Monterey Trail High School

Local Control Accountability Plan (LCAP)
2024-2025

Principal: Lara Ricks

County-District-School (CDS) Code: 34673140105916

Elk Grove Unified School District
Elk Grove, California

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

---

Goal Setting (Icapid: 655)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

CHKS survey, LCAP needs survey, equity action planning - parents, students, staff
LCAP Metrics and Dashboard data - shared with leadership team, SCC, Admin and staff
Leadership team - review/evaluation of Sept 2023 LCAP Metrics analysis and survey for programs, SMARTIE goals and
departments/program needs for 24-25

SCC - review/evaluation of 23-24 LCAP, LCAP needs survey data and analysis, LCAP Metrics analysis and evaluation of suggested

Counseling, Instruction, Assessment, Wellness and Parent Engagement committees reviewed actions and analyzed needs for 24-25 based on actions so far

ASB students - LCAP Metrics analysis and feedback, suggestions for LCAP 24-25

MTREC - Monterey Trail Regional Equity Coalition -met on 9/27/23, 12/7/23

Meetings with the above stakeholders occurred on the following dates:

School Site Council (SCC) - 9/21/23, 11/9/23, 2/8/24, 4/4/24, 5/2/24

ELAC meeting dates - 10/12/23, 2/22/24, 4/18/24

Leadership and admin team - 10/18/23, 11/16/23, 1/17/24, 2/13/24, 3/20/24, 4/17/24

Staff - department leads shared with their departments after each leadership meeting

2. Impact of LCAP and Annual Update

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

Continuing actions for departments/course alikes and PD planning/implementation of action plans for continued equity work:

Professional Development - high quality teaching/instruction and addressing learning recovery, wellness,safety, college/career support, equity

Monterey Trail Regional Equity Coalition - wellness, equity work, student voice

CHKS data - meaningful participation desired, student voice

Dashboard data/ATSI - identified higher needs with specific subgroups added in sub group two or more

Directly impacting the PD and staffing planning, equity work, home visits, PBIS, parent outreach and college/career support

Additional trainings for PBIS, Restorative Practices, and SEL with continued implementation

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

MT changed ATSI status from African American, Students with disabilities, Two or More and Homeless student groups to only the Two or More population. Actions were aligned to support these students if they were not already aligned in addition to those populations identified on the CA Dashboard.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion - Percent of Graduates Completing A-G Requirements • AP/IB Exams - Percent of Graduates Passing an AP/IB Exam • CAASPP (ELA, Math, Science) - Distance from Standard • CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**

Site Goal 1.1   (SiteGoalID: 7659) (DTS: 12/13/23)

1.1 Increase the overall percent of students that qualify and are prepared to succeed at a 4 year college/university (A-G completion) from 67% to 70% by 2024-2025 graduates

- **African American students from 60-62% completion of A-G to 60% completion**
- **EL students from 35% completion of A-G (EL) and 37% (EL Longterm) to 37% and 39% completion respectively.**
- **Hispanic students from 51% completion to 53% completion.**
- **Increase the percentage of Students With Disabilities from 13% completion to 15% completion.**

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.1.1   (SiteGoalID: 7659) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **ACADEMIC SUPPORT, COLLEGE & CAREER ENGAGEMENT AND GUIDANCE** 4.13 FTE for additional intervention (Counselors FTE 1.8 (Title I), 1.333 Math Teachers FTE (Title I), 0.666 English Teachers FTE (Title I), and .333 English-EL Teacher (EL Supplemental) and	**Progress Monitoring** 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 and by sub groups. 2. College and Career Counselor will proactively	**Evaluation**

supplies to carry out the guidance.

1. Counselors will implement revised calendar to meet with and complete 100% academic advising with their caseload and create 4 year plans for A-G completion, CTE completion and college/career readiness.
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 aligned with the counselor academic advising sessions.
3. Tutoring will be made available through ASSETS and after school A-G grant to provide additional support to help students at risk and counselors and teachers will recommend additional tutoring.
4. Intervention strategies (including AVID strategies will be taught in professional learning time, implemented in Trail Time intervention period and best practices will be shared by teachers in PLC's as the intervention schedule is revised for 2024-25.
5. Case managers will have a consult period to do additional support for the SPED students as well as supporting the Gen Ed teacher to make accommodations and modifications.
6. Partnership with IYT will continue to support African American males with more intentional recruitment and purposeful use of after school mentoring. College and Career Counselor will proactively progress monitor with the aid of IYT for African

progress monitor all students with disabilities to ensure they continue to be on track to graduate through their 4 year "Grad Plan".
3. 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.
4. Trail time data will be collected and teachers will share within departments and PLC's subgroup data to determine which best practices are proving more effective.
5. Case managers will track data on A-G and 4-year plans towards career goals being met for their students on their case load.
6. Graduation rate for African American students will be reviewed annually. Progress monitoring with College and Career Center and IYT will be analyzed quarterly. Monthly meetings between Principal, Counselor and IYT Coordinator will be held to review data and progress.
7. Goal of minimally 2 field trips per year but more as able to be funded with post survey.
8. Monitor numbers of FAFSA/CADAA submissions with goal of 100% completion.
9. Pre-/post- survey's - what seniors and juniors knew before CCR presentations and what they understood after
10. Attendance at fair and pre-/post- survey data

Overall measurement - increase in A-G completion, higher graduation rates and FAFSA completion in each graduating class and subgroups (see percentage goals above)

American students to ensure they continue to be on track to graduate through their 4 year plan.

7. Fund college and instructional field trips to help AVID and specifically targeted groups that are underrepresented in colleges and/or first generation students to college to help them envision steps to college and career and support their A-G motivation and goals.

8. College Career Readiness students and College Career counselor and team will review, revise and implement actions to help students (100% of seniors) complete FAFSA submissions.

9. Materials and supplies will be provided to help establish our College and Career Readiness program with an online learning management system that teaches students how to succeed in school, apply for college, and be prepared for life after high school that will build a student-led marketing campaign program for college and career success targeting the underserved/underrepresented students.

10. College Career Counseling will hold fairs for financial aid, colleges and careers within the academic school year for students to attend and work closely (host if possible) with, to include the Historically Black College and University Fair to expose students to possibilities and requirements.

11. Math teacher FTE and English FTE will be used to continue offering intervention such as the year-long math course and ELA Literacy/Literacy Enrichment courses. EL FTE will help us

offer more EL courses in social science and English to our newcomers.		

Action 1.1.2 (SiteGoalID: 7659) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs **All staff will participate in professional development and discuss best practices in their PLC to implement towards A-G completion.** 1. Staff will be identified to attend various professional development trainings in addition to the staff meeting professional development and DEI trainings such as but not limited to: AVID Summer Institute or addition AVID trainings, CSU/UC counselor workshops, SEL, High Quality Instruction, Response to Intervention, Professional Learning Communities, etc. 2. Upon return, staff who attended will share out best practices and learnings with others in similar role (counselors with counseling,	Review PLC common templates to see 100% of PLC's using the teaching/learning cycle including data analysis of student outcomes to determine next steps with a goal of seeing improved student outcomes as the PLC progresses. Smartie goals for all departments and PLC's will be revisited in April/May 2024. New goals based on progress monitoring will be set up in the SMARTIE format for 2024-2025. Admin will check in with leads who will have documented progress reporting at least twice in the year for 2024-25 and discuss modifications based on student outcomes.	

AVID with site team and other teachers, PLC leads with PLC or leadership, etc).
3. PLC's will implement best practices and then monitor progress.
4. During PLC, the group will analyze outcomes, determine next steps using learned strategies and implement best practices to further improve.
5. PLC's will continue to monitor, revise, implement and repeat the cycle throughout the year.

Site Goal 1.2   (SiteGoalID: 7664) (DTS: 12/13/23)

Increase the EL reclassification rate from 22% EL/26% EL Long Term to 24% and 28% respectively.

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.2.1   (SiteGoalID: 7664) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ENGLISH LANGUAGE LEARNERS 1. EL Coordinators will aid in duties including:	1. EL Coordinator team will monitor EL reclassification increase, ELAC meeting feedback.	

identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings (which includes training materials and light refreshments). We allocate .501 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.)

2. EL training and conference to be provided for EL teachers and/or coordinators to assist support with newcomer language acquisition and best practices.

3. 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 reclassification of newcomers.

4. Master Schedule team will re-order English courses (elective vs A-G) to better facilitate ELPAC testing and when possible maintain the same teacher for the EL students.

5. Additional materials, instructional on-line subscriptions and curriculum for EL students' needs will be provided for staff to assist EL students across curriculums.

2. Agendas, application of practices, shared best practices among the EL teachers and schoolwide as applicable. Team will collect EL walk through data and monitor implementation of best practices.

3. EL student schedules will be reviewed for A-G courses and pre-requisites and coordinators will monitor progress for reclassification based on interim results.

4. EL coordinator and team will analyze results from testing and English grades for students.

Goal to see continued increase in EL students reclassifying as noted in goal above. ELPAC test results will show increase in language proficiency

Site Goal 1.3   (SiteGoalID: 7665) (DTS: 12/13/23)

Decrease percentage of students earning D's and F's to support increasing graduation rate, college preparedness and A-G completion/CTE completion.

- **African-American students reduce from 22% earning D's and F's by 6% by 2024-2025**
- **Hispanic/Latinx students reduce from 19% earning D's and F's by 6% by 2024-2025**
- **Overall from 15-18% each term to 13% by 2024-2025**

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

---

Action 1.3.1   (SiteGoalID: 7665) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs 1. All departments will be participating in professional development for high quality instruction with an emphasis on Student Talk and engagement/participation and other such as: SEL, Restorative Practices, AVID strategies, Response to Intervention, PLC's, supplemental materials/supplies and technology, etc. 2. Within PLC's and through instructional rounds, staff will participate in peer observation and debriefing use of best practices to	1. Leadership will analyze data and feedback from observations and instructional rounds as it relates to the various strategies and high quality teaching framework 2. Results of teaching learning survey will be reviewed in Leadership and shared with departments to help determine next steps for implementation with a focus on student talk and challenging our students. 3. PLC's will document the data analysis on the common PLC template for each PLC renaming it and sharing with admin 4. Trail Time revisions will be analyzed through collection of observation data (special	

analyze what works and what is not working.

- Instructional Rounds and Peer observation within PLC's will be introduced to Leadership team in spring 2024.
- Instructional Coaches will provide additional training and guide professional development in collaboration with site admin and leadership team to engage more members of the departments as we proceed through the instructional rounds process.
- Fall 2024 Leadership members or other teaching staff will participate in the instructional rounds.
- A plan for minimally 4 instructional rounds will be implemented with the help of Leadership and coaches to give feedback on strategies for student talk and active participation.
- Peer observations will be determined by PLC's during the fall when not in WASC preparation meetings.
- Each PLC will be provided a template as a starting place for a PLC observations regarding a specific strategy
- Dept leads will collect data and share at leadership

3. PLC's will analyze student outcomes to determine reteaching, need for other strategies and what next steps will help modify instruction to improve student outcomes.
4. Concurrently, Trail Time intervention period will be revised based on input and

walk through form) and surveys
5. Debriefs of best practices shared out at staff meetings and via surveys sharing results (qualitative or quantitative)

student outcomes for the 2024-25 school year.
5. AVID strategies and other responses to intervention strategies will be researched, learned and shared to help find best practices for intervention to be implemented in Trail Time.
6. Surveys to monitor these changes and teacher collected data after implementation of strategies will be reviewed to continue to provide additional resources, materials, intervention curriculum needs, release time for curriculum development and other needs to continue to improve Trail Time and student outcomes.
7. PLC's and leadership will analyze student outcomes and continue to monitor progress including overall d's and f's and Trail Time data.

Action 1.3.2   (SiteGoalID: 7665) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **TARGETED INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs**	**Progress Monitoring** 1. Dept/PLC SMARTIE goals will include specific measurements and data to be collected and shared with leadership quarterly by department leads.	**Evaluation**

1. Staff professional development, conference attendance, and/or a book study will be identified and offered with a focus on our marginalized populations including but not limited to our African-American/Black students and Hispanic student needs.
2. All Departments will be provided an opportunity to request release time or off contract time to analyze results for African-American, Hispanic, two or more and other marginalized groups to revise teaching and share best practices for improved outcomes.
3. Groups attending conferences or using release time will provide best practices and/or learnings/resources to be accessed by others on campus.
4. Governance groups and leadership will have access to the resources to determine best ways to share out with full staff and when applicable will be shared in school-wide staff meetings/professional development by those in attendance.
5. Departments will continue to use SMARTIE goals to address outcomes for our targeted student populations with data to be collected, analyzed and monitored to continue to modify interventions and strategies to improve outcomes.

2. Leads will share progress monitoring with admin
3. Feedback after staff development and debriefs with peers of strategies will be reviewed.

Reduction of number of D's and F's per term

Action 1.3.3   (SiteGoalID: 7665) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
TUTORING, INTERVENTION, ENRICHMENT AND EXPANDED LEARNING 1. Tutor training to support tutor program in alignment with academic outcome goals in addition to peer tutors at site, specifically in AVID and ASSETs program. 2. Tutoring will be offered at large and teachers will identify those students in targeted groups who are needing additional tutoring and will recommend them to the program after school. 3. Students attending tutoring will sign in on 5Star and teachers will be able to monitor attendance to identify impact of tutoring on grades/outcomes. 4. Strategies to support at risk students will be trained/shared and teachers will continue to revise intervention strategies and modify use of Trail Time to scaffold and structure review/tutoring/intervention plans to support at risk student groups. 5. Surveys and debrief sessions will be held to determine use of strategies and what is working and what needs to be adjusted. 6. D and F grades will be reviewed in PLC's and through progress report and term grades by leadership. 7. Leadership will share with their departments and then	Reduction in D's and F's at each grading period as compared to the prior years. 1. 5 star attendance at tutoring and targeted supports will be collected and reviewed 2. PLC's discussion of intervention and progress monitoring in Trail Time - track targeted interventions and progress to share in dept and then with leads/admin each term 3. Governance committee and/or leadership review of survey data, d/f data to see progress 3 times a year 4. Schoolwide d and f data analysis shared with leadership and then dept and plc	

with PLC's to determine next steps to improve student outcomes. 8. Field Trips and Presentations connected to curricular content including all departments provided when aligned to instruction and goals. 9. Subscriptions, materials and supplies, and other supplemental resources connected to curriculum, will be provided to further expand learning and engagement.		

Site Goal 1.4   (SiteGoalID: 7666) (DTS: 12/13/23)

1.4 Increase percentage of CTE completers

- **Overall CTE completion percentage from 12% to 15% by 2024-2025**
- **African-American students from 12%-15% by 2024-2025**
- **Hispanic students from 5% - 8% by 2024-2025**
- **Students with disabilities from 8%-10% by 2024-2025**
- **Two or more from 10%-12% by 2024-2025**

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

Action 1.4.1   (SiteGoalID: 7666) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Recruit, retain and support at risk students in CTE 1. Identify gaps in populations of students based on most recent enrollees in our CTE programs. 2. Create a recruitment plan for November and December 2024 intentional recruiting and tapping students who are in targeted populations (lunch promotions, posters, bulletin, advocacy/Trailivision, class tours, school social media, email, etc.) 3. Use untapped on campus opportunities such as lunch, Trailivision and potential tour days to have 9th graders visit CTE classrooms and hear from diverse students from the targeted populations to explain benefits and reasons to join. 4. Counselors have all 9th graders fill out interest form in academic advising throughout meetings 5. Special invites to interested students and their parent/guardians to Open House (tours provided) and Mustang Derby (CTE/AP/H night) 6. CCC use off site placement tool to ensure at-risk populations are enrolled per CPA criteria representing our student demographics 7. Master Schedule team and counselor ensure proper course sequencing and only enrolled in grade level courses to ensure completion 8. CTE governance committee will share best practices for retaining students to implement those across all CTE pathways. We cannot meet the ideal of 25% of graduating seniors completing the pathways when we don't offer	1. Master Schedule team and counselor ensure proper courses equencing and only enrolled in grade level courses to ensure completion 2. Master Schedule team and CTE leads will analyze student enrollment and conduct analysis of CTE completers 3. CCC and Master Schedule team will see enrollment to show increase in diverse/targeted students who are in the correct progression of courses 4. Leadership team and School Site council will analyze LCAP Metrics to see who completes the pathway in each program. 5. LCAP Metrics to see who completes the pathway in each program. 6. Analysis of enrollees each year Goal of increased number students enrolling from targeted backgrounds who have an interest in the specific CTE fields and increasing the number of females to the STEM fields.	

enough seats for 25% of our students to be enrolled. Thus, we will pursue a grant to add a health/medical pathway 10-12th grade within the next three years ideally.

Site Goal 1.5   (SiteGoalID: 7667) (DTS: 12/13/23)

Increase representation, retention and percentage passing in Advanced Placement.

- **Overall passage rate from 20% to 25%**
- **African-American passage rate from 7%-10%**
- **Two or more passage rate from 14%-17%**

Metric: AP/IB Exams - Percent of Graduates Passing an AP/IB Exam

Action 1.5.1   (SiteGoalID: 7667) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. AP training at summer institute will be provided and AP governance will meet to discuss best practices 2. Governance will revise the plan and implement recruitment of African-American students, Two or more students and other marginalized groups and	1.Student outcomes in AP classes during formative assessments specifically and passage rates analyzed by governance committee and AP teacher 2. Teacher and coordinator analysis of enrollment, retention and passage rates. 3. Pre-post surveys for students if/when pre-AP skills class is able to be offered	

develop best practices for retention to share with all AP teachers. 3. Pre-AP skills course will be written and as FTE or timesheet is available will be offered to help students feel prepared. 4. AP teachers will develop and implement best intervention/study skills and curriculum to use during the Trail time intervention period. 5. Governance committee will determine surveys and data collection to analyze what is working and what is not monitoring progress within AP classes and share out results with leadership and/or AP teachers. 6. Digital, in person and written communications to promote the program and demonstrate diverse representation including but not limited to AP/H/CTE Mustang Derby event and promotion materials with special outreach to African-American students.	4. Trail Time surveys regarding AP Increase in enrollment and passage rates of marginalized and under-represented sub group populations.	

Site Goal 1.6   (SiteGoalID: 7770) (DTS: 03/12/24)

 Increase number of students scoring Standard met or exceeded on SBAC in both CAASPP Math and ELA.

- **Overall in math from 21% to 25% and ELA from 45% to 50%**
- **Two or more in math from 23% to 25% and ELA from 43% to 45%**
- **African-American in math from 1% to 8% and ELA from 20% to 27%**
- **EL in math from 7% and 2% (Long term) to 9% and 5% (long term) and ELA from 8% and 4%(long term) to 10% and 6% (long term)**

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

Action 1.6.1   (SiteGoalID: 7770) (DTS: 03/12/24)

Targeted Student Group(s)

• Black or African American • EL • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **CAASPP targeted committee work** 1. A committee will be formed and time-sheeted (as needed) to analyze results from most recent CAASPP, look for trends and create a plan for increasing CAASPP scores especially for targeted groups. 2. The committee will meet in August and formulate a plan including identifying students form targeted groups to begin implementation of interventions in October. 3. The committee will determine interventions utilizing available time possibly in Trail Time, Advocacy, after school, lunch time or late start or providing assistance to classrooms for targeted interventions to help identified students work towards improving their CAASPP outcomes. 4. The committee will make additional recommendations for upcoming years based on results on CAASPP and interim assessments.	**Progress Monitoring** Interim assessment results may increase and ultimately increase in students from target groups meeting or exceeding standards. 1. Report from committee with action steps and progress monitoring	**Evaluation**

Site Goal 1.7　(SiteGoalID: 7896) (DTS: 05/11/24)

Regional go for feeder elementary and middle school along the MTHS will focus on overall implementation of effective active participation. As Measured by the Teaching and Learning Program Implementation Continuum, the active particiation implementation will increase from 69.6% to 80% for the region. At MT, this goal will be aided by the increased implementation of student talk.

Metric: Other

Action 1.7.1　(SiteGoalID: 7896) (DTS: 05/11/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Coaches will collaborate with administration for an instructional plan for the year that incorporates modeling, protocols and best practices for using student talk and holding students accountable to talk while increasing active participation. 2. Each semester the staff meeting and/or reverse minimum days will include professional development related to student talk and active participation while continuing to utilize the other elements of the high quality instruction framework. 3. Staff will review and analyze the results of the teaching/learning survey and the survey will be relaunched midyear to analyze changes. 4. After an implementation period, staff will debrief the protocols attempted and strategies in	1. FONT walk through data 2. Teaching learning continuum data	

circles and provide feedback as to what went well, what questions and support they still have/need.
5. Coaches and admin will meet and collaborate on next steps to repeat these cycles of modeling and professional development and then debrief with feedback to help increase implementation.
6. Throughout, admin will use the digital FONT walk through to collect data on observed/not observed active participation

Funding Sources for District Goal 1 (DEV - LCAP ID: 655)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	519000	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5885	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	160000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	30000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	35000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	40566	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	27000	Certificated- Salaries
EL Supplemental (7250/0000)	5000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	13929	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	2000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7663) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7663) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1. Administration and Department leads over English and Math will meet regularly with subject specific PLC's to schedule interims in Illuminate to ensure they are completed. 2. Math department will create a plan for assessing using the interims. Release time will be provided and the coach will help collaborate to determine a plan to increase participation in the math interims.	1. Illuminate assessments administered.	

Site Goal 2.2   (SiteGoalID: 7660) (DTS: 12/13/23)

Increase use of data analysis for improved programmatic evaluation throughout Departments/Programs/PLCs as well as school-wide.

- **100% of PLC's using data analysis through the formative assessment cycle to inform instruction as shown in common PLC document with minutes**
- **Leadership involvement in programmatic evaluation for continuous improvement**
- **SMARTIE Goals for all departments/programs implemented, monitored and data shared with leadership**

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7660) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making

	shared with?	progress?
Action Plan	**Progress Monitoring**	**Evaluation**
DATA ANALYSIS 1. Leadership and/or PLC training on data analysis/assessment literacy and best practices for PLCs to improve student outcomes 2. Teachers will utilize Illuminate as a data disaggregation tools(software helps to aggregate and disaggregate data at the question, student and class level) and will have access to TurnItIn and other types of programs and tools (iPads) for additional data analysis. Professional Development for assessment tools will be incorporated into the PD plan. Turnitin to be funded by Title I. Technology and/or supplies for conducting Data Analysis funded by Supplemental Concentration. 3. Technology committee will create plan to work with Advocacy committee and English/Math/Science teachers to incorporate CAASPP components in classes. 4. Governance teams, admin and leadership will collect and analyze data including but not limited to our intervention program, AP/H data, d/f data, teaching learning survey data and illuminate assessments to provide programmatic evaluation. 5. Departments will discuss progress monitoring and set up a system to progress monitor and report out about SMARTIE goal progress.	1. PLC common minutes template will show data analysis and student outcomes with actual data attached along with modifications made. 2. Administrator observation and teacher lessons showing CAASPP components incorporated. 3. Data analysis shared with subcommittees, departments, PLC's, leadership and admin to provide data to educational partners and for use in programmatic evaluation.	

Targeted Student Group(s)

• All • Black or African American • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ASSESSMENT PLCs and Governance ASSESSMENT committee 1. Common Core 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. Funded by Title I. 2. Governance committee will be established according to LCAP and WASC established goals and critical areas of need including assessment to analyze student outcomes and identify opportunity gaps and establish action plans. 3. Governance action plans will be shared out with leadership and departments to incorporate into SMARTIE goals when applicable.	Increased programmatic evaluation by all stakeholders Common PLC template, progress reporting by leads monitoring progress towards SMARTIE goals and WASC self-study analysis	

Funding Sources for District Goal 2 (DEV - LCAP ID: 655)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:	District Needs and Metrics 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 7661) (DTS: 12/13/23)

Increase favorable responses on Social Emotional Learning survey for Self-Awareness

- **Students with Disabilities from 49% to 70% by 2024-2025 (overall SEL favorability currently 62% on LCAP Metrics)**
- **African-American/Black students from 58% to 80% by 2024 - 2025 (overall SEL favorability currently 66%)**
- **Homeless students from 36% to 50% by 2024-2025 (overall favorability 52%)**

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 7661) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Increase student self-awareness especially navigating challenging content and curriculum increasing belief they can excel:	**Progress Monitoring** 1. Implementation of strategies as observed by administrators and student feedback regarding activities and climate.	**Evaluation**

1. Professional Development (possibly on site Character Strong training) to increase our SEL and wellness activities and engagement including in content areas. 2. Utilize Wellness governance (which includes Advocacy committee, PBIS committee, Tier 1 committee, Restorative practices committee) to determine best practices from character strong and increase implementation of explicit SEL lessons using supplemental curriculum in content area classes, SPED classes and throughout school-wide advocacy lessons. 3. Provide supplemental materials needed for SEL implementation as requested. 4. Wellness governance will survey staff to determine best practices being used and which practices would be best in a monthly "have you tried this" handout, newsletter or flier communication to help promote use. 5. Advocacy committee will analyze which lessons are best to enhance advocacy curriculum and revise curriculum accordingly.	2. Leadership examine student feedback and survey feedback.	

Site Goal 3.2   (SiteGoalID: 7669) (DTS: 12/13/23)

Increase students answering favorably about school climate

- **overall from 72% to 80% by 2023-2024**
- **African-American/Black from 67% to 80% by 2024-2025**
- **Students will Disabilities from 68% 80% by 2024-2025**
- **Two or More from 70% to 80% by 2024-2025**
- **Foster Youth from 67% to 80% by 2024-2025**
- **EL from 69% EL/67%EL long term to 80% by 2024-2025**

while simultaneously increasing school connectedness

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7669) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Tier 1 and 2 supports, motivation, recognition 1. Plan, create and host PBIS kick off days and PBIS lessons in advocacy throughout the year; including signage, supplies. supplemental curriculum to be utilized in Advocacy and schoolwide, which support PBIS Core Values and offer valuable teacher resources for community building. 2. Identify and send tier 1 and 2 team members to PBIS conference to learn and bring back additional strategies to incorporate into daily use in classrooms, gold ticket program, lessons, and throughout campus. 3. Motivational speakers will work with our student to help with motivation and connection to school and community. 4. Incorporate community building in 4 Unity Days: Days of sharing, learning and growing in empathy with	Tiered Fidelity Inventory will show improvement from areas rated 1 to 2. School Climate results on LCAP metrics will be progressing towards goals above. Tier 2 students exiting the tier 2 supports will be tracked to see an increase in exits. 1.California Healthy Kids and SEL survey data regarding connectedness and safety. 2.Knowledge of core values and PBIS TFI results. 3.Pre and post survey results from students and staff who participate in Unity Days. 4.PBIS behavior data and/or attendance in school data will be tracked by PBIS committee and administration. 5.Behavior tracking system data and tier 2 data tracked by tier 2 team and reported out. Gold ticket tracking and comparison of students earning rewards and behavior and attendance data. 6.PBIS behavior data and suspension data.	

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.

5. Promote Mustang Gold Program 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 are awarded tickets by staff members. Awards and incentives, such as custom MTHS promotional items, are then awarded on a weekly basis to students, in addition to mailed postcards to recognize students' positive behaviors and for those who exemplify core values including confidence as applicable.

6. Restorative certificated staff member hired:
    - will develop ways to identify student or groups who need support and do 1:1 restorative meetings/projects and skill building
    - utilize the wellness space after school to hold group discussions, provide safe space and continue to meet with students
    - help in classrooms to restore community and/or guide use of restorative practices tools and resources
    - conduct restorative chats and conferences as applicable with staff, student and family

7. PBIS Tier 2 supports will continue and include additional MTSS supports such as social emotional groups, home visits, "Closing the Gap" support, and

7. Counseling pre-post surveys collected by counseling.
8. Wellness space post surveys and attendance will be tracked.
9. California Healthy Kids and SEL survey data regarding connectedness and safety.
10. Student feedback survey and/or discussion following the speaker presentation.
11. Feedback survey collected by admin overseeing culture climate/PBIS

behavior tracking to determine next steps. Students achieving goals will be honored accordingly through recognition ceremonies.

8. Staff will use Synergy MTSS reporting system to identify students of concern early and use PBIS tier 2 supports and resources to help. In addition, hall pass system and associated technology and will be purchased and used as an intervention tool to collect data on students habitually missing class. One-on-one counseling will take place to encourage motivation and effort, and also to provide necessary supports for students who are not academically engaged.

9. Tier 2 team will be additionally trained for Tier 3 to begin implementation when ready.

10. Each team will conduct the Tiered Fidelity Inventory and track behaviors to create action plans and implement actions to address gaps between expectations and behaviors.

11. Counselors and Social Worker will use a needs survey coupled with MTSS, referral and behavioral data o determine which mental health support groups are needed throughout the year. They will also run a Mental Health and Suicide prevention week tabling and giving resources and information to students.

12. Students with needs identified will be invited to the groups and data will be collected by counselors/social worker to determine effectiveness or modifications for the next group as well as who may need to continue in the group.

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Targeted groups for Equitable Outcomes and sense of belonging:** 1. Staff will be identified to participate in mentoring of targeted groups through committees such as: Foster Youth, Mustang Mentors, Student Equity Council, BSU, etc. and create a year-long plan of growing student leadership, building connections, goal-setting and more. 2. Planning meetings and group meetings with students will take place minimally bi-weekly to include tracking progress and determining next steps. 3. Partnering with Innovation Bridge to increase student leadership, we will seek additional feedback using student and family voice continuing to work towards improved student outcomes. IB is holding leadership trainings for our students to conduct listening sessions to inform staff and admin about culture and climate and	**Progress Monitoring** Tracked data with increased student goals met (these will be individual in mentorship groups) and participation numbers in equity events/activities increased ultimately resulting in goal outcomes above (increased favorability in climate/culture survey) 1.Pre and post surveys. 2.Pre- and post surveys from the beginning of the year and the end; Student and staff observations and perceptions as well as attendance rosters to the events offered. Student gpa and grade tracking by mentors. 3.Increase participation by at risk groups - attendance rosters in 5 star and decrease in referrals for those participating. 4.Listening Sessions (ideally student led) results 5.Analyze outcomes for student focus groups (discipline data, gpa, d/f ratios, survey data). 6.Participation in the events - 5Star data, surveys, sign in sheets 7.Administration observation and staff feedback 8.Phone logs and teacher reports regarding progress for those	**Evaluation**

teaching/learning to be able to better take action.
4. Quarterly, leads will progress monitor using data collected and input/feedback to share with educational partners.
5. Funding will be provided for student equity activities with supplies, printing and services to create opportunities with student driven projects.
6. Staff will continue to use outside services, professional development, possibly book studies to further enhance their strategies to improve climate for all.

targeted students.

Action 3.2.3   (SiteGoalID: 7669) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Student Connectedness and Access/Opportunity 1. Identify gaps in participation using 5 star data from 2023-2024 (grades 9-11) 2. Track participation while offering field trips, academic, student interest and cultural clubs, academic competitions, celebrations, athletics, Link Crew, leadership, conflict-management and co-curricular/extra-curricular opportunities. 3. Activities and wellness committee will review 5-star data quarterly and develop a plan to tap students who are not involved to help recruit/invite them to be more involved. 4. Website, social media, online resources, student senate and visual displays and suggestion boxes will incorporate student voice and family voice to help determine next steps and assess additional opportunities to be explored/offered. 5. When possible, lower pricing for events and opportunities by funding academic charter expenses and assisting ASB with engagement activities.	Decrease number of students, especially in targeted groups, who are not involved or less involved on campus using 5 star data and attendance/participation rates. 1. Activities and wellness committee will review 5-star data quarterly and develop a plan to tap students who are not involved to help recruit/invite them to be more involved.	

Site Goal 3.3   (SiteGoalID: 7670) (DTS: 12/13/23)

Decrease percentage of students suspended:

- **African-American/Black students from 13% to 8% by 2024-2025**
- **Students with Disabilities from 13% to 7% by 2024-2025**
- **Two or more from 11% to 7% by 2024-2025**

Metric: Suspension Rate: Percent of Students Suspended

Action 3.3.1 (SiteGoalID: 7670) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Implement a combination of targeted home visits, mentoring and restorative practices approaches to reduce suspensions for targeted groups. 1. Restorative practices review of strategies in August. 2. Tier 1 team will be trained in tier 2 restorative practices either in fall or spring and possibly tier 3 in the spring 3. Team will implement as early adopters at least one practice to gather data/feedback and share with each other to debrief at governance. 4. Team will share strategies with governance committee and determine best ways to train others going forward. 5. Restorative practice tier 1 tools will continue to be utilized in the professional development and staff meetings as models and for consistency of use. 6. Tier 1 tools will be used in advocacy curriculum for community building.	**Progress Monitoring** 1. Suspension and restorative practices data; referral data will be analyzed including targeted subgroups by admin and PBIS and Restorative Practices teams monthly 2. Data will be shared with leadership team quarterly by VP over wellness committee 3. VP over wellness will administer a survey to gather feedback regarding implementation of new practices 4. Counselor will present data of pre/post surveys as well as track progress of individual students and share with administration quarterly. Goal is reduction in recedivism and reduction in number of suspensions	**Evaluation**

7. A Restorative Practices Counselor (1.0 FTE) will be hired to implement 1 on 1, small group supports, restorative lessons and to work in wellness space after school with targeted groups in a safe space setting to begin work in 2024-2025.
8. The counselor will create a plan and be provided materials, signage, curriculum, resources, etc. for assessing needs, supporting needs, tracking student/teacher/class interactions and lessons to provide data as to effectiveness of strategies, coaching, lessons.
9. The counselor will identify students with repetitive behavioral incidents and work to help set goals and prevent reoccurrence.

Funding Sources for District Goal 3 (DEV - LCAP ID: 655)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	150000	Certificated- Salaries
Title I – Basic (4900/3010)	15000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	50000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries

Supplemental/Concentration (7201/0000)	20000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	35000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	15000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 7662) (DTS: 12/13/23)

Increase overall relationships between school staff & families while elevating voices of families.

- **Overall 90% to 95% by 2024-25**
- **African American from 93% to 98% by 2024-2025**
- **Two or more from 57% to 65% by 2024-2025**

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1   (SiteGoalID: 7662) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • School-wide • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
PARENT LIAISON, COMMUNITY OUTREACH AND ENGAGEMENT 1. In July/early August send welcome mailer to all students/families, followed by weekly Smore Newsletters translatable to any language and staff will update parent information items on website. Funded by Title I. 2. Provide planned family meeting opportunities on calendar and emailed to all families weekly to include but not limited to: ELAC, Parent University/Caregiver cafes, School Site Council, Family Lunch Days, Open House and special events (Mustang Derby, Giddy Up, Spring Carnival, etc), Governance Committee opportunities and more. 3. Recruit at BTSN and Open House for added parent involvement. 4. Determine when we might add workshops for families	Increased participation in meaningful opportunities Goal to continue to increase the percentage of families reporting favorably as noted above. 1.Copies of the newsletter and data showing the number of views weekly. 2. Parent/Guardian attendance rates reviewed by admin/leadership team quarterly. 3.Parent/Guardian attendance rates reviewed by admin/leadership team quarterly. 4.Analyze feedback and results on our LCAP needs survey yearly, PIC welcoming school data and based on the numbers of parent volunteers. Family, community, school liaison will report to administration the feedback collected. 5. Get feedback on where families heard about events, etc to better utilize most useful modes of communication	

when families are already present (like family lunch day) and if they would be added value and attended.

5. Bilingual Translators and interpreters will be provided and families can rsvp to let our site know their needs for events/meetings.

6. Invite returning families to participate as potential mentor families to families new to MTHS. Work with FACE and liaison to help establish ways for connecting families to families in a mentoring style in addition to caregiver cafes.

7. Parent Engagement committee will continue to work with liaison from FACE to provide digital links to community resources and resources will be shared at family events.

8. The liaison and Parent/Community Engagement committee will work to create volunteer sign ups for parent/family involvement and share how to become a volunteer at events.

9. Staff including the liaison will do parent outreach and communication to invite family of targeted groups to events and meetings.

10. Additional welcoming signage and promotions will be created.

11. The admin and liaison will review parent/family attendance and survey results to determine next steps throughout the year.

Action 4.1.2   (SiteGoalID: 7662) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **HOME VISITS** Increase partnerships with families for all but also for specific targeted at risk populations. 1. Home Visit coordinator recruited. 2. Home visit coordinator and liaison will help recruit staff to be trained and/or to make phone calls to coordinate home visits to 9th grader families for July 2024. 2. Invites will be sent to 9th graders and targeted families to request a home visit. 3. Staff will visit 9th grade families and any other families requesting a visit in summer and into the fall. 4. Trained home visit staff will be recruited to help recruit additional staff to be guest visitors as partners or to become trained as well. 5. Families and students who participated will be asked for testimonials and/or input as well as be invited to share about their experience with staff.	**Progress Monitoring** • committee will track number of home visits and share with staff and leadership team yearly • mentors will have progress logged and tracked to report to committee mid year and end of year • committee will report progress to leadership twice a year Goal - 100% of incoming 9th graders have a chance to ask for a home visit and 50% or more of incoming 9th graders visited in summer or fall of 2024.	**Evaluation**

Decrease percentage of chronically absent students

- **African-American/Black from 18% to 15% by 2024-2025**
- **Hispanic/Latinx from 26.4% to 22% by 2024-2025**
- **Foster Youth from 60% to 50% by 2024-2025**
- **Students with Disabilities from 35.1% to 32% by 2024-2025**

Metric: Percent Chronically Absent

Action 4.2.1   (SiteGoalID: 7671) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. Continue participating wiht AIO staff member, Attendance Tech and Chronic Absnece Task force to set up porch visits. 2. Communicate importance of attending to all families at Orientation, in the newsletter and through school messenger with translations 3. Identify returning students who were chronically absent in 2023-2024 to conduct porch visits over summer to identify root causes and provide resources when available 4. Chronic Absences Taskforce will conduct porch visits throughout the year and identify next steps while working with the family. 5. Counselors in coordination	**Progress Monitoring** • Track absences for those returning students who have porch visits based on their absences in 2022-2023 • Counselors will track progress after interventions named during the summer planning that are implemented in the fall and throughout the year • Counselors and/or VP over attendance will report out any findings or progress from the tracking at least twice a year • Findings will be shared by admin to School Site Council Goals to increase attendance and decrease chronic absenteeism as noted above.	**Evaluation**

with VP over attendance and attendance tech will follow up with students/families who have chronic absences based on those next steps.

Funding Sources for District Goal 4 (DEV - LCAP ID: 655)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	15000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	5000	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets

EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$519000	$0	$150000	$0	$669000
Certificated- Timesheets	$0	$0	$15000	$15000	$30000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$5000	$5000
Contracts/Services/Subscriptions	$5885	$0	$50000	$5000	$60885
Materials/Supplies/Equipment	$5000	$0	$10000	$5000	$20000

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$160000	$0	$0	$0	$160000
Certificated- Timesheets	$30000	$0	$20000	$5000	$55000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$5000	$0	$0	$5000	$10000
Contracts/Services/Subscriptions	$35000	$0	$35000	$5000	$75000
Materials/Supplies/Equipment	$40566	$0	$15000	$5000	$60566

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$27000	$0	$0	$0	$27000
Certificated- Timesheets	$5000	$0	$0	$0	$5000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$13929	$0	$0	$0	$13929
Materials/Supplies/Equipment	$2000	$0	$0	$0	$2000

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

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$784,885	$529,885	$0	$225,000	$30,000	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$360,566	$270,566	$0	$70,000	$20,000	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$47,929	$47,929	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,193,380	$848,380	$0	$295,000	$50,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$784,885
Subtotal of state or local funds included for this school	$408,495

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Lara Ricks		
School Site Council Chairperson	Shreya Prasad		
EL Advisory Chairperson	Toan Ngo		