Monterey Trail High School

Local Control Accountability Plan (LCAP) 2025-2026

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

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Goal Setting (lcapid: 781) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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, Perspective survey data, RED DIY data and Dashboard data - shared with leadership team, SCC, Admin and staff

Leadership team - review/evaluation of Sept 2024 LCAP Metrics analysis and survey for programs, SMARTIE goals and
departments/program needs for 25-26 and participated in mid-cycle WASC study critical areas of need
SCC - review/evaluation of 24-25 LCAP, LCAP needs survey data and analysis, CA Dashboard, RED DIY data, LCAP Metrics analysis and
evaluation of suggestions
Counseling, Instruction, Assessment, Wellness and Parent Engagement committees reviewed actions and analyzed needs for 25-26 based on actions so far
ASB students - LCAP Metrics analysis and feedback, suggestions for LCAP 25-26
MTREC - Monterey Trail Regional Equity Coalition -met on 10/2/24 and Dec. 5, 2024 and March 27, 2025
Meetings with the above stakeholders occurred on the following dates:
School Site Council (SCC) - 9/19/24, 11/7/24, 2/13/25, 4/3/25 and 5/22/25
ELAC meeting dates - 10/3/24, 2/20/25, 4/17/25
Leadership and admin team - 10/23/24, 11/21/24, 1/15/25, 2/19/25, 3/24/25, 4/16/25, 5/14/25
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 intervention, PLC process, data analysis,
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 - identified higher needs with specific subgroups
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, TSI 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.

No longer ATSI school

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

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**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8968) (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 1.1.1   (SiteGoalID: 8968) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
1. Identify dates/deadlines for the interim assessments for English and Math departments (VP/leads). 2. VP work with the leads and establish plan to completely administer the interim assessments. 3. Teachers administer all interim assessments and possible off contract time or PLC time to analyze results.	Completion rate should be at 95% or above VP will pull data on interims twice per quarter and communicate with leads and principal. Math 1 results should show 70% or more at grade level standards - governance group will be able to analyze and report out.	

Site Goal 1.2   (SiteGoalID: 8826) (DTS: 02/13/25)

Increase the overall percent of students that qualify and are prepared to succeed at a 4 year college/university (A-G completion) from 64% to 69%

- **EL students from 22% completion of A-G (EL) and 30% (EL Long-term) to 25% and 35% completion respectively**
- **Hispanic students from 49% completion to 51% completion**

While reducing the numbers of D's and F's to support increasing the graduation rate, college preparedness and A-G completion/CTE completion rates:
Overall reduce the percentage of those earning D's and F's from Term 1 11.47% and Term 2 18.72% to less than 11% in each term by end of 2026-27 school year

- **Hispanic/Latinx students reduce from Term 1 15.3% and Term 2 11.53% - earning D's and F's by 3% by 2026-27**

(also noted in goal 2 - increase percentages related to SWD and African-American students)

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

Action 1.2.1   (SiteGoalID: 8826) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. - Additional Counselors FTE 1.8 (1.3 from Supplemental, and 0.5 from Title) will support in the following ways including but not limited to: counseling and guidance, 100% academic advising, A-G task force, college career readiness program, FAFSA completion actions, 2. - 1.334 AVID Teachers FTE (Title I), 0.333 English Literacy Enrichment 9 Teachers FTE (Title I), .333 English Literacy teacher FTE (supplemental), .25 Life after High School FTE, .167 Math teacher FTE (supplemental), and .333 English-EL Teacher (EL Supplemental) will support in the following ways, including but not limited to: AVID, Life after HS, Exploring Functions through Mathematical practices, EL intensive and English literacy and 9th grade English support courses (Total FTE in 1 and 2 above = 2.167 Title 1, .33 EL supp, 2.047 Supplemental) 3. - Career fairs, college fairs, CTE fairs, family and student financial aid and career/college events, Cash for college and other educational events will be hosted. 4. - Tutoring and Trail Time intervention will be made available to provide additional support to help students at risk and counselors and teachers will recommend additional tutoring. Staff will be recruited to be paid	• 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 mid-year and annually. • College Career Readiness measurements will be reviewed mid-year and annually/AVID success will be in self-study conducted with AVID bi-yearly. • D and F data in math and English will be reviewed by progress reports and terms within PLCs and with dept lead as data is available to determine next steps. • Pre and/or Post surveys at various events will determine effectiveness of events. • 5 Star data will be reviewed for tutoring and a tracking system to track intervention within the tutoring will be used to determine which strategies are most effective. • Pre and/or post surveys will determine field trip effectiveness. • Feedback regarding instruction will be collected for all Instructional Rounds and presented in spring of the year to the staff. • PLC common template will be used as well as documents created from release days or off contract time will be reviewed by admin throughout each term.	

after contract to develop lessons for skill building, curriculum intervention and to organize and implement movement during advocacy for more focused intervention when possible.

5. Funding will be provided 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 goal

6. Instructional Rounds focused on high quality instruction will take place.

7. Release days and timesheet pay will be provided for additional high quality instruction planning, intervention planning for in the school day, data analysis to modify lessons and reteach based on results, sharing of best practices and developing accessible curriculum, active participation, student talk and formative assessment strategies in alignment with learning targets and success criteria.

8. Release days and timesheet pay will be provided for vertical articulation within MTHS grade levels but also with our feeder middle school EHMS.

9. Provide professional development for teachers to improve PLC process and high quality instruction including at staff meetings and at conferences to increase student engagement and outcomes.

10. Book studies and/or professional development related to this goal (such as but not limited to Grading for Equity, Solution Tree topics, SEL, Restorative Practices, AVID strategies, differentiation, etc) will be provided.

- Feedback from staff will be collected and reviewed by admin after each articulation day.
- Pre and/or post surveys will be reviewed by planning team.
- PLC common template will be used as well as documents created from release days or off contract time will be reviewed and surveys of the use of such practices by admin throughout each term.
- Department leads will provide midyear and end of year progress updates towards SMARTIE goals and school-wide goals.
- Yearly, analyze number of students able to apply/test that were not otherwise able thus removing a barrier.
- Academic success group/Mustang Mentors will share monthly celebrations and details with admin at midyear and annually.

End goal: Reduction in D's and F's and increase in A-G as measured by LCAP metrics, RED DIY data and also an increase in use of High Quality Instruction pieces such as the data in the perspective survey:

(This data will be updated after July 2025 but this data is from 2023-24 perspective survey)
Student Talk:
Students - 66.8% say they are expected to talk and share ideas and 67.6% say they talk about the assignment
Staff - 76.4% say they implement student talk
Observations - 35.4% of the time admin see student talk
Active Participation:
Students - 68.5% say they are expected to participate daily
Staff - 82.1% say they implement active participation instructional practices
Observations - 40.6% of the time admin sees active participation
Formative Assessment:

11. AVID strategies, Restorative Practices - community building through content, SEL, intervention and response to intervention (academically) strategies and best practices will be shared and professional development and timesheet/release days for incorporating these strategies may be utilized.

12. Departments will continue to develop SMARTIE goals and we will develop a timeline over summer to add in a progress reporting system related to student populations, including African-American/Black students, SWD, Hispanic students, Two or more, LTEL and any groups that show disparity.

13. 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.

14. Provide payment for certain college tests/application fees as possible for those who do not qualify for fee waiver. Funded by AVID Support and Supplemental Concentration.

15. Academic success group/Mustang Mentors will work with at risk students to identify students, set goals, progress monitor, celebrate successes and review to determine exit or new goals.

We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan.

Students - 63.3% say their teacher knows when they don't understand something
Staff - 66 % say they use assessment data to group/regroup based on the student learning needs
Observations - 65.4% of the time admin sees formative assessment guiding instruction

- Also will be measured in FONT walk through data by admin team each term.

Site Goal 1.3   (SiteGoalID: 9007) (DTS: 03/17/25)

Increase the percentage of students who increase their overall ELPAC score by at least one level OR maintain a level 4, will improve by 3% on the summative ELPAC.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1   (SiteGoalID: 9007) (DTS: 03/17/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. EL Coordinators will aid in duties including: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings (which includes training materials and light refreshments). Coordinators will aid with Initial and Summative ELPAC, ELPAC proctor trainings, planning for EL students and supporting our ELAC. We also have an EL Coordination Committee that is comprised of 4 teachers (1.0 FTE total release), one of which is our EL Coordinator and ELPAC Coordinator.)	• EL Coordinator team will monitor EL reclassification increase, ELPAC proficiency levels and ELAC meeting feedback 3 times per year and share with admin. • EL coordinator and team will analyze results from testing and English grades for students. • 5 star data will be analyzed and term grades each term • LTEL student outcomes - LCAP metrics and ELPAC proficiency levels will be reviewed each year Goal to see continued increase in EL students reclassifying but also the increase in those increasing in level of proficiency on the ELPAC.	

2. EL professional development/training at district, site and/or conferences to be provided for EL teachers and/or coordinators to assist support with newcomer language acquisition and best practices for LTEL student outcomes.
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. Supplemental materials, instructional on-line subscriptions and curriculum for EL students' needs will be provided for staff to assist EL students across curriculums.
5. Tutoring and after school access will continue through ASSETs.
6. EL governance sub-committee will meet 7-8 times per year at governance and continue to action plan for increased LTEL student outcomes.

We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan.

Site Goal 1.4   (SiteGoalID: 9010) (DTS: 03/17/25)

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 40% to 45%**
- **Two or more in math from 21% to 23% and ELA from 33% to 35%**
- **African-American in math from 12% to 15% and ELA from 21% to 27%**

EL in math from 4% and 3% (Long term) to 6% and 5% (long term) and ELA from 4% and 5%(long term) to 8% and 7% (long term)

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

Action 1.4.1 (SiteGoalID: 9010) (DTS: 03/17/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Department leads will enact plan for interim assessment participation. 2. Governance committee will analyze CAASPP results and determine interventions for use in Trail time and in math, English and science. 3. Governance with advocacy committee will create a motivational messaging campaign for CAASPP with practice built into advocacy and Trail Time. Timesheet work may be provided to help with planning and revision of lessons. *We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan.*	**Progress Monitoring** • Participation rate will be at 95% or above each term analyzed by admin and shared with dept leads. • Campaign will be visible in advocacy and students will be able to do a post survey to show if it motivated them to do their best shared with CAASPP committee after testing. Main goal is that CAASPP scores will increase.	**Evaluation**

Site Goal 1.5 (SiteGoalID: 9521) (DTS: 05/13/25)

Teachers will increase their use of formative assessments and increase active participation as measured by answers on the student and staff Perspective Survey and by a 5% increase in FONT scores for the two categories.

Perspective questions to be used:

Students - does your teacher know when you don't understand something? 63%-70%

Staff - I frequently use assessment data to group/regroup based on student learning needs 66%-70%

Students - Does your teacher expect all students to participate every day? 68.5% - 70%

Metric: Formative Assessment

Action 1.5.1   (SiteGoalID: 9521) (DTS: 05/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Provide professional development intentionally with professional learning cycles (professional learning at staff meeting, time to implement, debrief what worked and what needs growth) with instructional coaches to improve teacher understanding and implementation of active participation and formative assessment. 2. Department leaders will incorporate high quality framework reviews into the PLC or dept meeting time to discuss progress. 3. Instructional rounds will include two groups of teacher with release days each term to observe high quality teaching and utilize description of practice to support their own implementation.	**Progress Monitoring** 1. FONT data will be reviewed and shared with leadership minimally each semester 2. Rapid Cycle Measure will be used to survey midway to measure progress 3. Staff feedback as well as student and staff perspective survey results will be reviewed to measure progress and next steps.	**Evaluation**

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Funding Sources for District Goal 1 (DEV - LCAP ID: 781)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	380000	Certificated- Salaries
Title I – Basic (4900/3010)	28447	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	28447	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	28447	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	300000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	74579	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	60000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	60000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	40000	Certificated- Salaries
EL Supplemental (7250/0000)	8552	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets

EL Supplemental (7250/0000)	200	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	200	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1   (SiteGoalID: 8827) (DTS: 02/13/25)

Increase the overall percent of students that qualify and are prepared to succeed at a 4 year college/university (A-G completion) for African American students from 49% completion of A-G to 60% completion while reducing the numbers of D's and F's earned by African-American students.
(from Term 1 16.53% & Term 2 13.82% to be reduced by 2% by 2026-27)

(also noted in goal 1 - increase percentages related to EL/LTEL and Hispanic students and in goal 2 for SWD)

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8827) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

In addition to the high quality instruction goals in 1.2.1, the following targeted actions will take place:

1. A-G task force will continue to analyze A-G completion, those close to completing and their needs, reasons behind any drops in A-G and/or any gains and recommend actions and next steps specific to African-American/Black student progress.

2. Targeted tutoring will be provided to reach subgroups including African-American/Black students who are in danger of failing and/or missing their A-G completer courses and teachers/staff will track the supports/interventions to determine what is working and what is not and modify accordingly.

3. Partnership with IYT will continue to support African American/Black 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 American/Black students to ensure they continue to be on track to graduate through their 4 year plan.

4. MT will participate in Monterey Trail Equity Coalition (MTREC) specifically aiming at increasing African-American/Black student outcomes utilizing partnership services (such as Innovation Bridge -goal 3) to action plan based on listening sessions, all educational partner input, data analysis, progress monitoring, learning sessions and more.

5. Release days and timesheets will be provided for staff participating in tracking and analyzing data and helping plan and carry out action steps related to MTREC, classroom/campus-

- A-G task force data will show reasons for past graduating class completion rates and track progress towards A-G for upcoming classes by middle of first term
- 5 star data and targeted tutoring/intervention tracker will show progress in A-G courses based on interventions and tutoring to be reviewed by those conducting tutoring and shared with admin each term.
- IYT data will be shared with principal monthly
- Data from progress monitoring in counseling will be shared and compared to needs lifted in the listening sessions to develop action plan appropriate to meet the needs.

Overall data will show increase in A-G, CTE completion as seen in LCAP metrics, internal data collection and RED DIY

wide data, targeted tutoring, absenteeism, etc.

6. BSU community events such as the Extravaganza, Ruby Bridges Walk to School event, Black History Month and additional student led events for the MT community will be hosted.

7. 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 and College Career Readiness will help 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.

8. Departments will continue to develop SMARTIE goals and add in a progress reporting system related to student populations, including African-American/Black students, that show disparity.

We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan.

Site Goal 2.2   (SiteGoalID: 9004) (DTS: 03/17/25)

Reduce the number of Students with Disabilities earning D's and F's while increasing the percentage of Students With Disabilities prepared for college/university (A-G) from 11% completion to 13% completion

Metric: Students with Disabilities Disparity

Action 2.2.1   (SiteGoalID: 9004) (DTS: 03/17/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
In addition to the high quality instruction goals in 1.2.1, the following targeted actions will take place: 1. A-G task force will continue to analyze A-G completion, those close to completing and their needs, reasons behind any drops in A-G and/or any gains and recommend actions and next steps specific to Students with Disability student progress. 2. Targeted tutoring will be provided to reach subgroups including SWD students who are in danger of failing and/or missing their A-G completer courses and teachers/staff will track the supports/interventions to determine what is working and what is not and modify accordingly. 3. 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 4. Staff will receive training and documentation on the difference between accommodations and modifications and reading an adaptation plan. 5. Release days and timesheets will be provided for staff	• Task force will supply data and information about analysis mid year and end of year. • Targeted tutoring tracker will be developed and collected per term to analyze interventions and progress. • Case managers will provide a summary of use of consult period to the lead and admin over the department per term. • Post survey/feedback will be collected from families after events to determine effectiveness. Overall increase in A-G completion for SWD.	

participating in tracking and analyzing data and helping plan and carry out action steps related to improving college and career readiness skills for students with disabilities.

6. Presentations about understanding the IEP and transitions will be incorporated into family events already established (like Open House, Back to School night) (also in goal 3).

7. Professional development opportunities will be provided at district level and when possible by site (funding dependent) to help general education and special education teachers to collaborate and decrease the disparity.

We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan.

Site Goal 2.3   (SiteGoalID: 9008) (DTS: 03/17/25)

Increase representation, retention and percentage passing in Advanced Placement and in CTE completion.
AP:

- **Overall passage rate from 24% to 27%**
- **African-American passage rate from 8%-10%**

CTE:

- **Overall CTE completion percentage from 19% to 25%**
- **African-American students from 12%-15%**

Metric: African American Disparity

Action 2.3.1   (SiteGoalID: 9008) (DTS: 03/17/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Governance groups identify gaps in populations of students based on most recent enrollees in our CTE programs and AP enrollment/passage rates and determine revisions to recruitment to target gaps and retention plans. 2. Utilize students in program to determine some recruitment opportunities and create special invites to interested students and their parent/guardians to Open House (tours provided) and Mustang Derby (CTE/AP/H night) and utilize advertisements by students already in the program who are from the subgroup. 3. Establish scaffolding and differentiation to ensure students are retained if struggling. *We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan.*	**Progress Monitoring** • Governance will share plan for recruitment for targeted groups with admin and coaches. • 5 star check ins at events and survey after special invites, special events including advocacy CTE fair, Mustang Derby and others, to determine which sub groups are influenced by the various recruitment efforts. • Student retention of specific subgroups should be showing in data in master schedule at start of year (Abl analysis) and LCAP metrics for completers annually. Main goal increase representation/passage rates in both AP and CTE and completion.	**Evaluation**

Increase representation, retention and percentage passing in CTE completion for students with disabilities.

- **Overall CTE completion percentage from 19% to 25%**
- **Students with disabilities from 17%-19%**

Metric: Students with Disabilities Disparity

Action 2.4.1   (SiteGoalID: 9009) (DTS: 03/17/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
1. Governance groups identify gaps in populations of students based on most recent enrollees in our CTE programs and determine revisions to recruitment to target gaps and retention plans. 2. Utilize students in program to determine some recruitment opportunities and create special invites to interested students and their parent/guardians to Open House (tours provided) and Mustang Derby (CTE/AP/H night) and utilize advertisements by students already in the program who are from the subgroup. 3. Establish scaffolding and differentiation to ensure students are retained if struggling. *We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan.*	• Governance will share plan for recruitment for targeted groups with admin and coaches. • 5 star check ins at events and survey after special invites, special events including advocacy CTE fair, Mustang Derby and others, to determine which sub groups are influenced by the various recruitment efforts. • Student retention of specific subgroups should be showing in data in master schedule at start of year (Abl analysis) and LCAP metrics for completers annually. Main goal increase representation/passage rates in CTE and completion.	

Site Goal 2.5   (SiteGoalID: 9015) (DTS: 03/18/25)

Increase overall school climate favorable responses for African-American students from 64% to 70%.

- school connectedness favorable from 49%
- safety favorable from 62%

(also addressed in goal 3)

Metric: African American Disparity

Action 2.5.1   (SiteGoalID: 9015) (DTS: 03/18/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Partnering with community partners such as Innovation Bridge and IYT to increase student leadership, we will seek additional feedback using student and family voice continuing to work towards improved student outcomes. 2. Hold listening sessions to determine areas for growth and then identify actions based on those areas. 3. Funding will be provided for BSU and student equity activities with supplies, printing and services to create opportunities with student driven projects. 4. Professional development, book studies and/or participation in equity activities by staff will be provided. *We will purchase allowable, reasonable, and necessary supplies and services and utilize timesheets when necessary to complete the action plan.*	**Progress Monitoring** • Student senate check in's will be done in advocacy twice a year about climate. • Listening session data will be reviewed in the fall of 2025. Overall climate ratings will increase in annual survey.	**Evaluation**

Funding Sources for District Goal 2 (DEV - LCAP ID: 781)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries

Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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

District Needs and Metrics 3:

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: 8828) (DTS: 02/13/25)

Increase students answering favorably about school climate - school connectedness by 5% or more on student perspective survey

- **overall from 59%**
- **African-American/Black from 49%**
- **Students will Disabilities from 55%**
- **Foster Youth from 13%**
- **Two or more from 56%**

Lowest responses were "happy to be in the class, feel close to people in class, feel part of class, feel part of school"

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 8828) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Provide SEL, wellness and restorative practices/community building training and professional development for staff. 2. Utilize Rapid Cycle measures to determine if the data is from a specific time of year and plan action steps based on specific question responses that show unfavorable responses. 3. Use student senate and other	**Progress Monitoring** • Feedback from student senate related to school connectedness at least once in fall and once in spring • Rapid Cycle measures twice a year to be reviewed in admin meeting. • Feedback after events will be collected and reviewed by host of event or host committee group	**Evaluation**

student groups to further determine the "why" and to create possible solutions to help increase connectedness.

4. Host Unity Days, motivational speakers and wellness activities through the school year.

5. Provide planning time to create and host PBIS kick off days, lessons in advocacy, signage, supplies and supplemental curriculum for PBIS, Core Values, SEL and our acknowledgement system along with providing incentives for displaying core values behaviors.

6. We will work with the Ed Equity office and coaches to continue to implement 1:1 restorative meetings, skill building (ASSETs possibly), wellness spaces after school, help in classrooms to restore, community build and coach on restorative practices and tools, conduct restorative chat and conferences. This will include training new staff using release time or after contract time.

7. PBIS Tier 2 supports will continue and include additional MTSS supports such as social emotional groups, home visits, "Closing the Gap" support, and behavior tracking to determine next steps. Students achieving goals will be honored accordingly through recognition ceremonies.

8. Utilize 5 star to track participation data, field trips, academic, student interest and cultural clubs, academic and co-curricular competitions, celebrations, athletics, Link Crew, leadership, conflict-management and co-curricular/extra-curricular opportunities and develop action plans to tap students who are not involved and refer to unity days and other activities.

9. Offer field trips, academic,

- Pre and post survey data and intervention tracked data collected and reviewed by the restorative practices teacher and tier 1 committees
- Tiered Fidelity Inventory data will be collected yearly for PBIS

Main goal increase in favorable responses on yearly survey

student interest and cultural clubs, academic competitions and co-curricular competitions, celebrations, athletics, Link Crew, leadership, conflict-management and co-curricular/extra-curricular opportunities.

We will purchase allowable, reasonable, and necessary supplies and services and utilize timesheets when necessary to complete the action plan.

Site Goal 3.2   (SiteGoalID: 9013) (DTS: 03/18/25)

Increase students answering favorably about school climate - safety by 5% or more on student perspective survey overall from 70%

- **African-American/Black from 62%**
- **Foster Youth from 54%**
- **Two or more from 65%**
- **EL from 68%**
- **LTEL from 66%**

Lowest responses were "made fun of, lies or rumors spread about me, feelings hurt in class, feelings hurt on campus"

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 9013) (DTS: 03/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

1. Revise advocacy lessons and work with staff to increase fidelity around relationship building and CASEL relationship building skills.

2. Utilize Rapid Cycle measures to determine if the data is from a specific time of year and plan action steps based on specific question responses that show unfavorable responses.

3. Use student senate and other student groups to further determine the "why" and to create possible solutions to help increase connectedness.

4. Use conflict mediation and the mediators to help advocacy and PBIS committees with lessons and messaging in Trailivision to promote kindness and skills to resolve conflict and prevent conflict.

5. PBIS, SEL and restorative practice trainings and professional development will be provided. After contract time tow work with restorative practices teacher, governance committee and/or with the Equity coach will be provided.

We will purchase allowable, reasonable, and necessary supplies and services and utilize timesheets when necessary to complete the action plan.

- Feedback from student senate related to "safety" at least once in fall and once in spring
- Rapid Cycle measures twice a year to be reviewed in admin meeting.
- Feedback from advocacy lessons will be reviewed by advocacy coordinator and committee after lessons.
- Pre and post survey data and intervention tracked data collected and reviewed by the restorative practices teacher and tier 1 committees
- Tiered Fidelity Inventory data will be collected yearly for PBIS
- Conflict mediation data will be reviewed by coordinator and shared with leadership/admin.

Main goal increase in favorable responses on yearly survey

Site Goal 3.3   (SiteGoalID: 9014) (DTS: 03/18/25)

Increase overall favorability rating in SEL competencies from 73% to 79%.

- African-American from 66% to 70%
- Hispanic from 67% to 70%
- Foster Youth from 37% to 42%
- LTEL from 56% to 60%
- EL from 61% to 65%

main areas for growth are in relationship skills and self awareness

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.3.1   (SiteGoalID: 9014) (DTS: 03/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Counselors and Social Worker will use a needs survey coupled with MTSS, referral and behavioral data to 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. 2. Advocacy committee will continue work to utilize lessons to promote SEL development and teacher fidelity will be a focus. 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. PBIS Tier 2 supports will continue and include additional MTSS supports such as social	**Progress Monitoring** • Feedback from student senate related to school connectedness at least once in fall and once in spring • Rapid Cycle measures twice a year to be reviewed in admin meeting. • Tier 2 group survey data and feedback will be reviewed by the host (counselor, social worker, committee) and shared with admin mid year and annually • Home visit data and feedback from families will be collected and reviewed by Home visit coordinator and admin • Tiered Fidelity Inventory data will be collected yearly for PBIS Main goal increase in favorable responses on yearly survey	**Evaluation**

emotional groups, home visits, "Closing the Gap" support, and behavior tracking to determine next steps. Students achieving goals will be honored accordingly through recognition ceremonies.

4. Professional Development and training will be provided related to SEL development for use of strategies in the classroom.

5. Community partnerships and parent partnerships (addressed in goal 4) will be provided to assist students in SEL development.

6. 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.

We will purchase allowable, reasonable, and necessary supplies and services and utilize timesheets when necessary to complete the action plan.

Site Goal 3.4   (SiteGoalID: 9016) (DTS: 03/18/25)

Decrease percentage of students suspended:

- **African-American/Black students from 9% to 6%**
- **Students with Disabilities from 9% to 4%**
- **Hispanic from 7.2% to 4%**
- **Two or more from 6.4% to 5%**
- **Homeless from 23.8% to 7%**

(based on using the current RED DIY data these outcomes appear possible)

Metric: Suspension Rate: Percent of Students Suspended

Action 3.4.1   (SiteGoalID: 9016) (DTS: 03/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Governance committee will create an action plan to use a mini professional learning cycle with restorative practices specific strategies and collaborate with other tier 1 committees to share out with rest of staff. 2. Release time or off contract timesheet hours provided for committee and teachers to debrief strategies and determine next steps for sharing out with staff. 3. Provide new teacher training for restorative practices with release time to train and allow returning staff to participate in release day for refreshers. 4. Admin team and staff will continue to use the restorative spaces and healing circles/restorative tools over exclusionary discipline when applicable. 5. Professional development and trainings will be provided to staff related to the restorative practices, response to intervention and culturally responsive classroom environment. 6. Link Crew, PBIS lessons, peer mentoring, staff mentoring and Conflict Mediation programs will be supported to provide proactive mentoring and school	• at least 2 times per year suspension and behavior incident data will be reviewed with leadership from SISWEB reports as well as RED DIY • governance committee will create and review survey data regarding use of restorative practices proactively and to restore community at beginning, middle and end of year • Peer mentoring data from Link Crew and conflict mediation data will be shared with admin annually	

connectedness to decrease incidents and undesirable behaviors/conflicts.

We will purchase allowable, reasonable, and necessary supplies and services and utilize timesheets when necessary to complete the action plan.

Funding Sources for District Goal 3 (DEV - LCAP ID: 781)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	4000	Contracts/Services/Subscriptions
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)	12000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	18000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8829) (DTS: 02/13/25)

Decrease percentage of chronically absent students on LCAP metric from 16.9% to 14% or lower overall

- **African-American/Black from 21.7% to 17%**
- **Hispanic/Latinx from 24.6% to 20%**
- **Students with Disabilities from 26.4% to 20%**
- **Foster Youth from 71.4% to 45%**
- **Homeless from 41.7% to 30%**

Metric: Percent Chronically Absent

Action 4.1.1   (SiteGoalID: 8829) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-	• Describe your step by step plan for progress monitoring	• Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What *formative student data* will you collect and how often?	data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Continue participating with AIO staff member, Attendance Tech and Chronic Absenteeism 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 with VP over attendance and attendance tech will follow up with students/families who have chronic absences based on those next steps. 6. Foster Youth support program will continue through counseling with recommendations for porch visits for the targeted group. *We will purchase allowable, reasonable, and necessary supplies and services and utilize timesheets when necessary to complete the action plan.*	**Progress Monitoring** • VP and AIO member will review attendance data monthly • Chronic Absenteeism task force will track weekly data of porch visits and outcomes and share with admin culminating in a mid year and end of year report • SARC and SART data will be shared with admin midyear and end of year	**Evaluation**

Site Goal 4.2   (SiteGoalID: 9017) (DTS: 03/18/25)

Increase overall relationships and meaningful participation by family and community partners while increasing the following:
-favorable responses on both input and opportunities for involvement measured on the LCAP metrics
from 88% to 90% favorable overall for opportunities for meaningful involvement
Hispanic from 82%
Two or more from 67%
SWD from 88%
and
from 86% to 88% favorable for parent input

-favorable responses on parent perspective data (RED DIY)
Academic Help (I know how to help my student at home with their academics when needed)
African-American from 59%
Hispanic from 49%
SWD from 14%
EL from 50%
and
Learning Expectations (I know what my child is expected to learn)
African-American from 53%
Hispanic from 59%
SWD from 57%
EL from 50%

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 9017) (DTS: 03/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Provide newsletters (Smore), fliers, announcements, event information in multiple languages and formats and utilize family community school parent liaison to make targeted calls and invites	**Progress Monitoring** • analytics from newsletter deliveries will be reviewed monthly by principal • targeted phone calls will be compared to the attendance	**Evaluation**

and include timesheets for personnel to make additional calls after hours.

2. Targeted recruitment for volunteer opportunities for activities, events, lunch time, governance committees and other opportunities through phone calls, personnel and liaison recruitment at events and possibly a digital sign up engine to facilitate ways and opportunities to participate.

3. Governance committee will develop and post a digital library on the website for ways to help in each academic area of focus and to educate on learning expectations in addition to the syllabus that goes home. Timesheet hours provided for dept leads or a member of the department to put resources together to post.

4. 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.

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. Additional welcoming signage, materials and promotions will be created for events and opportunities.

of those individuals and reasons for lack of attendance will be discovered to help determine possible modifications to events if applicable
- Digital library views (if possible) will be tracked or a survey of use of the digital library will be analyzed by parent engagement committee once library is established
- feedback from families based on events and meetings held in coordination with community partners will be analyzed after each event/meeting
- home visit feedback will be collected after each home visit and the coordinator will report to admin quarterly

8. Community partnerships such as but not limited to: PIQE, Innovation Bridge and/or others will be established to help engage parents, families, community and students and staff, elevate voices and work towards equitable outcomes.

9. Home visits will be increased with a focus on 9th grade advocacy classes and at risk students/targeted groups. Staff training, materials and timesheets will be provided.

10. Provide opportunities and events such as the community carnival, BTSN, Open House, Mustang Derby, Family Lunch, Extravaganza, Coalition meetings and more to help engage families in meaningful ways.

We will purchase allowable, reasonable, and necessary supplies and services and utilize timesheets when necessary to complete the action plan.

Funding Sources for District Goal 4 (DEV - LCAP ID: 781)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	13000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	1000	Classified- Timesheets
Title I – Basic (4900/3010)	2551	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions

Category	Amount	Type
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	2200	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1100	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

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	$380000	$0	$0	$0	$380000
Certificated- Timesheets	$28447	$1000	$10000	$13000	$52447
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$1000	$1000
Materials/Supplies/Equipment	$28447	$1000	$500	$2551	$32498
Contracts/Services/Subscriptions	$28447	$5000	$4000	$5000	$42447

Title I – Basic (4900/3010) Total: **$508,392**

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$300000	$0	$0	$0	$300000
Certificated- Timesheets	$74579	$1000	$20000	$2200	$97779
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$1100	$1100
Materials/Supplies/Equipment	$60000	$1000	$12000	$0	$73000
Contracts/Services/Subscriptions	$60000	$5000	$18000	$0	$83000

Supplemental/Concentration (7201/0000) Total: **$554,879**

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$40000	$0	$0	$0	$40000
Certificated- Timesheets	$8552	$0	$0	$0	$8552
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$200	$0	$0	$0	$200
Contracts/Services/Subscriptions	$200	$0	$0	$0	$200

EL Supplemental (7250/0000) Total: **$48,952**

Justification of School-Wide Use of Funds

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

N/A

V. Funding

Monterey Trail High School (474) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$508,392	$465,341	$7,000	$14,500	$21,551	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$554,879	$494,579	$7,000	$50,000	$3,300	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$48,952	$48,952	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,112,223	$1,008,872	$14,000	$64,500	$24,851	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$508,392	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$603,831				