



## **Monterey Trail High School**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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: 2023-2024

---

### Goal Setting (Icapid: 570)

#### 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

##### 1. Involvement Process for LCAP and Annual Update

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

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 Sept 2022 LCAP Metrics analysis and survey for programs, equity planning

departments/program needs for 23-24

SCC - review/evaluation of 22-23 LCAP, LCAP needs survey data and analysis, LCAP Metrics analysis and evaluation of suggested

LCAP 23-24

Dashboard Data, LCAP needs survey data and SEL data analysis by committee and compared to other data showing consistent needs

ASB students - LCAP Metrics analysis and feedback, suggestions for LCAP 23-24

MTREC - Monterey Trail Regional Equity Coalition -continued to revisit equity action plans and specific suggestions/input on 10/20/22 and 4/6/23

Meetings with the above stakeholders occurred on the following dates:

School Site Council (SCC) - 9/15/22, 11/10/22, 1/5/23, 2/16/23, 4/13/23, 5/11/23

ELAC meeting dates - 10/13/22, 2/23/23, 4/27/23

Leadership and admin team - 10/19/22, 1/18/23, 2/15/23, 4/19/23

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

## 2. Impact of LCAP and Annual Update

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

Continuing actions for departments/course 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/ATSI - identified higher needs with specific subgroups

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

Additional trainings for PBIS, Restorative Practices, and for SEL with more explicit implementation

## Resource Inequities

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

MT now has ATSI status for African American, Students with disabilities, Two or More and Homeless student groups. Actions were aligned to support these students if they were not already aligned as these are also the sub groups identified already on the CA Dashboard.

## 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 (SiteGoalID: 6680) (DTS: 02/10/23)**

- **Increase the overall percent of students that qualify and are prepared to succeed at a 4 year college/university (A-G completion) from 65% to 70%**
  - **African American students from 58% completion of A-G to 60% completion**
  - **EL students from 35% completion of A-G to 37% completion.**
  - **Hispanic students from 50% completion to 52% completion.**
  - **Increase the percentage of Students With Disabilities from 8% prepared to 10% prepared.**

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

**Actions/Services 1.1.1 (SiteGoalID: 6680) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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 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</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 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</p>	

- 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. An additional .5586 FTE is funded for clerical support of LCAP programs. Funded by Supplemental Concentration.
  5. 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".
  6. 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.
  7. 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.
  8. Provide sub coverage for College and Instructional Field Trips including but not

- 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. Observation by administration and completion of clerical duties to carry out the specified LCAP programs.
  5. Graduation rate for SWD.
  6. Teacher/student/parent feedback in IEP meetings.
  7. 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.
  8. Field trip rosters and data analysis of AVID students planning to attend college. Pre and post surveys for those in attendance
  9. AVID student college attendance rate.
  10. PLC minutes sharing what is learned at the conferences to implement into daily practices.
  11. Review data for seniors taking advantage of this opportunity - survey how many would not have taken the tests or applied without the assistance.

<p>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.</p> <p>9. Stipend for certificated AVID Coordinator to be paid to oversee AVID program. Funded by AVID Support.</p> <p>10. Provide PLC time or professional development opportunities 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.</p> <p>11. Provide payment for certain college tests/application fees as possible for those who do not qualify for fee waiver. Funded by AVID Support and Supplemental Concentration.</p>		
--	--	--

**Actions/Services 1.1.2 (SiteGoalID: 6680) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs</b></p>	<p>1. AVID: a) Summer Institute attendance and teacher participation in the site team meetings; and, b) AVID strategies will be incorporated</p>	

<p>1. Staff will attend the AVID Summer Institute or addition AVID trainings to minimally include current AVID teachers/site team members, an administrator and teachers who have not previously been trained. Funded by Title I.</p> <p>2. Counselors will attend the CSU/UC workshops/conferences and/or college/career professional development. Funded by Supplemental Concentration.</p>	<p>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</p> <p>2. Counselors will train anyone who did not attend and update administration as new information is gained. These updates will be added into the career units and 4 year plans.</p>	
---	---	--

**Actions/Services 1.1.3 (SiteGoalID: 6680) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>INSTRUCTIONAL MATERIALS, TECHNOLOGY AND RESOURCES</b></p> <p>1. Supplemental instructional materials, technology, curriculum and supply kits for Math, English, Science and Social Science and AP courses will be used to augment current curriculum for all students including SPED and at risk student groups. (Title I and/or Supplemental Concentration Funding). Additional materials, instructional on-line subscriptions and curriculum for EL students' needs, not to exceed 15</p>	<p>1. Teacher and administrator observations and discussions surrounding student outcomes and access to the curriculum.</p> <p>2. Rate of college and career ready students will be reviewed and subgroups compared to see closing of the opportunity gap</p> <p>3. Increased use of Google Classroom and other digital platforms, online subscriptions, tools and supplies both in class and outside of class as noted by</p>	

- copies per material. (To be funded by EL Supplemental).
2. 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.
  3. 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.)
  4. VAPA supplies and materials; procurement, repair and maintenance of VAPA equipment and musical instruments; cleaning of uniforms; scripts/royalties, duplicated workbooks, and supplemental technology and resources will be purchased to enable hands-on learning for all students to enable access to A-G curriculum. (Student Fees Funding and VAPA Funding.)
  5. Online subscriptions and supplemental materials to increase engagement and participation as well as for work experience, focus on college/career and intervention/learning recovery use will be

- the library teacher, staff and administration.
4. Administrative observations and peer to peer walk through observations gathering data on hands-on activities in the Science and VAPA classrooms.
  5. Admin and Teacher observations of student use and ability to access items/curriculum needed.
  6. Admin and teacher observations of student use and ability to access items/curriculum needed
  7. Admin and teacher observations of student use and ability to access items/curriculum needed
  8. VAPA course enrollment numbers, number of course sections based on course requests, teacher/student feedback and administrative observations.



<p>purchased to help at risk populations and increase college/career readiness. (Title I and/or Supplemental Concentration Funding.)</p> <p>6. 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.)</p> <p>7. Equipment, supplies, technology and software licenses to maintain and support the CTE pathways. (Funded by CTE Allocation.)</p> <p>8. Expand recruitment and provide supports for instruction with instructional coach support in VAPA courses and continued support to maintain current equipment and supplies. (Supplemental Concentration and/or Student Fees Funding.)</p>		
---	--	--

**Site Goal 1.2 (SiteGoalID: 6923) (DTS: 04/22/23)**

**Increase the EL reclassification rate from 11.8% to 15%.**

**Metric:** Reclassified - Percent of English Learners  
Reclassified

**Actions/Services 1.2.1 (SiteGoalID: 6923) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- EL • R-FEP

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
---	---	--

<p>to address root causes.</p> <ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<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> <li>3. The EL planning team will aid EL students in college and career planning through course selection guidance and guide students and families through ELAC meetings and outreach to aid with re-classification of newcomers.</li> <li>4. Master Schedule team will re-order English courses (elective vs A-G) to better facilitate ELPAC testing and when possible maintain the same teacher for the EL students.</li> </ol>	<ol style="list-style-type: none"> <li>1. EL Coordinator team will monitor EL reclassification increase, ELAC meeting feedback.</li> <li>2. Agendas, application of practices, shared best practices among the EL teachers and schoolwide as applicable. Team will collect EL walk through data and monitor implementation of best practices.</li> <li>3. EL student schedules will be reviewed for A-G courses and pre-requisites and coordinators will monitor progress for reclassification based on interim results.</li> <li>4. EL coordinator and team will analyze results from testing and English grades for students.</li> </ol>	

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

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

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

**Actions/Services 1.3.1 (SiteGoalID: 6924) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs</b></p> <ol style="list-style-type: none"> <li>1. All Departments, including EL staff, will be provided curriculum-based supplemental materials and resources, and release as appropriate and available 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. This includes possibility for, but is not limited to, AP cross-curricular planning timesheets for intervention/retention, Edgenuity teachers to support students with IEP's,</li> </ol>	<ol style="list-style-type: none"> <li>1. Agendas and developed materials will be collected by administration.</li> <li>2. Administrative observations and peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared best practices. PLC and department agendas/minutes showing sharing of best practices for implementation.</li> <li>3. Agendas, application of practices, attendance and surveys related to the book studies.</li> </ol>	

<p>and . Funded by Supplemental Concentration, Title I, EL Supplemental, AP Training.</p> <p>2. 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)</p> <p>3. Off Site PD, Diversity Equity Inclusion professional development and training aligned to content, engagement and culturally responsive teaching will be approved as it relates to LCAP goals.</p>		
--	--	--

**Actions/Services 1.3.2 (SiteGoalID: 6924) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- Black or African American • Hispanic or Latino

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>TARGETED INSTRUCTIONAL PROFESSIONAL DEVELOPMENT, CURRICULUM DEVELOPMENT AND PLCs</b></p> <p>1. Staff professional development and book studies will be offered for</p>	<p>1. Evaluations of PD offered will be conducted.</p> <p>2. Administrative observations and peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared</p>	

teachers regarding equity, SEL, LT/SC, culturally responsive teaching and data analysis with a focus on our marginalized populations including but not limited to our African-American/Black students and Hispanic student needs.

2. 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.
3. Departments/PLC's provided release time or off contract time in addition to current PLC time in order to analyze results for African-American, Hispanic and other marginalized groups to revise teaching and share best practices for improved outcomes.
4. Data literacy or assessment literacy training/professional development work with the support of CPL (Curriculum and Professional Learning department) to further ability to effectively and efficiently analyze subgroup data and make modifications to improve student outcomes for African-American and Latinx students along with marginalized student populations

- best practices. PLC and department agendas/minutes
3. Dept/PLC SMARTIE goals will include specific measurements and data to be collected and shared with leadership quarterly by department leads.
  4. Dept/PLC analysis of data will be reviewed bimonthly and revisions to planning/assessments and teaching will occur.

**Actions/Services 1.3.3 (SiteGoalID: 6924) (DTS: 04/22/23)**

**Targeted Student Group(s)**

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

<b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>TUTORING, INTERVENTION, ENRICHMENT AND EXPANDED LEARNING</b></p> <ol style="list-style-type: none"> <li>1. Tutor training to support tutor program in alignment with academic outcome goals in addition to peer tutors at site, specifically in AVID and ASSETs program. In addition, AVID Team will hold after-school intervention meetings with underperforming students and their families for those who are at risk of not meeting college eligibility. 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 and development of an after school conversational EL enrichment opportunity will be provided.</li> <li>5. Strategies to support at risk students will be trained and teachers will continue to revise intervention strategies and modify use of Trail Time to scaffold and structure review/tutoring/intervention</li> </ol>	<ol style="list-style-type: none"> <li>1. AVID student grades, d/f's and A-G completion will be analyzed by AVID teachers every 4 weeks.</li> <li>2. ASSETs tutoring attendance logs will be reviewed monthly and coordinator will work with VP to track frequent attendees grade progress.</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 by coordinator and VP.</li> <li>4. Teacher and EL coordinator will review student outcomes and discuss effects of tutoring on student outcomes.</li> <li>5. Teachers will monitor student performance on formative assessments after specific interventions take place in class and track progress of student outcomes.</li> <li>6. Teachers or staff on field trip will survey students to determine impact as it relates to instruction and college/career and motivation.</li> </ol>	

<p>plans to support at risk student groups.</p> <p>6. Field Trips connected to curricular content including all departments provided when aligned to instruction and goals.</p>		
---	--	--

**Site Goal 1.4 (SiteGoalID: 6925) (DTS: 04/22/23)**

**Increase percentage of CTE completers**

- **Overall CTE completion percentage from 16% to 25% by 2024-2025**
  - **African-American students from 6%-15% by 2024-2025**
  - **Hispanic students from 6% - 15% by 2024-2025**
  - **Students with disabilities from 9%-15% by 2024-2025**
  - **Two or more from 17%-20% by 2024-2025**

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

**Actions/Services 1.4.1 (SiteGoalID: 6925) (DTS: 04/22/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Recruit, retain and support at risk students in CTE</p> <p>a) Create promotional materials showing diverse students successful in CTE programs during fall 2023</p> <p>b) November and December 2023 intentional recruiting and tapping</p>	<ul style="list-style-type: none"> <li>• Master Schedule team and CTE leads will analyze student enrollment and conduct analysis of CTE completers</li> <li>• CCC and Master Schedule team will see enrollment to show increase in diverse/targeted students who</li> </ul>	

students who are in targeted populations (lunch promotions, posters, bulletin, advocacy/Trailivision, class tours, school social media, email, etc.)

c) Counselors have all 9th graders fill out interest form in academic advising throughout meetings

d) Special invites to interested students and their parent/guardians to Open House (tours provided) and Mustang Derby (CTE/AP/H night)

e) CCC use off site placement tool to ensure at-risk populations are enrolled per CPA criteria representing our student demographics

f) Master Schedule team and counselor ensure proper course sequencing and only enrolled in grade level courses to ensure completion

are in the correct progression of courses

- Leadership team and School Site council will analyze LCAP Metrics to see who completes the pathway in each program.

**Site Goal 1.5 (SiteGoalID: 6926) (DTS: 04/22/23)**

**Increase representation, retention and percentage passing in Advanced Placement.**

- Overall passage rate from 21% to 25%
- African-American passage rate from 3%-10%

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

**Actions/Services 1.5.1 (SiteGoalID: 6926) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- Black or African American

**What Specific Actions/Services will you Provide to this Student Group?**

- Actions and Services are a "micro strategic plan" within the Site LCAP

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?



<p>to address root causes.</p> <ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<ol style="list-style-type: none"> <li>1. AP training at summer institute will be provided and AP governance will meet to discuss best practices</li> <li>2. Additional time sheets for AP teachers and coordinator to plan and implement recruitment of African-American students and other marginalized groups and retention plan.</li> <li>3. Digital, in person and written communications to promote the program and demonstrate diverse representation including but not limited to AP/H/CTE Mustang Derby event and promotion materials with special outreach to African-American students</li> </ol>	<ol style="list-style-type: none"> <li>1. Student outcomes in AP classes during formative assessments specifically and passage rates analyzed by governance committee and AP teacher</li> <li>2. and 3. Teacher and coordinator analysis of enrollment, retention and passage rates.</li> </ol>	

Funding Sources for District Goal 1	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
AVID (7233/0000)	\$4000	Certificated-Stipends
AVID (7233/0000)	\$2500	Contracts/Services/Subscriptions
AVID (7233/0000)	\$800	Materials/Supplies/Equipment
CTE (7235/0000)	\$9500	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$52540	Certificated- Salaries
EL Supplemental (7250/0000)	\$1500	Certificated- Timesheets
EL Supplemental (7250/0000)	\$500	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	\$1180	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$15000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$171000	Certificated- Salaries

Supplemental/Concentration (7201/0000)	\$10500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$30000	Classified- Salaries
Supplemental/Concentration (7201/0000)	\$11000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$11410	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$410000	Certificated- Salaries
Title I – Basic (4900/3010)	\$36200	Certificated- Timesheets
Title I – Basic (4900/3010)	\$84927	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$30000	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	\$15000	Materials/Supplies/Equipment

<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>• <b>Assessment System</b></li> <li>• <b>Data and Program Evaluation</b></li> <li>• <b>Other (Site-based/local assessment)</b></li> </ul>
---	---

**Site Goal 2.1 (SiteGoalID: 6838) (DTS: 01/01/10)**

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

**Metric:** Test Participation Rate on Districtwide Assessments

**Actions/Services 2.1.1 (SiteGoalID: 6838) (DTS: 03/31/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
--	---	--

<ul style="list-style-type: none"> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>1. Administration and Department leads over English and Math will meet regularly with subject specific PLC's to schedule interims in Illuminate to ensure they are completed.</p>	<p>1. Illuminate assessments administered.</p>	

**Site Goal 2.2 (SiteGoalID: 6681) (DTS: 02/10/23)**

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

- 100% of PLC's using data analysis through the formative assessment cycle to inform instruction as shown in common PLC document with minutes
- Leadership involvement in programmatic evaluation for continuous improvement

**Metric: Test Participation Rate on Districtwide Assessments**

**Actions/Services 2.2.1 (SiteGoalID: 6681) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>DATA ANALYSIS</b></p> <p>1. Leadership and/or PLC training on data analysis/assessment literacy</p>	<p>1. and 2. PLC common minutes template will show data analysis and student outcomes with actual data</p>	

<p>and best practices for PLCs to improve student outcomes</p> <ol style="list-style-type: none"> <li>Teachers will utilize Illuminate as a data disaggregation tool(s) software helps to aggregate and disaggregate data at the question, student and class level) and will have access to Turnitin and other types of programs and tools (iPads) for additional data analysis. Professional Development for assessment tools will be incorporated into the PD plan. Turnitin to be funded by Title I. Technology and/or supplies for conducting Data Analysis funded by Supplemental Concentration.</li> <li>Technology committee will create plan to work with Advocacy committee and English/Math/Science teachers to incorporate CAASPP components in classes.</li> <li>Governance teams, admin and leadership will collect and analyze data including but not limited to our intervention program, AP/H data, d/f data and illuminate assessments to provide programmatic evaluation.</li> </ol>	<p>attached along with modifications made.</p> <ol style="list-style-type: none"> <li>Administrator observation and teacher lessons showing CAASPP components incorporated.</li> <li>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>	
--	---	--

**Actions/Services 2.2.2 (SiteGoalID: 6681) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
--	---	--

<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>1. Reclassification rates for EL students</p> <p>2. Analysis of opportunity gap data</p>	
--	---	--

**Actions/Services 2.2.3 (SiteGoalID: 6681) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All • Black or African American • Hispanic or Latino

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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 -African American/black and Hispanic data) minimally twice in a cycle and plan instruction/modifications accordingly. Funded by Title I.</p> <p>2. Governance committee will be established according to LCAP and WASC established goals and critical areas of need including assessment to analyze student outcomes and identify opportunity gaps and establish action plans.</p> <p>3. Governance will plan best practices for support of AP students, and certificated staff members will provide</p>	<p>1. PLC common minutes template showing data analysis and student outcomes with identified opportunity gaps.</p> <p>2. Summaries of outcomes from governance committees.</p> <p>3. 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)</p> <p>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)</p>	

<p>outreach to AP-qualified students based on data assessment. Funded by AP Recruitment.</p> <p>4. 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>		
---	--	--

**Site Goal 2.3 (SiteGoalID: 6927) (DTS: 04/22/23)**

**Increase percentage of students meeting or exceeding standards on Math CAASPP**

- Hispanic/Latinx students from 7% to 15% by 2024-2025
- African-American students from 8%-15% by 2024-2025

**Metric: Test Participation Rate on Districtwide Assessments**

**Actions/Services 2.3.1 (SiteGoalID: 6927) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- Black or African American • Hispanic or Latino

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>1. Common Core PLC's and grade level teams will conduct common data analysis of a formative assessment cycle (including Target Group -African American/black and Hispanic</p>	<p>1. Admin and Department Leads will review progress and term grades and department leads will share progress or lack there of with departments to determine next steps. 2. English, Science and Math</p>	

<p>data) minimally twice in a cycle and plan instruction/modifications accordingly.</p> <p>2. CAASPP components and interim assessments will be incorporated into advocacy and/or math, English and science classes.</p>	<p>teachers will use CAASPP data analysis of strengths/areas of weakness and use of interim information to modify instruction.</p>	
--	--	--

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7250/0000)	\$1800	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$2200	Certificated- Timesheets
Title I – Basic (4900/3010)	\$1650	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>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</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> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
--	---

**Site Goal 3.1 (SiteGoalID: 6682) (DTS: 02/10/23)**

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

- Students with Disabilities from 49% to 70% by 2024-2025
- African-American/Black students from 58% to 80% by 2024 - 2025
- Homeless students from 36% to 50% by 2024-2025

**Metric:** Social Emotional Learning - Average Favorability Rating

**Actions/Services 3.1.1 (SiteGoalID: 6682) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American • SWD

<b>What Specific Actions/Services will you Provide to this Student Group?</b>	<b>How will you Progress Monitor the Implementation of Actions/Services?</b>	<b>Evaluation Cycles in 2023-2024</b>
<ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> <p>Increase student self-awareness especially navigating challenging content and curriculum increasing belief they can excel:</p> <ol style="list-style-type: none"><li>1. Professional Development to increase our SEL and wellness activities and engagement including in content areas.</li><li>2. Increase implementation of explicit SEL lessons using Character Strong and supplemental curriculum in content area classes, SPED classes and throughout school-wide advocacy lessons.</li><li>3. Provide supplemental materials needed for SEL implementation.</li></ol>	<ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul> <ol style="list-style-type: none"><li>1. Implementation of strategies as observed by administrators and student feedback regarding activities and climate.</li><li>2. Leadership examine student feedback and survey feedback.</li></ol>	<ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul>

**Site Goal 3.2 (SiteGoalID: 6929) (DTS: 04/22/23)**

**Increase students answering favorably about school climate**

- overall from 73% to 80% by 2023-2024
- African-American/Black from 68% to 80% by 2024-2025
- Students with Disabilities from 66% to 80% by 2024-2025



- Two or More from 74% to 80% by 2023-2024
- Foster Youth from 73% to 80% by 2023-2024
- EL from 71% to 80% by 2023-2024

while simultaneously increasing school connectedness

**Metric:** School Climate - Average Favorability Rating

**Actions/Services 3.2.1 (SiteGoalID: 6929) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- All

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p><b>Tier 1 and 2 supports, motivation, recognition</b></p> <ol style="list-style-type: none"> <li>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.)</li> <li>2. Plan, create and host PBIS kick off days and PBIS lessons in advocacy throughout the year; including signage, supplies. supplemental curriculum to be utilized in Advocacy and schoolwide, which support PBIS Core Values and offer valuable teacher resources for community building.</li> <li>3. Host 4 Unity Days: Days of sharing, learning and growing in empathy with a</li> </ol>	<ol style="list-style-type: none"> <li>1. California Healthy Kids and SEL survey data regarding connectedness and safety.</li> <li>2. Knowledge of core values and PBIS TFI results.</li> <li>3. Pre and post survey results from students and staff who participate in Unity Days.</li> <li>4. PBIS behavior data and/or attendance in school data will be tracked by PBIS committee and administration.</li> <li>5. Behavior tracking system data and tier 2 data tracked by tier 2 team and reported out. Gold ticket tracking and comparison of students earning rewards and behavior and attendance data.</li> <li>6. PBIS behavior data and suspension data.</li> <li>7. Counseling pre-post surveys collected by counseling.</li> <li>8. Wellness space post surveys and attendance will be tracked.</li> <li>9. California Healthy Kids and SEL survey data regarding connectedness and safety.</li> </ol>	

- 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. 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.
  5. PBIS Tier 2 supports will expand and include additional MTSS supports such as social emotional groups, home visits, "Closing the Gap" support, and behavior tracking to determine next steps. Students achieving goals will be honored accordingly through recognition ceremonies.
  6. Staff will use Synergy MTSS reporting system to identify students of concern early and use PBIS tier 2 supports and resources to help. In addition, hall pass system and associated technology and will be purchased and used as an intervention tool to collect data on students habitually missing class. One-on-one counseling will take place to encourage motivation and effort, and also to provide necessary supports for students who are not academically engaged.
  10. Student feedback survey and/or discussion following the speaker presentation.
  11. Feedback survey collected by admin overseeing climate/culture/wellness committee and/or PBIS coordinator.

<p>7. Counselors and Social Worker will run mental health support groups for identified students based on needs identified using specific criteria and provide information and resources using supplies for Mental Health Awareness and Suicide prevention.</p> <p>8. Weekday use of wellness/safe space for students 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.</p> <p>9. PD and PLC time to develop and implement SEL activities incorporated into classroom instruction, class openers and school activities.</p> <p>10. Provide motivation speaker for students to help increase motivation, participation and engagement.</p> <p>11. Professional Development provided for culture and climate to continue increasing motivation, participation and engagement (Boomerang for instance).</p>		
--	--	--

**Actions/Services 3.2.2 (SiteGoalID: 6929) (DTS: 04/22/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
--	---	--

1. Staff will oversee Foster Youth needs and engage students in mentoring sessions and more to include team building events and to meet needs for supports/supplies/social-emotional needs and more.
2. Mustang Mentor (Closing the Gap Committee) will be revised and staff will mentor struggling students from marginalized populations including goal setting, building connections, tracking progress, motivating, home visits and other strategies providing a trusted adult role model to improve student outcomes.
3. 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.
4. 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.
5. Partner with Innovation Bridge to host regional equity meetings (with refreshments for attendees) 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.
5. 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.
6. Work with staff utilizing outside services, book studies, professional development, PLC and off contract planning and reverse minimum days for equity work such as understanding bias, grading for equity and more. Funded by Title I.

1. Pre and post surveys.
2. Pre- and post surveys from the beginning of the year and the end; Student and staff observations and perceptions as well as attendance rosters to the events offered. Student gpa and grade tracking by mentors.
3. Increase participation by at risk groups - attendance rosters and decrease in referrals for those participating.
4. Pre and post student survey once the project is determined.
5. Analyze outcomes for student focus groups (discipline data, gpa, d/f ratios, survey data).
6. Participation in the events - 5 Star data, surveys, sign in sheets
7. Administration observation and staff feedback
8. Phone logs and teacher reports regarding progress for those targeted students.

8. Certificated timesheet hours for targeted phone calls per term - academic motivation and intervention. Funded by Title I.

**Actions/Services 3.2.3 (SiteGoalID: 6929) (DTS: 04/22/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>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, partnering with outside agencies as necessary to supplement and support programs. Funded by Academic Competitions and Supplemental Concentration.</p> <p>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.</p> <p>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</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. Implementation of strategies as observed by administrators and student feedback regarding activities and climate.</li> <li>5. Examine student feedback and survey feedback.</li> <li>6. Student participation rosters, 5 star data</li> <li>7. Student participation and connectedness favorability percentages.</li> </ol>	

Supplemental Concentration.  
 4. 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, schoolwide recognition and assist ASB in funding activities to lower pricing for events to promote equity and engagement as possible. Funded by Student Fees.  
 8. Field trip opportunities for targeted groups/marginalized groups including African-American/Black, EL, Hispanic, LGBTQ+ and at risk groups.

**Site Goal 3.3 (SiteGoalID: 6930) (DTS: 04/22/23)**

**Decrease percentage of students suspended:**

- African-American/Black students from 16% to 8% by 2024-2025
- Students with Disabilities from 7% to 3% by 2024-2025
- Foster Youth from 8.3% to 4% by 2024-2025

**Metric:** Suspension Rate: Percent of Students Suspended

**Actions/Services 3.3.1 (SiteGoalID: 6930) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- Black or African American • Foster Youth • SWD

**What Specific Actions/Services will you Provide to this Student Group?**

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?

<ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p>Implement a combination of targeted home visits, mentoring and restorative practices approaches to reduce suspensions for targeted groups.</p> <p>a) Restorative practices pilot of new program training admin in spring/summer 2023</p> <p>b) Restorative practices protocols planned over summer by admin for 2023-2024</p> <p>c) Restorative practices committee will be trained in Fall 2023 and become TOTs for teachers on campus</p> <p>d) Training will be incorporated into the year-long staff meeting professional development</p> <p>e) Compassionate dialogue practices, circles and alternatives to suspension will be utilized.</p> <p>f) Students noted continuously struggling will be referred to Tier 2 team for additional supports.</p> <p>g) Full-time social worker to be hired to implement 1 on 1, small group supports, restorative lessons and to work in wellness space after school with targeted groups in a safe space setting.</p>	<ul style="list-style-type: none"> <li>• Suspension and restorative practices data; referral data will be analyzed including targeted subgroups by admin and PBIS and Restorative Practices teams monthly</li> <li>• Data will be shared with leadership team quarterly by VP over wellness committee</li> <li>• VP over wellness will administer a survey to gather feedback regarding implementation of new practices</li> <li>• Social worker will present data of pre/post surveys as well as track progress of individual students and share with administration quarterly.</li> </ul>	

<b>Funding Sources for District Goal 3</b>	<b>Amount</b>	<b>Description of Use</b>
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
PBIS (7440/0000)	\$1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$20000	Certificated- Timesheets

Supplemental/Concentration (7201/0000)	\$500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	\$27000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$19000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$120000	Certificated- Salaries
Title I – Basic (4900/3010)	\$15000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment

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

**Site Goal 4.1 (SiteGoalID: 6683) (DTS: 02/10/23)**

**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)**

**Metric:** Parents indicating opportunities for parent involvement

**Actions/Services 4.1.1 (SiteGoalID: 6683) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
---	---	--



<ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<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>	<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 reviewed by admin/leadership team quarterly.</li> <li>3. Parent/Guardian attendance rates reviewed by admin/leadership team quarterly.</li> <li>4. Analyze feedback and results on our LCAP needs survey yearly, PIC welcoming school data and based on the numbers of parent volunteers. Family, community, school liaison will report to administration the feedback collected.</li> </ol>	



**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<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. Materials, printed materials and food will be purchased to provided for events to increase resources and attendance for all families.</li> <li>3. Parent Orientation, Parent grade level events and Mustang Giddy Up events</li> </ol>	<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 collected by administrator overseeing the program and shared with leadership mid year and end of year.</li> <li>2. Parent/Guardian attendance rates and end of the year survey collected by engagement committee and shared with administration yearly.</li> <li>3. Feedback/evaluation after events collected by individual in charge of event and shared with leadership each event.</li> <li>4. Analyze feedback and results on our LCAP needs survey - done by SSC, Leadership and administration yearly.</li> </ol>	

<p>will be hosted with staff involvement.</p> <p>4. 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.</p>		
--	--	--

**Actions/Services 4.1.3 (SiteGoalID: 6683) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<p><b>ELAC MEETINGS</b></p> <p>1. The EL Team will prepare and host minimally 3 or more ELAC Meetings per year. Refreshments will be provided.</p>	<p>1. ELAC attendance rates will be reviewed by EL coordinators and shared with admin yearly.</p>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

**Actions/Services 4.1.4 (SiteGoalID: 6683) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p>	<p><b>Evaluation Cycles in 2023-2024</b></p>
<ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> </ul>	<ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> </ul>	<ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>

<ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	
<p><b>HOME VISITS/CLOSING THE GAP/Mustang Mentors</b>            Increase partnerships with families for all but also for specific targeted at risk populations.</p> <p>a) Home Visit coordinator will help recruit staff to be trained and/or to make phone calls to coordinate home visits to 9th grader families for July 2023.</p> <p>b) Staff will visit 9th grade families over summer.</p> <p>c) Mustang Mentors will be relaunched in May 2023 at staff meeting</p> <p>d) Mustang Mentor (aka Closing the Gap committee) committee and admin/counselor referrals will identify families/students in all grade levels to include targeted subgroup populations and assign mentors after summer planning time to determine specific parameters for each piece of the program and communicate the plans and parameters to recruited mentors</p> <p>e) Mentors and/or committee staff will conduct home visits over summer</p> <p>f) Mentors will meet with mentees throughout the year and depending on the needs established at the home visit or by the committee:</p> <ul style="list-style-type: none"> <li>• set goals with mentee and progress monitoring plus incentives</li> <li>• meet throughout each grading period (how often TBD)</li> <li>• track grades and progress towards goals</li> <li>• school to home communication</li> <li>• participate in a celebration each term based</li> </ul>	<ul style="list-style-type: none"> <li>• committee will track number of home visits and share with staff and leadership team yearly</li> <li>• mentors will have progress logged and tracked to report to committee mid year and end of year</li> <li>• committee will report progress to leadership twice a year</li> </ul>	

<p>on progress</p> <p>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.</p>		
--	--	--

**Actions/Services 4.1.5 (SiteGoalID: 6683) (DTS: 04/22/23)**

**Targeted Student Group(s)**

- Black or African American • School-wide

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>Increase parent involvement to have more meaningful participation on campus</p> <p>a) Work with parent/family liaison to recruit parents/guardians for volunteer opportunities (lunches, dances, committees, school site council, elac, etc)</p> <p>b) Research and find outside/community service partner (possibly Roberts Family Development Center) to partner with MT to create a parent to parent mentoring program, specifically for targeted affinity groups including African-American parent/guardians.</p> <p>c) Include parents/guardians on committees for each strategic goal area monthly in addition to ELAC and School Site Council</p> <p>d) Establish and hold a meeting space and time (probably Thursday morning zoom) with principal and parent/guardians at</p>	<ul style="list-style-type: none"> <li>• Increased number of volunteers and parent/guardians on committees monthly will be monitored by VP's and subcommittee leads and reported to Leadership</li> <li>• Increased favorability rate on survey regarding parent involvement and meaningful participation will be reviewed yearly</li> </ul>	

least quarterly to hear from them and increase participation as well as communication

**Site Goal 4.2 (SiteGoalID: 6931) (DTS: 04/22/23)**

**Decrease percentage of chronically absent students**

- **African-American/Black from 35% to 25% by 2024-2025**
- **Hispanic/Latinx from 32.7% to 22% by 2024-2025**
- **Foster Youth from 50% to 40% by 2024-2025**
- **Students with Disabilities from 42% to 32% by 2024-2025**

**Metric:** Percent Chronically Absent

**Actions/Services 4.2.1 (SiteGoalID: 6931) (DTS: 04/22/23)**

**Targeted Student Group(s)**

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

<p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>	<p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>	<p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul>
<p>a) Communicate importance of attending to all families at Orientation, in the newsletter and through school messenger with translations</p> <p>b) Returning students who were chronically absent in 2022-2023 will be visited through home visits over summer to identify root causes and provide resources when available</p> <p>c) Counselors will draft a playbook over summer and a resource guide naming action steps, data to be collected and possible</p>	<ul style="list-style-type: none"> <li>• Track absences for those returning students who have home visits based on their absences in 2022-2023</li> <li>• Counselors will track progress after interventions named during the summer planning that are implemented in the fall and throughout the year</li> <li>• Counselors and/or VP over attendance will report out any findings or progress from the tracking at least twice a year</li> <li>• Findings will be shared by admin to School Site Council</li> </ul>	

interventions		
d) Counselors in coordination with VP over attendance and attendance tech will follow up with students who have chronic absences		

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$4000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$200	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$25000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Academic Competitions (7206/0000)	Contracts/Services/Subscriptions			\$500		\$500
AP Recruitment (7225/0000)	Certificated- Timesheets	\$1000				\$1000
AVID (7233/0000)	Certificated-Stipends	\$4000				\$4000
AVID (7233/0000)	Contracts/Services/Subscriptions	\$2500				\$2500
AVID (7233/0000)	Materials/Supplies/Equipment	\$800				\$800
CTE (7235/0000)	Materials/Supplies/Equipment	\$9500				\$9500
EL Supplemental (7250/0000)	Certificated- Salaries	\$52540				\$52540
EL Supplemental (7250/0000)	Certificated- Timesheets	\$1500	\$1800			\$3300
EL Supplemental (7250/0000)	Contracts/Services/Subscriptions	\$500				\$500

EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$1180				\$1180
PBIS (7440/0000)	Contracts/Services/Subscriptions		\$1000			\$1000
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	\$5000				\$5000
Student Fees (2312/0000)	Contracts/Services/Subscriptions	\$5000				\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$15000				\$15000
Supplemental/Concentration (7201/0000)	Certificated- Salaries	\$171000				\$171000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$10500	\$2200	\$20000	\$4000	\$36700
Supplemental/Concentration (7201/0000)	Classified- Salaries	\$30000				\$30000
Supplemental/Concentration (7201/0000)	Classified- Timesheets		\$500			\$500
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$11000	\$27000	\$1000		\$39000
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$11410	\$19000	\$200		\$30610
Title I – Basic (4900/3010)	Certificated- Salaries	\$410000	\$120000			\$530000
Title I – Basic (4900/3010)	Certificated- Timesheets	\$36200	\$1650	\$15000	\$5000	\$57850
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$84927	\$5000	\$25000		\$114927
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$30000	\$5000	\$3000		\$38000
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$15000				\$15000

### 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) | 2023-2024

#### EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
<b>2200</b> Regular Education (9-12) <b>0000</b> Unrestricted	0.0000	\$0	\$263,822	\$263,822	\$263,822	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0.0000	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0.0000	\$0	\$307,810	\$307,810	\$233,910	\$2,200	\$66,500	\$5,200	\$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	\$4,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$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	\$0	\$9,500	\$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	\$57,520	\$57,520	\$55,720	\$1,800	\$0	\$0	\$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>7450</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0.0000	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$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	\$740,777	\$740,777	\$561,127	\$1,650	\$145,000	\$33,000	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0.0000	\$0	\$1,433,229	\$1,433,229	\$1,176,379	\$5,650	\$213,000	\$38,200	

**Fund Subtotals**

Subtotal of additional federal funds included for this school **\$740,777**

Subtotal of state or local funds included for this school **\$692,452**

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

