 p203-222 2013</p>	<p>1. AVID: a) Summer Institute attendance and teacher participation in the site team meetings b) AVID strategies will be incorporated into the professional development at staff meetings at least twice throughout the year and a survey to determine use of AVID strategies will be conducted.</p> <p>2. Counselors will train anyone who did not attend and update administration as new information is gained. These updates will be added into the career units and 4 year plans.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$700	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Instructional Materials and supplemental curriculum will be used to augment current curriculum for all students and to support additional EL students needs (not to exceed 15 copies per material).</p> <p>2. Library resources and technology (Chromebooks and other) will be purchased to aid students for expanded digital resources, online subscriptions, tools and supplies to access curriculum. Resources and materials to be purchased will be to modernize and update the current library resources and will purchase no more than 15 copies per material</p> <p>3. Science lab supplies and VAPA supplies will be purchased to enable hands-on learning for all students to enable access to A-G curriculum.</p> <p>4. Online subscriptions to increase engagement and participation as well as for intervention use will be purchased to aid in the distance learning format as well as in the future in person format to help at risk populations increase college/career readiness.</p> <p>Note: In all cases, supplemental instructional materials/curriculum, including digital resources will be from the district's approved list and in accordance with Board Policy 6161.1</p>	<p>Hattie Effect Size: Direct Instruction .59</p> <p>Säljö, R. (2010), Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. Journal of Computer Assisted Learning, 26: 53-64</p> <p><u>Visual and Performing Arts Framework</u> California Department of Education (2004)</p>	<p>1. Teacher and administrator observations and discussions surrounding student outcomes and access to the curriculum.</p> <p>2. Increased use of Google Classroom and other digital platforms, online subscriptions, tools and supplies both in class and outside of class as noted by the library teacher, staff and administration.</p> <p>3. Administrative observations and peer-to-peer walk through observations gathering data on hands-on activities in the Science and VAPA classrooms.</p>

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$30000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$2580	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$132795	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3725	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$2600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

• All • Black or African American • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. All Departments will be provided release as appropriate for additional PLC time to incorporate Learning Targets and Success Criteria and AVID strategies into their grade level/PLC curriculum in addition to curricular alignment, development, vertical articulation and planning</p> <p>2. Individual teachers will be provided release to observe best practices and we will continue our Green Dot Day peer observations with a focus on Learning targets and success criteria</p>	<p>Hattie Effect Size: Professional Development .62</p> <p>Thomas R. Guskey (2002) Professional Development and Teacher Change, Teachers and Teaching, 8:3, 381-391</p>	<p>1. Agendas and developed materials will be collected by administration.</p> <p>2. Administrative observations and peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared best practices.</p> <p>3. Agendas, application of practices, attendance and surveys related to the book studies</p>

- as well as engagement strategies and formative assessment.
3. Off Site PD aligned to content and/or engagement will be approved as it relates to LCAP goals.
 4. Staff professional development book studies will be offered for teachers regarding racial equity, culturally responsive pedagogy and data analysis with a focus on our marginalized populations including but not limited to our African-American/Black students needs.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$44800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group		
<ul style="list-style-type: none"> • All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. The Academic Program Coordinator, APC, will coordinate after school tutoring sessions and intervention sessions to help students meet A-G and college/career goals. 2. Extended Day, lunchtime and once a week tutoring will be provided to improve student outcomes. 	<p>Hattie Effect Size: Acceleration .88 Direct Instruction .59 Worked Examples .57</p> <p>Durlak, J. A., Weissberg, R. P. and Pachan, M. (2010), A Meta Analysis of After School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents. American Journal of Community Psychology, 45: 294-309.</p>	<ol style="list-style-type: none"> 1. ASSETs tutoring attendance logs will be reviewed monthly 2. A review of Synergy grades will be conducted twice a year for students who attend weekly (consistently) to determine effectiveness of tutoring. 3. Teacher and Administrators will review student outcomes and discuss effects of tutoring on student outcomes.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.6

Principally Targeted Student Group		
<ul style="list-style-type: none"> • All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Library Databases will continue to be updated to enable students to access 	<p>Hattie Effect Size: Online Digital Tools .32</p>	<ol style="list-style-type: none"> 1. Teacher and Library Teacher observation of student use and ability to access

the most relevant curriculum and resources.	Säljö, R. (2010), Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. <i>Journal of Computer Assisted Learning</i> , 26: 53-64	items needed.
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.7

Principally Targeted Student Group

- SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. College and Career Counselor will proactively progress monitor all students with disabilities to ensure they continue to be on track to graduate through their 4 year "Grad Plan". 2. Case Managers will have a consultation period to work specifically with General Education teachers to monitor progress of students with disabilities to help meet students individual support needed to be on track to college/career goals. FUNDING accounted for in Action/Service 1.1.1	Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47 Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists.	1. Graduation Rate for SWD 2. Teacher/student/parent feedback in IEP meetings

Funding Source	Amount	Description of Use		

Actions/Services 1.1.8

Principally Targeted Student Group

- All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Expand the CTE pathways that exist at MTHS: Animation Pathway, Broadcasting Pathway, DATA Academy, and BOSS entrepreneurship/Sports, Entertainment & Music Marketing 2. Explore implementing CTE pathway specific to PALSS and ILS students.	Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47 Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists. California State Plan for Career Technical Education, Element 2: High-Quality Curriculum and Instruction	1. Master Schedule and student enrollment to reflect pathway and academy classes 2. Analysis of CTE completers and enrollment to show increase in students who are in the correct progression of courses to complete the pathway in each program

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.9

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Expand recruitment and provide supports for instruction in VAPA courses and continued support to maintain current equipment and supplies.	<u>Visual and Performing Arts Framework</u> California Department of Education (2004)	1. VAPA course enrollment numbers 2. Number of course sections based on course requests 3. Teacher/student feedback and administrative observations

Funding Source	Amount	Description of Use

Actions/Services 1.1.10

Principally Targeted Student Group

- Black or African American

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. College and Career Counselor will proactively progress monitor with the aid of IYT for African American students to ensure they continue to be on track to graduate through their 4 year plan. FUNDING accounted for in Action/Service 1.1.1	Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47 Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists.	1. Graduation Rate for African American students will be reviewed annually 2. Progress monitoring with College and Career Center and IYT will be analyzed quarterly

Funding Source	Amount	Description of Use

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Decrease the overall school-wide percentage of D's and F's by 2% within each term (recent state: Term 1 13%, Term 2 15%, Term 3 15%, Term 4 16%).
Increase in performance level on Math CAASPP for Hispanic students by 4 points.
Increase in performance level on Math CAASPP for African American students by 2 points.

Metric: Data and Program Evaluation
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Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> Teachers will utilize Illuminate as a data disaggregation tool (software helps to aggregate and disaggregate data at the question, student and class level) and will have access to GradeCam, TurnItIn for additional data analysis Professional Development for Illuminate will be incorporated into the PD plan. Technology committee will create plan to work with Advocacy committee and English/Math/Science teachers to incorporate CAASPP components in classes. 	<p>Hattie Effect Size: Feedback .73</p> <p>Säljö, R. (2010), Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. <i>Journal of Computer Assisted Learning</i>, 26: 53-64</p> <p>Jones, Karl "Practical issues for academics using the Turnitin plagiarism detection software: <i>Research Gate</i>, 01/01/2008</p>	<ol style="list-style-type: none"> PLC common minutes template will show data analysis and student outcomes Administrator observation and teacher lessons showing CAASPP components incorporated

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$16129	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

- All • Black or African American • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> ASSETs and College and Career Counselor will organize Advanced Placement Test Support to include tutoring and proctoring College and Career Counselor and team will work with AP Governance to recruit targeted groups who are identified with AP Potential. AP Governance will plan best practices for support of AP students. EL team will plan and proctor assessments for increased re-classification of EL students. 	<p>Hattie Effect Size: Feedback .73</p> <p>Cohen, P. A., Kulik, J. A., & Kulik, C.-L. C. (1982). Educational Outcomes of Tutoring: A Meta-analysis of Findings. <i>American Educational Research Journal</i>, 19(2), 237-248</p>	<ol style="list-style-type: none"> Summer and in the school year attendance at AP tutoring and enrichment/support sessions. AP pass rates AP enrollment numbers overall and for specific target groups

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

<p>1. PLC's and grade level teams will conduct common data analysis of a formative assessment cycle (including Target Group - African American/black and Hispanic data) minimally twice in a cycle and plan instruction/modifications accordingly.</p> <p>2. CAASPP components and interim assessments will be incorporated into advocacy and/or math, English and science classes</p>	<p>Learning Forward, The Professional Learning Association, "Learning Communities", https://learningforward.org/standards/learning-communities</p> <p>Meyer, Leila, "Report: High Functioning Professional Learning Communities Support Student Achievement", The Jurnal, October 2016, https://thejournal.com/articles/2016/10/24/report-high-funcitoning-professional-learning-communities-support-student-achievement.aspx</p>	<p>1. PLC common minutes template showing data analysis and student outcomes</p> <p>2. CAASPP data</p>
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Funding Source	Amount	Description of Use		
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<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <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
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Increase student overall meaningful participation at school from 31% grade 9 and 30% grade 11 on CA Healthy Kids Survey to 35% overall.

Increase student engagement and connectedness for African American and Hispanic/Latino students as reported in 11th grade CA Healthy Kids Survey from 40% and 41% respectively to 43% each reported "Agree" or "Strongly Agree".

Increase percentage of seniors planning to attend college from 47% in 2018-2019 to 49% in 2020-2021 on senior survey.

Decrease African American or Black student suspension from 11.5% suspended at least once to 9.5% and two or more races from 6.3% to 5%.

Metric: School Climate

Actions/Services 3.1.1

<p>Principally Targeted Student Group</p>		
<p>• Black or African American • Hispanic or Latino • Low Income</p>		
<p>Specific Actions to Meet Expected Outcome</p> <p>1. Provide access to College Field Trips through AVID to target specific target groups underrepresented in colleges and/or first generation students to college.</p>	<p>What is the Research Confirming this is an Effective Practice?</p> <p>Hattie Effect Size: Teacher Student Relationships .72 Not Labeling Students .61</p> <p>The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students Bernhardt, Philip Evan School Community Journal, v23 n1 p203-222 2013</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>1. Field trip rosters and data analysis of AVID students planning to attend college</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5700	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$4866	Certificated Salaries		

[Edit](#) [Delete](#)

Actions/Services 3.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Recruit students for specific Academic Competitions and Academic Clubs and provide the opportunity to participate (i.e. AcaDeca, History Day, Cyber Patriots etc.) whether virtual or in person competitions. 2. Increase overall student participation in clubs, cultural celebrations and events.	Hattie Effect Size: Teacher Student Relationships .72 Expectations .43 Cooperative Learning .41 Tammy V. Abernathy & Richard N. Vineyard (2001) Academic Competitions in Science: What Are the Rewards for Students?, <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i> , 74:5, 269-276	1. Student attendance in the clubs and competitions 2. Teacher and student observations/perceptions of engagement 3. Track student participation with 5-Star data quarterly.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$200	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$10900	Contracts/Services	Edit	Delete

Actions/Services 3.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide access to College Field Trips and Instructional Field Trips	Hattie Effect Size: Teacher Student Relationships .72 Expectations .43 Jakubowski, L. M. (2003). Beyond Book Learning: Cultivating the Pedagogy of Experience through Field Trips. <i>Journal of Experiential Education</i> , 26(1), 24–33.	1. Pre and post surveys for those in attendance

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$5000	Contracts/Services	Edit	Delete

Actions/Services 3.1.4

Principally Targeted Student Group

- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Staff will oversee Foster Youth needs and engage students in mentoring sessions and more to include team building events and to meet needs for supports/supplies/social-emotional needs and more.	Teacher Student Relationships .72 Zetlin, A. G., & Weinberg, L. A. (2004). Understanding the plight of foster youth and improving their educational opportunities. <i>Child Abuse & Neglect</i> , 28(9), 917-923.	1. Pre- and post surveys from the beginning of the year and the end 2. Student and staff observations and perceptions as well as attendance rosters to the events offered

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.5

Principally Targeted Student Group
 • All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Host 4 Unity Days: Days of sharing, learning and growing in empathy with a diverse group of classmates and school employees inviting intentionally some students who have either shown less participation (5 Star) or a behavior/attendance concern to help connect them. 2. Counselors and administration will refer African American and Hispanic students, who show lack of participation or 3 or more behavioral referrals, to the PBIS Coordinator for invitations to Unity Day.	Hattie Effect Size: Teacher Student Relationships .72 Self Concept .43 Lubienski, S. T. (2003). Celebrating Diversity and Denying Disparities: A Critical Assessment. <i>Educational Researcher</i> , 32(8), 30-38	1. Pre and post survey results from students and staff who participate in Unity Days 2. PBIS Behavior data and/or attendance in school data will be tracked by PBIS committee and Administration.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.6

Principally Targeted Student Group
 • All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Promote Mustang Gold Tickets and PBIS Tier 1: Tickets are used as an acknowledgement system within P.B.I.S. Students who are demonstrating our Core Values of: Respect, Confidence, Community and Integrity. Tickets are in duplicate form. Student receives one ticket and the copy is entered in for the weekly drawing (prizes are donated). 2. PBIS Tier 2 supports will expand and include additional MTSS supports such	Hattie Effect Size: Teacher Student Relationships .72 Self Concept .43 Netzel, D. M., & Eber, L. (2003). Shifting From Reactive to Proactive Discipline in an Urban School District: A Change of Focus Through PBIS Implementation. <i>Journal of Positive Behavior Interventions</i> , 5(2), 71-79.	1. Behavior tracking system data 2. Gold ticket tracking and comparison of students earning rewards with behavior and attendance data 3. PBIS behavior data and suspension data 4. Stakeholder PBIS survey data (SAS and/or site created surveys)

as social emotional groups and behavior tracking to determine next steps.		
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$800	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/7510)	\$200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.7

Principally Targeted Student Group
 • All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Implement active supervision measures with appropriate tools for Safety and Security	<u>The Urban Review</u> December 2010, Volume 42, Issue 5, pp 458-467 <u>Cite as</u> Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children	1. California Healthy Kids and SEL survey data regarding connectedness and safety

Funding Source	Amount	Description of Use		

Actions/Services 3.1.8

Principally Targeted Student Group
 • All • Black or African American

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Student Equity Council will produce and carry out an action plan for a site specific equity project. The council will identify a need and create the plan to take action. 2. Host regional equity meetings and site based African-American/Black Parent advisory council meetings to analyze outcomes, seek feedback and input to create action plans for improved student outcomes.	"Equity and Voice: How a Sense of Belonging Promotes Students' Agency", Alison Lee, Senior Research Scientist, and Meg Riordan, Director of External Research, at EL Education. http://blogs.edweek.org/edweek/learning_deeply/2018/08/equity_and_voice_how_a_sense_of_belonging_promotes_students_agency	1. Pre and post student survey once the project is determined 2. Analyze outcomes for student focus groups (discipline data, gpa, d/f ratios, survey data)

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.9

Principally Targeted Student Group
 • All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1. Provide motivation speaker for students to help increase motivation, participation and engagement. 2. Professional Development provided for culture and climate in the distance learning environment to continue increasing motivation, participation and engagement (Boomerang for instance).	Lubienski, S. T. (2003). Celebrating Diversity and Denying Disparities: A Critical Assessment. <i>Educational Researcher</i> , 32(8), 30-38	1. Student feedback survey or discussion following the speaker presentation. 2. Attendance rates and increased participation in virtual events. Survey data and advocacy engagement.		
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$12000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: <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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1 Increase family and staff interactions to build relationships and increase student achievement. (add info from EGUSD parent survey) Increase all parents satisfaction for having ideas/tips on how to support academics at home from 57% on the LCAP needs survey to 60%. Increase Interactive measure for Family and Community Engagement from 1 to 2 on the PICsee. Increase promotion of parent involvement in school on CHKS* for 9th grade African American and Hispanic Latino parents from 52% and 56% respectively to 54% and 58%. Increase promotion of parent involvement in school on CHKS* for 11th grade African American and Hispanic/Latino parents from 35% and 40% respectively to 37% and 42%. (*this survey includes teachers communicating with parents about learning expectations, parents feeling welcome to participate and staff taking parent concerns seriously)	Metric: Family and Community Engagement
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Actions/Services 4.1.1

Principally Targeted Student Group • All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide a physical copy of the start of the year/summer Parent Newsletter followed by weekly Smore Newsletters translateable to any language. 2. The Parent Engagement committee will work with broadcasting and staff to establish a Parent University program (some via digital platforms and some in person) after conducting a survey to find out the most desired topics.	Hattie Effect Size: Parental Involvement: .51 Xavier Conus, Laurent Fahrni. (2019) Routine communication between teachers and parents from minority groups: an endless misunderstanding? <i>Educational Review</i> 71:2, pages 234-256.	1. Copies of the newsletter and data showing the number of views weekly 2. Parent University participation online and in person attendance will be analyzed along with a survey pre and post.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1. Host quarterly Parent Engagement Events on Campus (i.e. Parent Lunch Days, Movie Nights, Back to School Night, Open House Showcase) in addition to the Parent University.	Hattie Effect Size: Parent Involvement .51 Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i> , 94(4), 682-710.	1. Parent/Guardian attendance rates and end of the year survey		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1699	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

Principally Targeted Student Group				
• EL				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1. Bilingual Translators will be available for Parents/guardians at Parent University, ELAC and other parent events. 2. Parent Engagement committee will survey the staff for commonly used messages to have them translated to invite parents/guardians to events.	Hattie Effect Size: Parent Involvement .51 Bilingual Programs .37 Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i> , 94(4), 682-710.	1. Parent/guardian attendance rates		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.4

Principally Targeted Student Group				
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• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The EL Team will prepare and host minimally 3 or more ELAC Meetings per year.	Hattie Effect Size: Parent Involvement .51 Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i> , 94(4), 682-710.	1. ELAC participation rates

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.5

Principally Targeted Student Group

• All • Black or African American • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> Home Visit coordinator will help recruit staff to make phone calls after hours to coordinate additional home visits. Administration will provide a list of African American and Hispanic/Latino families who may benefit from a Home Visit to encourage participation based on students who are not participating and/or have 3 referrals. Conduct Parent Home Visit Training and Visits Administration will provide the staff doing home visits with invitations for the families to upcoming events. 	Hattie Effect Size: Parent Involvement .51 Miranda Lin and Alan B. Bates, Home Visits: How Do They Affect Teachers' Beliefs about Teaching and Diversity? <i>Early Childhood Education Journal</i> , October 2010, Volume 38, Issue 3, pp 179-185	<ol style="list-style-type: none"> Phone and home visit logs Increased number of staff trained Parent/guardian survey and/or feedback after visit

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.6

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> Increase parent volunteers and parent participation by creating a parent liaison position. Parent liaison will help coordinate volunteers from our parent community to be able to help at events and on committees throughout the year to increase parent involvement and input schoolwide. Staff will conduct parent university and provide virtual or face to face presentations regarding topics such as 	Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i> , 94(4), 682-710. Wood, Lacy; Bauman, Emily, "How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform", NME Education Foundation, February 2017, https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf	<ol style="list-style-type: none"> Analyze feedback and results on our LCAP needs survey, PIC welcoming schools data and based on the numbers of parent volunteers.

how to support your student for academic success, social media, financial aid, college/career and social emotional topics.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

n/a

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Monterey Trail High School - 474

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$134,326	\$134,326	\$134,326	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$6,843	\$6,843	\$6,843	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$54,720	\$54,720	\$45,820	\$0	\$8,700	\$200	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$56,743	\$56,743	\$51,743	\$2,000	\$0	\$3,000	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$988,106	\$988,106	\$893,478	\$16,129	\$52,800	\$25,699	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$3,300	\$0	\$4,866	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$1,273,904	\$1,273,904	\$1,159,510	\$18,129	\$67,366	\$28,899	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$988,106
Subtotal of state or local funds included for this school	\$285,798

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Lara Ricks**

School Site Council Chairperson **Breanna Yates-Dorman**

EL Advisory Chairperson **Jaime Ortega**

_____	_____
_____	_____
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