



## **Monterey Trail High School**

# **Local Control Accountability Plan (LCAP) 2022-2023**

**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

## IV. Goals, Actions and Services

Monterey Trail High School | Focused Work: 2022-2023

### 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

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

The following measures were taken to review, analyze and plan:  
CHKS survey, LCAP needs survey, equity action planning - parents, students, staff  
Dashboard data - shared with leadership team, SCC, Admin and staff  
Leadership team - review/evaluation of 21-22 LCAP Metrics analysis and survey for programs, equity planning  
departments/program needs for 22-23  
SCC - review/evaluation of 21-22 LCAP, LCAP needs survey data and analysis, LCAP Metrics analysis and

evaluation of suggested

LCAP 22-23

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 22-23

MTREC - Monterey Trail Regional Equity Coalition -continued to revisit equity action plans and specific suggestions/input on 4/14/22

Meetings with the above stakeholders occurred on the following dates:

School Site Council (SCC) - 10/21/21, 11/18/21, 1/20/22, 3/31/21

ELAC meeting dates - 10/28/21, 2/17/22, 4/28/22

Leadership and admin team - 11/8/21, 11/17/21, 1/24/22, 2/4/22, 2/7/22

Students - 11/18/21, 1/20/22, 3/31/21

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

## Impact of LCAP and Annual Update

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

Continuing actions for further implementation since most were unable to be fully implemented this year and departments/course alike and PD planning/implementation of action plans for continued equity work:

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

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

CHKS data - meaningful participation desired, student voice

Dashboard data - identified higher needs with specific subgroups

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

## 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

**District Strategic Goal 1:**

**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.**

**District Needs and Metrics 1:**

**Students need high quality classroom instruction and curriculum as measured by:**

- 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

**Site Goal 1.1**

1. Increase the overall percent of students that qualify and are prepared to succeed at a 4 year college/university (A-G) from 70.7%% prepared to 73%.
2. Increase the percentage of African American students from 58% completion of A-G to 60% completion
3. Increase the percentage of EL students from 35% completion of A-G to 37% completion.
4. Increase the percentage of Hispanic students from 50% completion to 52% completion.
5. Increase the percentage of Students With Disabilities from 8% prepared to 10% prepared.
6. Decrease the percentage of students reporting on CHKS that school is really boring from 58% of 9th graders and 61% of 11th graders to 48% of 9th and 51% of 11th graders by next CHKS in 2023 (or better)
7. 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. (2021 Fall - 16% overall, 9% AA/Black, 9% Hispanic, 3% SWD, 15% SED, 3% EL)

**Metric:** A-G Completion

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p><b>ACADEMIC SUPPORT, COLLEGE &amp; CAREER ENGAGEMENT AND GUIDANCE</b></p> <p>1. Counselors will complete 100% academic advising with their caseload and create 4</p>	<p>All: Hattie Effect Size: Formative evaluation .90 Teacher Student Relationships .72 Early Intervention .47</p> <p>Hamre, B. K., &amp; Pianta, R. C.</p>	<p>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</p>

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). Funded by Title I and Supplemental Concentration.

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 planning through course selection guidance and guide students and families through ELAC meetings and outreach to aid with re-classification of newcomers.
5. An additional .5586 FTE is funded for clerical support of LCAP programs. Funded by Supplemental Concentration.
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

(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.

4. On ELs & afterschool programs: <https://files.eric.ed.gov/fulltext/EJ980180.pdf>

10., 11. 12:  
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

support for students to meet the needs for A-G, help support at risk populations and student focus groups through programs, restorative practices, SEL, additional courses, high quality instructional PD and family/student involvement.

The Core Content teachers will help reduce overall class sizes, in some cases teach intervention classes and help provide more FTE to meet A-G needs for our students.

2. Pre and post surveys for each grade level will demonstrate student understanding of the post secondary options and how to achieve A-G and career goals.
3. Assets (After School Safety and Enrichment for Teens) tutoring attendance logs will be reviewed monthly.
4. EL student schedules will be reviewed for A-G courses and pre-requisites.
5. 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.
12. PLC minutes sharing what is learned at the conferences 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. Materials and supplies will be provided to help establish our College and Career Readiness program with an online learning management system that teaches students how to succeed in school, apply for college, and be prepared for life after high school that will build a student-led marketing campaign program for college and career success targeting the underserved/underrepresented students.
10. 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. Funded by AVID Support and Title I.
11. Stipend for certificated AVID Coordinator to be paid to oversee AVID program. Funded by AVID Support.
12. Provide PLC time for professional development for counseling department to share best practices from professional development that EGUSD sponsors such as NACAC either virtual or in person and/or CASC to further their knowledge of College Admissions, SEL, and whole child counseling best practices. Funded by Supplemental Concentration.
13. Provide payment for certain college tests/application fees as possible for those who do not qualify for fee waiver.

implement into daily practices.

13. Review data for seniors taking advantage of this opportunity - survey how many would not have taken the tests or applied without the assistance.

Funded by AVID Support.

Funding Source	Amount	Description of Use	
AVID (7233/0000)	\$3300	Contracts/Services /Subscriptions	
AVID (7233/0000)	\$4000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$461677	Certificated- Salaries	
Title I – Basic (4900/3010)	\$7000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$159219	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$34465	Classified- Salaries	
Supplemental/Concentration (7201/0000)	\$10000	Contracts/Services /Subscriptions	

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs</b></p> <ol style="list-style-type: none"> <li>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. Funded by Title I.</li> <li>Counselors will attend the CSU/UC workshops/conferences and/or college/career professional development. Funded by Supplemental Concentration.</li> <li>All Departments, including EL staff, will be provided release as appropriate and available for additional PLC time to incorporate Learning Targets and Success Criteria and</li> </ol>	<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 &amp; afterschool programs: <a href="https://files.eric.ed.gov/fulltext/EJ980180.pdf">https://files.eric.ed.gov/fulltext/EJ980180.pdf</a></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>	<ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>Agendas and developed materials will be collected by administration.</li> <li>Administrative observations and peer-to-peer walk throughs will be conducted to gather data on the application of the</li> </ol>

AVID strategies into their grade level/PLC curriculum in addition to curricular alignment, development, vertical articulation and planning. This includes possibility for, but is not limited to, AP cross-curricular planning for intervention/retention, Edgenuity teachers to support students with IEP's, and Writing curriculum handbook creation for supporting students with writing/research /college readiness. Funded by Title I, EL Supplemental, AP Training.

4. All Departments, including EL staff, CTE and elective departments will be provided ability to attend conferences as appropriate and as they relate to equity, culturally responsive teaching, SEL, content to incorporate intervention, engagement and best practices as funding is available and applicable. Funded by Supplemental Concentration, EL Supplemental and Title I.
5. Individual teachers will observe best practices and we will continue our Green Dot Day peer observations with a focus on Learning targets and success criteria (LT/SC), AVID strategies, culturally responsive teaching/learning, as well as intervention program tools/strategies, overall classroom engagement strategies and formative assessment. (no funding at this time needed)
6. Off Site PD and online training aligned to content, engagement and culturally responsive teaching will be approved as it relates to LCAP goals.
7. Staff professional development and book studies will be offered for teachers regarding equity, SEL, LT/SC, culturally responsive teaching and data

7, 8:  
Hattie Effect Size:  
Formative evaluation .90  
Teacher Student Relationships .72  
Early Intervention .47

Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 59-71). Washington, DC, US: National Association of School Psychologists.

California State Plan for Career Technical Education, Element 2: High

strategies and shared best practices. PLC and department agendas/minutes showing sharing of best practices for implementation.

5. Agendas, application of practices, attendance and surveys related to the book studies.
6. Evaluations of PD offered will be conducted.
7. Master Schedule and student enrollment to reflect pathway and academy classes.
8. 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.



analysis with a focus on our marginalized populations including but not limited to our African-American/Black students needs.

8. Expand and support the CTE pathways that exist at MTHS: Animation Pathway, Broadcasting Pathway, DATA Academy, BOSS Entrepreneurship and Medical Assistant pathways to a more diverse group with additional focus to meet the requirements for CTE through efforts within the PLC and Governance committees along with recruitment/retention efforts. Professional development will be funded to support instructional methodology and training in current industry trends. (CTE Allocation)

Funding Source	Amount	Description of Use	
PreAP Training (7218/0000)	\$2000	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	\$3000	Certificated- Timesheets	
PreAP Training (7218/0000)	\$3000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$11528	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$6400	Contracts/Services /Subscriptions	
CTE (7235/0000)	\$5000	Contracts/Services /Subscriptions	
CTE (7235/0000)	\$1000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$19740	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$9000	Contracts/Services /Subscriptions	

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>INSTRUCTIONAL MATERIALS, TECHNOLOGY AND RESOURCES</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>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.)</li> <li>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.)</li> <li>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</li> </ol>	<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. <i>Journal of Computer Assisted Learning</i>, 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"> <li>Teacher and administrator observations and discussions surrounding student outcomes and access to the curriculum.</li> <li>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.</li> <li>Administrative observations and peer to peer walk through observations gathering data on hands-on activities in the Science and VAPA classrooms.</li> <li>Admin and Teacher observations of student use and ability to access items/curriculum needed.</li> <li>Admin and teacher observations of student use and ability to access items/curriculum needed</li> <li>Admin and teacher observations of student use and ability to access items/curriculum needed</li> <li>VAPA course enrollment numbers, number of course sections based on course requests, teacher/student feedback and administrative observations.</li> </ol>

populations increase college/career readiness. (Title I and/or Supplemental Concentration Funding.)

5. 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.)
6. Equipment, supplies, technology and software licenses to maintain and support the CTE pathways. (Funded by CTE Allocation.)
7. 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.)

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$2068	Materials/Supplies/Equipment	
Student Fees (2312/0000)	\$15000	Materials/Supplies/Equipment	
Student Fees (2312/0000)	\$3000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$15000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$6000	Contracts/Services /Subscriptions	
CTE (7235/0000)	\$3500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$9910	Materials/Supplies/Equipment	

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each
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Group?	Practice?	Action/Service?
<p><b>TUTORING, INTERVENTION AND EXPANDED LEARNING</b></p> <ol style="list-style-type: none"> <li>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. Funded by Title I.</li> <li>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.</li> <li>3. Extended Day, lunchtime and once a week tutoring will be provided to improve student outcomes. Funded by Extended Day.</li> <li>4. EL Tutoring will be provided to assist and support identified students.</li> </ol>	<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., &amp; 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"> <li>1. AVID student grades and A-G completion will be analyzed.</li> <li>2. ASSETs tutoring attendance logs will be reviewed monthly.</li> <li>3. A review of Synergy grades will be conducted twice a year for students who attend weekly (consistently) to determine effectiveness of tutoring.</li> <li>4. Teacher and administrators will review student outcomes and discuss effects of tutoring on student outcomes.</li> </ol>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$10000	Contracts/Services /Subscriptions	

**Actions/Services 1.1.5**

**Principally Targeted Student Group**

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>ENGLISH LANGUAGE LEARNERS</b></p> <ol style="list-style-type: none"> <li>1. EL Coordinators will aid in duties including: identification/placement of EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings. (We allocate .501 FTE to support the Initial and Summative ELPAC, planning for EL students and supporting our ELAC. We also have an EL Committee that is comprised of 4 teachers (1.0 FTE total release), one of which is our EL Coordinator and ELPAC Coordinator.)</li> <li>2. EL training and conference to be provided for EL teachers and/or coordinators to assist support with newcomer language acquisition and best practices.</li> </ol>	<p>Hattie Effect Size:                      Formative evaluation .90                      Teacher Student Relationships .72                      Early Intervention .47                      Hamre, B. K., &amp; Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear &amp; 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 &amp; afterschool programs: <a href="https://files.eric.ed.gov/fulltext/EJ980180.pdf">https://files.eric.ed.gov/fulltext/EJ980180.pdf</a></p> <p>2. Hattie Effect Size:                      Professional Development .62                      Thomas R. Guskey (2002) Professional Development and Teacher Change, Teachers and Teaching, 8:3, 381-391</p>	<ol style="list-style-type: none"> <li>1. EL reclassification increase, ELAC meeting feedback.</li> <li>2. Agendas, application of practices, shared best practices among the EL teachers and schoolwide as applicable.</li> </ol>

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$49386	Certificated- Salaries	
EL Supplemental (7250/0000)	\$3600	Contracts/Services /Subscriptions	

<p><b>District Strategic Goal 2:</b></p> <p><b>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</b></p>	<p><b>District Needs and Metrics 2:</b></p> <p><b>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</b></p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1**

Decrease the overall school-wide percentage of D's and F's by 2% within each term

**a) Increase in performance level for the % meeting standards on Math CAASPP for Hispanic students by 2 points and for African American students by 5 points.**

**Sub goals:**

**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 as shown in common PLC document with minutes**

**d) Leadership involvement in programmatic evaluation for continuous improvement**

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p><b>DATA ANALYSIS</b></p> <ol style="list-style-type: none"> <li>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 and tools (iPads) for additional data analysis. Professional Development for assessment tools will be incorporated into the PD plan. Turnitin to be funded by Title I. iPads for conducting Data Analysis to be funded by Supplemental Concentration.</li> <li>2. Technology committee will create plan to work with Advocacy committee and English/Math/Science teachers to incorporate CAASPP components in classes.</li> <li>3. Governance teams, admin and leadership will collect and analyze data from our intervention program, EOS program implementation, d/f data and illuminate assessments to provide</li> </ol>	<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>	<ol style="list-style-type: none"> <li>1. PLC common minutes template will show data analysis and student outcomes.</li> <li>2. Administrator observation and teacher lessons showing CAASPP components incorporated.</li> <li>3. Data analysis shared with subcommittees, departments, PLC's, leadership and admin to provide data to educational partners and for use in programmatic evaluation.</li> </ol>

programmatic evaluation.

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$10000	Contracts/Services /Subscriptions
Supplemental/Concentration (7201/0000)	\$6520	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Timesheets

**Actions/Services 2.1.2**

**Principally Targeted Student Group**

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>EL ASSESSMENT AND TESTING</b></p> <p>1. EL team will analyze data, plan and proctor assessments and provide ELPAC testing services for increased re-classification of EL students.</p>	<p>Hattie Effect Size: Feedback .73</p> <p>Cohen, P. A., Kulik, J. A., &amp; 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>	<p>1. Reclassification rates for EL students</p> <p>2. Analysis of opportunity gap data</p>

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$1800	Certificated- Timesheets

**Actions/Services 2.1.3**

**Principally Targeted Student Group**

- All • Black or African American • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>ASSESSMENT PLCs</b></p> <p>1. Common Core PLC's and grade level teams will conduct common data analysis of a formative assessment cycle (including Target Group</p>	<p>All: Learning Forward, The Professional Learning Association, "Learning Communities", <a href="https://learningforward.org/standards/learning-communities">https://learningforward.org/standards/learning-communities</a></p>	<p>1. PLC common minutes template showing data analysis and student outcomes with identified opportunity gaps.</p> <p>2. CAASPP data.</p> <p>3. Summaries of outcomes from</p>

- African American/black and Hispanic data) minimally twice in a cycle and plan instruction/modifications accordingly. Funded by Title I.
- 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. Funded by AP Recruitment.
- 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.

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>

- 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- Timesheets	
Title I – Basic (4900/3010)	\$7360	Certificated- Timesheets	

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p><b>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</b></p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> </ul>
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- School Climate
- Social Emotional Learning
- Suspension

### Site Goal 3.1

Increase student overall meaningful participation at school from 22% grade 9 and 23% grade 11 on CA Healthy Kids Survey to 35% overall. (decreased in pandemic)

- a) Increase percentage of African American, Hispanic, and Students with Disabilities reporting a favorable response for the school climate from 60%, 65%, 59% to 65%, 70%, 64% respectively. (Fall LCAP Metrics 2021)
- b) Decrease African American/Black student suspension from an incident rate of 15.8% suspended at least once, Foster Youth from 8.3% and Students with disabilities from 15.4% by 5%, 2% and 5% respectively. Decrease repeatedly suspended students overall from 4.3% for African American/Black and 4.2% Students with disabilities by 1% (according to report from RED)
- c) Increase the percentage of students who feel there is a caring adult on campus from 46% of 9th graders and 53% of 11th graders to at least 51% and 60% by next CHKS in 2023.

**Metric:** School Climate

#### Actions/Services 3.1.1

#### Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>SAFETY AND SECURITY</b></p> <p>1. Implement active supervision measures with appropriate tools, tools for supervision and wellness, radios/ear pieces for confidentiality and wellness 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 or supplemental fund when allowable.)</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., &amp; 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>1. California Healthy Kids and SEL survey data regarding connectedness and safety.</p>

Funding Source	Amount	Description of Use	

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>ACTIVITIES AND COMPETITION ENGAGEMENT</b></p> <ol style="list-style-type: none"> <li>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 and Supplemental Concentration.</li> <li>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, and providing supplies and materials to support such programs and celebrations. Title I Funding.</li> <li>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.</li> <li>4. Provide planning time certificated hours, supplies, facility use to support planning for PBIS first days of school, ongoing needs due to data regarding climate and opening days per terms to create and</li> </ol>	<p>1: Hattie Effect Size: Teacher Student Relationships .72 Expectations .43 Cooperative Learning .41</p> <p>Tammy V. Abernathy &amp; 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</p> <p>2, 3, 4, 5: "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. <a href="http://blogs.edweek.org/edweek/learning_deeply/2018/08/equity_and_voice_how_a_sense_of_belonging_promotes_students_agency">http://blogs.edweek.org/edweek/learning_deeply/2018/08/equity_and_voice_how_a_sense_of_belonging_promotes_students_agency</a></p>	<ol style="list-style-type: none"> <li>1. Student attendance in the clubs and competitions</li> <li>2. Teacher and student observations/perceptions of engagement. Track student participation with 5-Star data quarterly.</li> <li>3. Teacher and student observations/perceptions of engagement and student feedback.</li> <li>4. Teacher and student observations/perceptions of engagement and student feedback.</li> <li>5. Implementation of strategies as observed by administrators and student feedback regarding activities and climate.</li> <li>6. Examine student feedback and survey feedback.</li> <li>7. Student participation rosters, 5 star data</li> </ol>

- implement lessons, community building and core values. Funded by Supplemental Concentration.
5. Provide Professional Development to increase our SEL and wellness activities and engagement.
  6. Utilize the website, online resources, student senate and in person suggestion boxes and visual displays to incorporate more student voice. Funded by Supplemental Concentration.
  7. Provide academic charter expenses i.e. NHS, CSF dues, recognition and assist ASB in funding activities to lower pricing for events to promote equity and engagement as possible. Funded by Student Fees.

Funding Source	Amount	Description of Use	
Academic Competitions (7206/0000)	\$500	Contracts/Services /Subscriptions	
Student Fees (2312/0000)	\$2000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$300	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$1700	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$11000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$4000	Contracts/Services /Subscriptions	

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<b>STUDENT SUPPORT (SEL), MOTIVATION AND RECOGNITION</b>	All: Hattie Effect Size: Teacher Student Relationships .72	1. Knowledge of core values and PBIS TFI results.

1. Plan, create and host PBIS kick off days and PBIS lessons in advocacy throughout the year; including signage and supplies. "Character Strong" curriculum and using Breakout.edu for supplemental 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 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.
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, in addition to mailed postcards to recognize students' positive behaviors and for those who exemplify core values including confidence as applicable.

Self Concept .43

Netzel, D. M., & Eber, L. (2003). Shifting From Reactive to Proactive Discipline in an Urban School District: A Change of Focus Through PBIS Implementation. *Journal of Positive Behavior Interventions*, 5(2), 71–79.

3, 4, 9, 12, 13:  
Lubienski, S. T. (2003). Celebrating Diversity and Denying Disparities: A Critical Assessment. *Educational Researcher*, 32(8), 30–38

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.
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.

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. Certificated and/or classified hours will be used to recruit, promote and oversee the safe space.
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).

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$15000	Certificated- Timesheets	

Supplemental/Concentration (7201/0000)	\$26000	Classified- Salaries	
Supplemental/Concentration (7201/0000)	\$15500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$19200	Contracts/Services /Subscriptions	

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- Black or African American • Hispanic or Latino • School-wide

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p><b>EQUITY</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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. Funded by Supplemental Concentration.</li> <li>3. Supplement BSU Student Equity activities with supplies, printing, services to create cultural opportunities for all educational partners with student driven projects throughout the year and including Black History Month and other cultural events. Funded by Supplemental Concentration.</li> <li>4. 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. Funded by Title I.</li> <li>5. Certificated timesheet hours for targeted phone calls per</li> </ol>	<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.  <a href="http://blogs.edweek.org/edweek/learning_deeply/2018/08/equity_and_voice_how_a_sense_of_belonging_promotes_students_agency">http://blogs.edweek.org/edweek/learning_deeply/2018/08/equity_and_voice_how_a_sense_of_belonging_promotes_students_agency</a></p>	<ol style="list-style-type: none"> <li>1. Pre and post student survey once the project is determined.</li> <li>2. Analyze outcomes for student focus groups (discipline data, gpa, d/f ratios, survey data).</li> <li>3. Participation in the events - 5 Star data, surveys, sign in sheets</li> <li>4. Administration observation and staff feedback</li> <li>5. Phone logs and teacher reports regarding progress for those targeted students.</li> </ol>

term - academic motivation and intervention. Funded by Title I.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$11320	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$5000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$16000	Contracts/Services /Subscriptions	

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

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

- a) Increase promotion of parent involvement in school on CHKS\* for 9th grade parents from 51% in 9th and 50% in 11th respectively to 55% and 56%. (next CHKS 2023)
- b) Decrease % chronically absent for African American students from 10.4% to 8%, Hispanic from 13.4% to 10%, Foster Youth from 40% to 30% and SWD from 19.4% to 16%. (LCAP metrics Fall 2021)

**Subgoal:**  
 Return to the participation rates similar to pre-pandemic rates (Parent Orientation - 350-400 9th grade, BTSN 150-200, Open House 400-500, Mustang Derby 150, family lunch, etc)

**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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>PARENT LIAISON, COMMUNITY OUTREACH AND ENGAGEMENT</b></p> <ol style="list-style-type: none"> <li>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. Funded by Title I.</li> <li>2. Bilingual Translators will be available for Parents/guardians at Parent University, ELAC and other parent events. Funded by EI Supplemental.</li> <li>3. Parent Engagement committee will survey the staff for commonly used messages to have them translated to invite parents/guardians to events.</li> <li>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. Funded by Title I.</li> <li>5. Provide hours on timesheet for clerical staff to do family communication and recruitment for awareness of opportunities such as Back to School Night, Open House, Mustang Derby for AP/H/CTE and others. Funded by Supplemental Concentration.</li> </ol>	<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"> <li>1. Copies of the newsletter and data showing the number of views weekly.</li> <li>2. Parent/Guardian attendance rates.</li> <li>3. Parent/Guardian attendance rates.</li> <li>4. Analyze feedback and results on our LCAP needs survey, PIC welcoming school data and based on the numbers of parent volunteers.</li> </ol>

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$1500	Classified- Timesheets	



Supplemental/Concentration (7201/0000)	\$300	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	\$200	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$14049	Certificated- Salaries	
Title I – Basic (4900/3010)	\$2000	Contracts/Services /Subscriptions	

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of each Action/Service?</b>
<p><b>PARENT UNIVERSITY AND ENGAGEMENT</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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 University and Equity Listening Sessions with outside facilitation.</li> <li>3. Parent Orientation, Parent grade level events and Mustang Giddy Up events will be hosted with staff involvement.</li> <li>4. Staff will conduct parent university and provide virtual or face to face presentations</li> </ol>	<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, <a href="https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&amp;ext=.pdf">https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&amp;ext=.pdf</a></p>	<ol style="list-style-type: none"> <li>1. Parent University participation online and in person attendance will be analyzed along with a survey pre and post.</li> <li>2. Parent/Guardian attendance rates and end of the year survey.</li> <li>3. Feedback/evaluation after events.</li> <li>4. Analyze feedback and results on our LCAP needs survey.</li> </ol>

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)	\$5000	Certificated- Timesheets

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>ELAC MEETINGS</b></p> <p>1. The EL Team will prepare and host minimally 3 or more ELAC Meetings per year.</p>	<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>	<p>1. ELAC attendance rates</p>

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$500	Materials/Supplies/Equipment

**Actions/Services 4.1.4**

**Principally Targeted Student Group**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p><b>HOME VISITS/CLOSING THE GAP</b></p> <p>1. Home Visit coordinator will help recruit staff to be trained and/or to make phone calls</p>	<p>Hattie Effect Size: Parent Involvement .51</p> <p>Miranda Lin and Alan B. Bates, Home Visits: How Do They Affect Teachers'</p>	<p>1. Phone and home visit logs. Increased number of staff trained. Parent/guardian survey and/or feedback after visit</p>

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 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.

Beliefs about Teaching and Diversity? Early Childhood Education Journal, October 2010, Volume 38, Issue 3, pp 179–185

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets	

**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) | 2022 - 2023

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	
<b>2200</b> Regular Education (9-12) <b>0000</b> Unrestricted	0.0000	\$0	\$134,254	\$134,254	\$134,254	\$0	\$0	\$0	\$0
<b>2270</b> Extended Day (9-12) <b>0000</b> Unrestricted	0.0000	\$0	\$6,843	\$6,843	\$6,843	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0.0000	\$0	\$20,000	\$20,000	\$18,000	\$0	\$2,000	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$363,354	\$363,354	\$244,334	\$8,520	\$110,000	\$500	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7220</b> Honors/Advanced Placement Coordination <b>0000</b> Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$0	\$4,000	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$1,000	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0.0000	\$9,500	\$0	\$9,500	\$9,500	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$61,854	\$61,854	\$58,054	\$1,800	\$0	\$2,000	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low- Income and Neglected	0.0000	\$0	\$580,034	\$580,034	\$517,605	\$17,360	\$19,020	\$26,049	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$9,500	\$1,185,139	\$1,194,639	\$1,000,890	\$32,680	\$132,520	\$28,549	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$580,034
Subtotal of state or local funds included for this school	\$614,605

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**

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