



Monterey Trail High School

Local Control Accountability Plan (LCAP) 2021-2022

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

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The following measures were taken to review, analyze and plan:</p> <p>Distance Learning and LCAP needs survey - parents, students, staff Dashboard data - shared comparison with leadership team, SCC, Admin and staff Leadership team - review/evaluation of 20-21 LCAP needs survey analysis, LCAP Metrics analysis and survey for programs, departments/program needs for 21-22 SCC - review/evaluation of 20-21 LCAP, LCAP needs survey data and analysis, LCAP Metrics analysis and evaluation of suggested LCAP 21-22, CHKS Data and SEL data analysis by committee and compared to other data showing consistent needs Student Equity Council and ASB students - LCAP Metrics analysis and feedback, suggestions for LCAP 21-22 MTREC - Monterey Trail Regional Equity Coalition -listening session activation findings spring 2021</p> <p>Meetings with the above stakeholders occurred on the following dates: School Site Council (SCC) - 8/27/20, 9/17/20, 1/21/21, 4/29/21 Leadership and admin team - 10/28/20, 12/9/20,1/5/21, 1/20/21, 4/21/21, 5/12/21 Students - 12/13/21, 1/20/21, 4/26/21 Staff - 12/13/21, and department leads shared with their departments after each leadership meeting</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Higher needs - high quality teaching/instruction and addressing learning recovery, wellness, safety, college/career support, equity Listening Sessions - wellness, equity work, student voice CHKS data - meaningful participation desired, student voice Dashboard data - identified higher needs with specific subgroups</p> <p>Directly impacting the PD and staffing planning, equity work, home visits, PBIS, parent outreach and college/career support</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
n/a

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1	
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<ol style="list-style-type: none"> 1. Increase the overall percent of students that qualify and are prepared to succeed at a 4 year college/university (A-G) from 65.7% prepared to 70%. 2. Increase the percentage of African American students from 43% completion of A-G to 46% completion 3. Increase the percentage of EL students from 41% completion of A-G to 44% completion 4. Increase the percentage of Students With Disabilities from 10% prepared to 13% prepared. 5. Increase the percentage of students completing CTE sequences by 4% and enrolling in AP courses and passing the exam by 4% with a specific focus on targeted subgroups. 	
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Metric: A-G Completion	
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Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>ACADEMIC SUPPORT, COLLEGE & CAREER ENGAGEMENT AND GUIDANCE</p> <ol style="list-style-type: none"> 1. Counselors will complete 100% academic advising with their caseload and create 4 year plans for A-G completion, CTE completion and college/career readiness. An additional 6.2 FTE was funded to meet the needs of our students through intervention, smaller class size and meeting the A-G needs for students. (Core Content areas, Counseling, After School Program Coordinator and Program Administrators) 2. The College and Career Counselor and team will deliver grade level units regarding A-G and college/career planning and host a career fair prior to course selection for the upper grades to enable students to make more informed choices. 3. The Academic Program Coordinator, APC, will coordinate after school tutoring sessions to help students meet A-G and college/career goals along with SEL and learning recovery/skill building needs. 4. The EL planning team will aid EL students in college and career 	<p>All: Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47</p> <p>Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists.</p> <p>4. On ELs & afterschool programs: https://files.eric.ed.gov/fulltext/EJ980180.pdf</p> <p>10., 11.: Hattie Effect Size: Professional Development .62</p> <p>The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students Bernhardt, Philip Evan School Community Journal, v23 n1 p203-222 2013</p>	<ol style="list-style-type: none"> 1. Counselors will provide data for academic advising and how many students are on track with A-G or towards their career path for each grade level. Program Administrators and APC will provide additional support for students to meet the needs for A-G, help support at risk populations and student focus groups through programs, restorative practices, SEL, additional courses, high quality instructional PD and family/student involvement. The Core Content teachers will help reduce overall class sizes, in some cases teach intervention classes and help provide more FTE to meet A-G needs for our students. 2. Pre and post surveys for each grade level will demonstrate student understanding of the post secondary options and how to achieve A-G and career goals. 3. Assets (After School Safety and Enrichment for Teens) tutoring attendance logs will be reviewed monthly. 4. EL student schedules will be reviewed for A-G courses and pre-requisites.

<p>planning through course selection guidance and guide students and families through ELAC meetings and outreach to aid with re-classification of newcomers.</p> <ol style="list-style-type: none"> 5. An additional .5586 FTE is funded for clerical support of LCAP programs. 6. College and Career Counselor will proactively progress monitor all students with disabilities to ensure they continue to be on track to graduate through their 4 year "Grad Plan". 7. Case Managers will have a consultation period to work specifically with General Education teachers to monitor progress of students with disabilities to help meet students individual support needed to be on track to college/career goals. 8. 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 American students to ensure they continue to be on track to graduate through their 4 year plan. 9. Consultation services, technology and supplies will be provided to help establish a new 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. Provide sub coverage for College and Instructional Field Trips including but not limited to AVID College Field Trips to specific target groups underrepresented in colleges and/or first generation students to college. 11. Stipend for certificated AVID Coordinator to be paid to oversee AVID program. 	<ol style="list-style-type: none"> 5. Observation by administration and completion of clerical duties to carry out the specified LCAP programs. 6. Graduation rate for SWD. 7. Teacher/student/parent feedback in IEP meetings. 8. 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. 9. Rate of college and career ready students will be reviewed and subgroups compared to see closing of the opportunity gap 10. Field trip rosters and data analysis of AVID students planning to attend college. Pre and post surveys for those in attendance 11. AVID student college attendance rate.
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Funding Source	Amount	Description of Use		
AVID (7233/0000)	\$6134	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$1300	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$30000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$16000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$689772	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs</p> <ol style="list-style-type: none"> Staff will attend the AVID Summer Institute or addition AVID trainings to minimally include current AVID teachers/site team members, an administrator and teachers who have not previously been trained. Counselors will attend the CSU/UC workshops/conferences and/or college/career professional development. All Departments, including EL staff, will be provided release as appropriate for additional PLC time to incorporate Learning Targets and Success Criteria and AVID strategies into their grade level/PLC curriculum in addition to curricular alignment, development, vertical articulation and planning. Individual teachers will be provided release to observe best practices and we will continue our Green Dot Day peer observations with a focus on Learning targets and success criteria (LT/SC) as well as engagement strategies and formative assessment. Off Site PD and online training aligned to content and/or engagement will be approved as it relates to LCAP goals. Staff professional development and book studies will be offered for teachers regarding equity, SEL, LT/SC and data analysis with a focus on our marginalized populations including but not limited to our African-American/Black students needs. Expand the CTE pathways that exist at MTHS: Animation Pathway, Broadcasting Pathway, DATA Academy, and BOSS entrepreneurship and Medical Assistant pathways. Timesheets for Curriculum Development and Planning. Explore implementing CTE pathway specific to PALSS and ILS students. (To be funded by Supplemental Concentration or General Fund.) 	<p>Hattie Effect Size: Professional Development .62</p> <p>The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students Bernhardt, Philip Evan School Community Journal, v23 n1 p203-222 2013</p> <p>3: On ELs & afterschool programs: https://files.eric.ed.gov/fulltext/EJ980180.pdf</p> <p>3., 4., 5, 6: Hattie Effect Size: Professional Development .62 Thomas R. Guskey (2002) Professional Development and Teacher Change, Teachers and Teaching, 8:3, 381-391</p> <p>7, 8: Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47</p> <p>Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), Children's needs III: Development, prevention, and intervention (pp. 59-71). Washington, DC, US: National Association of School Psychologists.</p> <p>California State Plan for Career Technical Education, Element 2: High</p>	<ol style="list-style-type: none"> AVID: a) Summer Institute attendance and teacher participation in the site team meetings; and, b) AVID strategies will be incorporated into the professional development at staff meetings at least twice throughout the year and a survey to determine use of AVID strategies will be conducted. AVID student grades and A-G completion will be analyzed Counselors will train anyone who did not attend and update administration as new information is gained. These updates will be added into the career units and 4 year plans. Agendas and developed materials will be collected by administration. Administrative observations and peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared best practices. Agendas, application of practices, attendance and surveys related to the book studies. Evaluations of PD offered will be conducted. Master Schedule and student enrollment to reflect pathway and academy classes. Analysis of CTE completers and enrollment to show increase in students who are in the correct progression of courses to complete the pathway in each program.

Funding Source	Amount	Description of Use		
PreAP Training (7218/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$800	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$32000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>INSTRUCTIONAL MATERIALS, TECHNOLOGY AND RESOURCES</p> <ol style="list-style-type: none"> Supplemental instructional materials and curriculum for Math, English, Science and Social Science will be used to augment current curriculum for all students. (Title I and/or Supplemental Concentration Funding). Additional materials and curriculum for EL students' needs, not to exceed 15 copies per material. (To be funded by EL Supplemental). Library resources, classroom/library technology and up to date databases (Chromebooks and other) will be purchased to aid students for expanded digital resources, online subscriptions, tools and supplies to access curriculum. Resources and materials to be purchased will be to modernize and update the current library resources and will purchase no more than 15 copies per material. (Title I and/or Supplemental Concentration Funding.) VAPA supplies and materials; procurement, repair and maintenance of VAPA equipment and musical instruments; scripts/royalties, duplicated workbooks, and supplemental technology will be purchased to enable hands-on learning for all students to enable access to A-G curriculum. (Student Fees Funding and VAPA Funding.) Online subscriptions and supplemental materials to increase engagement and participation as well as for intervention/learning recovery use will be purchased to aid in the transition to in person format to help at risk populations increase college/career readiness. (Title I and/or Supplemental Concentration Funding.) Supplemental instructional supplies and equipment to enhance engagement and understanding for AVID Classrooms, specifically, white boards and supplies used for visual teaching and demonstration. (Title I and/or Supplemental Concentration Funding.) Equipment, supplies, technology and software licenses to maintain and support the CTE pathways. (Funded by CTE Allocation.) Expand recruitment and provide supports for instruction in VAPA courses and continued support to maintain current equipment and supplies. (Supplemental Concentration and/or Student Fees Funding.) 	<p>1, 2, 3, 4, 5: Hattie Effect Size: Direct Instruction .59</p> <p>Säljö, R. (2010), Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. Journal of Computer Assisted Learning, 26: 53-64</p> <p>6: California State Plan for Career Technical Education, Element 2: High-Quality Curriculum and Instruction</p> <p>7: <u>Visual and Performing Arts Framework</u> California Department of Education (2004)</p>	<ol style="list-style-type: none"> Teacher and administrator observations and discussions surrounding student outcomes and access to the curriculum. Increased use of Google Classroom and other digital platforms, online subscriptions, tools and supplies both in class and outside of class as noted by the library teacher, staff and administration. Administrative observations and peer to peer walk through observations gathering data on hands-on activities in the Science and VAPA classrooms. Admin and Teacher observations of student use and ability to access items/curriculum needed. Admin and teacher observations of student use and ability to access items/curriculum needed Admin and teacher observations of student use and ability to access items/curriculum needed VAPA course enrollment numbers, number of course sections based on course requests, teacher/student feedback and administrative observations.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$2700	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$4800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$12000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$4600	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$15400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$15000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>TUTORING, INTERVENTION AND EXPANDED LEARNING</p> <ol style="list-style-type: none"> 1. CalSoaps contract for services will be utilized to fund college tutors in alignment with academic outcome goals in addition to peer tutors at site, specifically in AVID and ASSETs program. 2. The Academic Program Coordinator, APC, will coordinate after school tutoring sessions and intervention sessions to help students meet A-G, AP and college/career goals and to address SEL and learning recovery and skill building needs. 3. Extended Day, lunchtime and once a week tutoring will be provided to improve student outcomes. 4. EL Tutoring will be provided to assist and support identified students. 	<p>1: Hattie Effect Size: Professional Development .62 The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students Bernhardt, Philip Evan School Community Journal, v23 n1 p203-222 2013</p> <p>2, 3, 4: Hattie Effect Size: Acceleration .88 Direct Instruction .59 Worked Examples .57</p> <p>Durlak, J. A., Weissberg, R. P. and Pachan, M. (2010), A Meta Analysis of After School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents. American Journal of Community Psychology, 45: 294-309.</p> <p>All: Hattie Effect Size: Feedback .73 Cohen, P. A., Kulik, J. A., & Kulik, C.-L. C. (1982). Educational Outcomes of Tutoring: A Meta-analysis of Findings. American Educational Research Journal, 19(2), 237-248</p>	<ol style="list-style-type: none"> 1. AVID student grades and A-G completion will be analyzed. 2. ASSETs tutoring attendance logs will be reviewed monthly. 3. A review of Synergy grades will be conducted twice a year for students who attend weekly (consistently) to determine effectiveness of tutoring. 4. Teacher and administrators will review student outcomes and discuss effects of tutoring on student outcomes.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10069	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>ENGLISH LANGUAGE LEARNERS</p> <ol style="list-style-type: none"> 1. EL Coordinators will aid in duties including: identification/placement of EL 	<p>Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47 Hamre, B. K., & Pianta, R. C. (2006).</p>	<ol style="list-style-type: none"> 1. EL reclassification increase, ELAC meeting feedback.

<p>students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings. (We allocate .667 FTE to support the Initial and Summative ELPAC, planning for EL students and supporting our ELAC. We also have an EL Committee that is comprised of 4 teachers (1.0 FTE total release), one of which is our EL Coordinator and ELPAC Coordinator.)</p>	<p>Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), Children's needs III: Development, prevention, and intervention (pp. 59-71). Washington, DC, US: National Association of School Psychologists. On ELs & afterschool programs: https://files.eric.ed.gov/fulltext/EJ980180.pdf 1.</p>	
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Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$35000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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<p>Site Goal 2.1</p> <p>Decrease the overall school-wide percentage of D's and F's by 2% within each term (recent state: Term 1 13%, Term 2 15%, Term 3 15%, Term 4 16%).</p> <p>a) Increase in performance level on Math CAASPP for Hispanic students by 4 points and for African American students by 2 points. b) 80% of PLC's - Implementation of common assessment in Illuminate c) 100% of PLC's using data analysis through the formative assessment cycle to inform instruction d) Leadership involvement in programmatic evaluation for continuous improvement</p>	
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Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>DATA ANALYSIS</p> <p>1. 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 for additional data analysis. Professional Development for assessment tools will be incorporated into the PD plan.</p> <p>2. Technology committee will create plan to work with Advocacy committee and English/Math/Science teachers to incorporate CAASPP components in classes.</p>	<p>Hattie Effect Size: Feedback .73</p> <p>Säljö, R. (2010), Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. Journal of Computer Assisted Learning, 26: 53-64</p> <p>Jones, Karl "Practical issues for academics using the Turnitin plagiarism detection software: Research Gate, 01/01/2008</p>	<p>1. PLC common minutes template will show data analysis and student outcomes.</p> <p>2. Administrator observation and teacher lessons showing CAASPP components incorporated.</p>

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	\$7294	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9745	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>EL ASSESSMENT AND TESTING</p> <ol style="list-style-type: none"> 1. EL team will analyze data, plan and proctor assessments and provide ELPAC testing services for increased re-classification of EL students. 	<p>Hattie Effect Size: Feedback .73</p> <p>Cohen, P. A., Kulik, J. A., & Kulik, C.-L. C. (1982). Educational Outcomes of Tutoring: A Meta-analysis of Findings. <i>American Educational Research Journal</i>, 19(2), 237-248</p>	<ol style="list-style-type: none"> 1. Reclassification rates for EL students 2. Analysis of opportunity gap data

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$4243	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.3

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>ASSESSMENT PLCs</p> <ol style="list-style-type: none"> 1. PLC's and grade level teams will conduct common data analysis of a formative assessment cycle (including Target Group - African American/black and Hispanic data) minimally twice in a cycle and plan instruction/modifications accordingly. 2. CAASPP components and interim assessments will be incorporated into advocacy and/or math, English and science classes. 3. 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. 4. Governance will plan best practices for support of AP students, and certificated staff members will provide outreach to AP-qualified students based on data assessment. 5. College and Career Counselor and team will work with Governance committee to recruit targeted groups who are identified with AP Potential through either EOS or College Board or other recommendations from committee. 	<p>All: Learning Forward, The Professional Learning Association, "Learning Communities", https://learningforward.org/standards/learning-communities</p> <p>Meyer, Leila, "Report: High Functioning Professional Learning Communities Support Student Achievement", The Journal, October 2016, https://thejournal.com/articles/2016/10/24/report-high-functioning-professional-learning-communities-support-student-achievement.aspx</p>	<ol style="list-style-type: none"> 1. PLC common minutes template showing data analysis and student outcomes with identified opportunity gaps. 2. CAASPP data. 3. Summaries of outcomes from governance committees. 4. AP enrollment numbers overall and for specific target groups. Summer and in the school year attendance at AP tutoring and enrichment support sessions. AP Pass rates (examining gaps and closure of gap) 5. AP enrollment numbers overall and for specific target groups. Summer and in the school year attendance at AP tutoring and enrichment support sessions. AP Pass rates (examining gaps and closure of gap)

Funding Source	Amount	Description of Use		
AP Recruitment (7225/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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<p>Site Goal 3.1</p> <p>Increase student overall meaningful participation at school from 31% grade 9 and 30% grade 11 on CA Healthy Kids Survey to 35% overall.</p> <p>a) Increase percentage of African American and Hispanic students reporting they feel engaged from 54% and 58% respectively, to 60% and 64% respectively.</p> <p>b) Decrease African American or Black student suspension from 11.5% suspended at least once to 9.5% and two or more races from 6.3% to 5%.</p> <p>c) Increase the percentages of African American and Hispanic students feeling that their school understands the challenges their family faces from 65% and 66% to 70% each.</p>	
<p>Metric: School Climate</p>	

Actions/Services 3.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All 		
<p>Specific Actions to Meet Expected Outcome</p> <p>SAFETY AND SECURITY</p> <p>1. Implement active supervision measures with appropriate tools for Safety and Security and implement restorative practice chats with Safety and Security. (Any and all costs to be funded by site's General Fund.)</p>	<p>What is the Research Confirming this is an Effective Practice?</p> <p>The Urban Review December 2010, Volume 42, Issue 5, pp 458-467 Cite as Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children</p> <p>Netzel, D. M., & Eber, L. (2003). Shifting From Reactive to Proactive Discipline in an Urban School District: A Change of Focus Through PBIS Implementation. Journal of Positive Behavior Interventions, 5(2), 71-79.</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <p>1. California Healthy Kids and SEL survey data regarding connectedness and safety.</p>
<p>Funding Source</p>	<p>Amount</p>	<p>Description of Use</p>

Actions/Services 3.1.2

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All 		
<p>Specific Actions to Meet Expected Outcome</p>	<p>What is the Research Confirming this is an Effective Practice?</p>	<p>How will you Measure the Effectiveness of the Actions/Services?</p>

ACTIVITIES AND COMPETITION ENGAGEMENT

1. Recruit students for specific Academic Competitions and Academic Clubs and provide the opportunity to participate (i.e. AcaDeca, History Day, Cyber Patriots, MESA, etc.) whether virtual or in person competitions. (Funded by Academic Competitions.)
2. Increase overall student participation in clubs, cultural celebrations and events. This will be accomplished by utilizing the 5-Star Student App to announce, track attendance, and send reminders to students. (Title I Funding.)
3. Provide planning time, supplies, facility use (to include custodial services) to support training for Link Crew staff and students as well as for student to student mentoring such as conflict managers or peer college/career mentors to increase participation and connectedness. (Funded by Supplemental Concentration.)
4. Utilize the website, online resources, student senate and in person suggestion boxes and visual displays to incorporate more student voice. (Funded by Supplemental Concentration.)

1:
Hattie Effect Size:
Teacher Student Relationships .72
Expectations .43
Cooperative Learning .41

Tammy V. Abernathy & Richard N. Vineyard (2001) Academic Competitions in Science: What Are the Rewards for Students?, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 74:5, 269-276

2, 3, 4:
"Equity and Voice: How a Sense of Belonging Promotes Students' Agency", Alison Lee, Senior Research Scientist, and Meg Riordan, Director of External Research, at EL Education.
http://blogs.edweek.org/edweek/learning_deeply/2018/08/equity_and_voice_how_a_sense_of_belonging_promotes_students_agency

1. Student attendance in the clubs and competitions
2. Teacher and student observations/perceptions of engagement. Track student participation with 5-Star data quarterly.
3. Teacher and student observations/perceptions of engagement and student feedback.
4. Examine student feedback and survey feedback.

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$250	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$300	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$6500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>STUDENT SUPPORT (SEL), MOTIVATION AND RECOGNITION</p> <ol style="list-style-type: none"> 1. Plan, create and host PBIS kick off days and PBIS lessons in advocacy throughout the year; including signage and supplies. "Character Strong" curriculum to be utilized in Advocacy, which support PBIS Core Values and offer valuable teacher resources for community building. 2. Staff will oversee Foster Youth needs and engage students in mentoring sessions and more to include team building events and to meet needs for supports/supplies/social-emotional needs and more. 3. Host 4 Unity Days: Days of sharing, learning and growing in empathy with 	<p>All: Hattie Effect Size: Teacher Student Relationships .72 Self Concept .43</p> <p>Netzel, D. M., & Eber, L. (2003). Shifting From Reactive to Proactive Discipline in an Urban School District: A Change of Focus Through PBIS Implementation. Journal of Positive Behavior Interventions, 5(2), 71–79.</p> <p>3, 4, 9, 12, 13: Lubienski, S. T. (2003). Celebrating Diversity and Denying Disparities: A Critical Assessment. Educational Researcher, 32(8), 30–38</p>	<ol style="list-style-type: none"> 1. Knowledge of core values and PBIS TFI results. 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. 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. 6. Gold ticket tracking and comparison of students earning rewards and behavior and attendance data. 7. PBIS behavior data and suspension data.

<p>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.</p> <ol style="list-style-type: none"> 4. Counselors and administration will refer African American and Hispanic students, who show lack of participation or 3 or more behavioral referrals, to the PBIS Coordinator for invitations to Unity Day. 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. 6. PBIS Tier 2 supports will expand and include additional MTSS supports such as social emotional groups and behavior tracking to determine next steps. 7. Staff will use Synergy MTSS reporting system to identify students of concern early and use PBIS tier 2 supports and resources to help. 8. Counselors and Social Worker will run mental health support groups for identified students based on needs identified using specific criteria. 9. Staff will create a wellness/safe space for students during the week outside of class time for students to talk about topics and connect with mentors and resources. 10. PD and PLC time to develop and implement SEL activities incorporated into classroom instruction, class openers and school activities. 11. Restorative practices will be utilized as an alternative to suspensions as applicable. Professional development and/or supplemental materials to help with implementation will be provided. 12. Provide motivation speaker for students to help increase motivation, participation and engagement. 13. Professional Development provided for culture and climate in the distance learning environment to continue increasing motivation, participation and engagement (Boomerang for instance). 	<ol style="list-style-type: none"> 8. Stakeholder PBIS survey data (SAS and/or site created surveys) 9. Wellness space post surveys and attendance will be tracked. 10. California Healthy Kids and SEL survey data regarding connectedness and safety. 11. Suspension and restorative practices data; referral data will be analyzed including targeted subgroups. 12. Student feedback survey and/or discussion following the speaker presentation. 13. Attendance rates and increased participation in virtual events. Survey data and advocacy engagement.
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Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3920	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$11000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.4

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • Black or African American • Hispanic or Latino • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>EQUITY</p> <ol style="list-style-type: none"> 1. Student Equity Council will produce and carry out an action plan for a site specific equity project. The council will identify a need and create the plan to take action. 2. Host regional equity meetings and site based African-American/Black Parent advisory council meetings to analyze outcomes, seek feedback and input to create action plans for improved student outcomes. 3. Work with staff utilizing outside services, book studies, professional development (such as A Pathway to Equitable Math Instruction: Dismantling Racism in Mathematics Instruction) and reverse minimum days for equity work such as understanding bias, grading for equity and more. 	<p>All: "Equity and Voice: How a Sense of Belonging Promotes Students' Agency", Alison Lee, Senior Research Scientist, and Meg Riordan, Director of External Research, at EL Education. http://blogs.edweek.org/edweek/learning_deeply/2018/08/equity_and_voice_how_a_sense_of_belonging_promotes_students_agency</p>	<ol style="list-style-type: none"> 1. Pre and post student survey once the project is determined. 2. Analyze outcomes for student focus groups (discipline data, gpa, d/f ratios, survey data). 3. Administration observation and staff feedback

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$11600	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Site Goal 4.1

Increase family and staff interactions to build relationships and increase student achievement.

a) Increase all parents satisfaction for having ideas/tips on how to support academics at home from 57% on the 2020 LCAP needs survey to 60% and the requests for parent university topics to help families and students.

b) Increase the percentage of EL and SPED families feeling that the school understands their challenges from 56% and 78% respectively to 62% and 82%.

c) Increase promotion of parent involvement in school on CHKS* for 9th grade African American and Hispanic Latino parents from 52% and 56% respectively to 54% and 58%.

d) Increase promotion of parent involvement in school on CHKS* for 11th grade African American and Hispanic/Latino parents from 35% and 40% respectively to 37% and 42%.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>PARENT LIAISON, COMMUNITY OUTREACH AND ENGAGEMENT</p> <ol style="list-style-type: none"> 1. Provide a welcome mailer to all students, followed by weekly Smore Newsletters translatable to any language and staff will update parent information items on website. 2. Bilingual Translators will be available for Parents/guardians at Parent University, ELAC and other parent events. 3. Parent Engagement committee will survey the staff for commonly used messages to have them translated to invite parents/guardians to events. 4. Increase parent volunteers and parent participation by creating a parent liaison hourly position to work with the After School Program Coordinator. (APC funded .1 FTE.) Parent liaison will help coordinate volunteers from our parent community to be able to help at events and on committees throughout the year to increase parent involvement and input schoolwide. 	<p>All: Hattie Effect Size: Parental Involvement: .51</p> <p>Xavier Conus, Laurent Fahrni. (2019) Routine communication between teachers and parents from minority groups: an endless misunderstanding? <i>Educational Review</i> 71:2, pages 234-256.</p> <p>Hattie Effect Size: Parent Involvement .51 Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i>, 94(4), 682-710.</p>	<ol style="list-style-type: none"> 1. Copies of the newsletter and data showing the number of views weekly. 2. Parent/Guardian attendance rates. 3. Parent/Guardian attendance rates. 4. Analyze feedback and results on our LCAP needs survey, PIC welcoming school data and based on the numbers of parent volunteers.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$12488	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>PARENT UNIVERSITY AND ENGAGEMENT</p> <ol style="list-style-type: none"> 1. The Parent Engagement committee will work with broadcasting and staff to establish a Parent University program (some via digital platforms and some in person) after conducting a survey to find out the most desired topics. Parent University events will break out into specific equity groups and/or topics (Black Family Leadership Team, EL workshops, SWD Family Leadership Team, Athletics after HS, for example) Supplies and staff or outside services may be needed to complete the Parent University program. 2. Host quarterly Parent Engagement Events on Campus (i.e. Parent Lunch Days, Movie Nights, Back to School Night, Open House Showcase) in addition to the Parent 	<p>All: Hattie Effect Size: Parent Involvement .51</p> <p>Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i>, 94(4), 682-710.</p> <p>Hattie Effect Size: Parental Involvement: .51 Xavier Conus, Laurent Fahrni. (2019) Routine communication between teachers and parents from minority groups: an endless misunderstanding? <i>Educational Review</i> 71:2, pages 234-256.</p> <p>Wood, Lacy; Bauman, Emily, "How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform", NME Education Foundation, February 2017, https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf</p>	<ol style="list-style-type: none"> 1. Parent University participation online and in person attendance will be analyzed along with a survey pre and post. 2. Parent/Guardian attendance rates and end of the year survey. 3. Feedback/evaluation after events. 4. Analyze feedback and results on our LCAP needs survey.

University and Equity Listening Sessions with outside facilitation.

- Parent Orientation, Parent grade level events and Mustang Giddy Up events will be hosted with staff involvement.
- Staff will conduct parent university and provide virtual or face to face presentations regarding topics such as how to support your student for academic success, social media, financial aid, college/career and social emotional topics.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>ELAC MEETINGS</p> <ol style="list-style-type: none"> The EL Team will prepare and host minimally 3 or more ELAC Meetings per year. 	<p>Hattie Effect Size: Parent Involvement .51 Bilingual Programs .37</p> <p>Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i>, 94(4), 682-710.</p>	<ol style="list-style-type: none"> ELAC attendance rates

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>HOME VISITS/CLOSING THE GAP</p> <ol style="list-style-type: none"> Home Visit coordinator will help recruit staff to be trained and/or to make phone calls after hours to coordinate home visits to 9th grader families. A specialized committee and admin/counselor referrals will identify families/students in all grade levels to include targeted subgroup populations (based on listening sessions and 	<p>Hattie Effect Size: Parent Involvement .51</p> <p>Miranda Lin and Alan B. Bates, Home Visits: How Do They Affect Teachers' Beliefs about Teaching and Diversity? <i>Early Childhood Education Journal</i>, October 2010, Volume 38, Issue 3, pp 179–185</p>	<ol style="list-style-type: none"> Phone and home visit logs. Increased number of staff trained. Parent/guardian survey and/or feedback after visit

survey results showing a need for better connections/relationship building). The committee will track progress and determine if additional visits are needed. Admin will continue home porch visits as well. Handouts and translated materials, when necessary, will be provided.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

n/a

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Monterey Trail High School - 474

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$133,883	\$133,883	\$133,883	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	111.6397	\$0	\$12,151,705	\$12,151,705	\$12,151,705	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9-12) 0000 Unrestricted	2	\$0	\$219,672	\$219,672	\$219,672	\$0	\$0	\$0	\$0
2230 Non-Instructional FTE (9-12) 0000 Unrestricted	1.5	\$0	\$194,185	\$194,185	\$194,185	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$6,843	\$6,843	\$6,843	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	5.203	\$0	\$565,382	\$565,382	\$565,382	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.667	\$0	\$38,250	\$38,250	\$38,250	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$45,666	\$45,666	\$45,666	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$53,244	\$53,244	\$0	\$0	\$53,244	\$0	\$0
4700 Summer School/Extended Learning Administration 0000 Unrestricted	0	\$0	\$3,657	\$3,657	\$3,657	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$149,480	\$149,480	\$149,480	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	10	\$0	\$728,707	\$728,707	\$0	\$0	\$728,707	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.7461	\$0	\$54,720	\$54,720	\$32,000	\$0	\$22,720	\$0	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement	0	\$0	\$4,855	\$4,855	\$4,855	\$0	\$0	\$0	\$0

Coordination 0000 Unrestricted										
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$1,000	\$0	\$0	\$0	
7233 AVID Support 0000 Unrestricted	0	\$0	\$8,234	\$8,234	\$8,234	\$0	\$0	\$0	\$0	
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$7,500	\$7,500	\$7,500	\$0	\$0	\$0	\$0	
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.667	\$0	\$56,743	\$56,743	\$44,500	\$4,243	\$0	\$8,000	\$0	
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$46,968	\$46,968	\$46,968	\$0	\$0	\$0	\$0	
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0	
7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	6.3	\$0	\$888,668	\$888,668	\$803,641	\$17,039	\$30,000	\$37,988	\$0	
2200 Regular Education (9-12) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$17,503	\$17,503	\$17,503	\$0	\$0	\$0	\$0	
2200 Regular Education (9-12) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$17,503	\$17,503	\$17,503	\$0	\$0	\$0	\$0	
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	0.5	\$115,382	\$339,668	\$455,050	\$455,050	\$0	\$0	\$0	\$0	
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	9.7504	\$0	\$437,687	\$437,687	\$0	\$0	\$437,687	\$0	\$0	
4900 Director of School Improvement Support 5860 Title I - Afterschool - District (rolls to 3010)	0.25	\$0	\$10,327	\$10,327	\$10,327	\$0	\$0	\$0	\$0	

3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$236,037	\$236,037	\$236,037	\$0	\$0	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	3.3126	\$0	\$237,080	\$237,080	\$237,080	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	9.5	\$0	\$927,932	\$927,932	\$927,932	\$0	\$0	\$0	\$0
3550 Low Incidence (DHOH and VI) 6500 Special Education	8.4275	\$0	\$637,702	\$637,702	\$637,702	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.875	\$0	\$43,147	\$43,147	\$43,147	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	1.875	\$0	\$193,674	\$193,674	\$193,674	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.8752	\$0	\$412,284	\$412,284	\$412,284	\$0	\$0	\$0	\$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II 6512 Special Education: Mental Health Services	3.483	\$0	\$312,958	\$312,958	\$312,958	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$21,314	\$0	\$21,314	\$21,314	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	188.0545	\$136,696	\$19,224,364	\$19,361,060	\$18,018,932	\$22,282	\$1,273,858	\$45,988	

Total Funds Provided to the School Through the Consolidated Application	TBD	Title I Centralized Services			
Total Federal Funds Provided to the School from the LEA for CSI	N/A	Title I Foster Youth	\$37,811	Title I Homeless	\$6,608
Subtotal of additional federal funds included for this school	\$1,826,738	Title I Centralized Services	\$226,371	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$17,534,322				
Principal Lara Ricks		_____			
School Site Council Chairperson Hien Chan		_____			
EL Advisory Chairperson Sergio Alcala		_____			