



Monterey Trail High School

Local Control Accountability Plan (LCAP) 2019 - 2020

Principal: _____

(Signature): _____

County-District-School (CDS) Code: 34673140105916

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _____

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

Local Control Accountability Plan (LCAP) Table of Contents

Monterey Trail High School | 2019 - 2020

Cover Page

I. Introduction

- a. EGUSD Description
 - Mission Statement and Core Values
 - District Bold Goals (K-12)
 - District Annual Student Performance Targets
- b. School Description
- c. School Demographics

II. Timeline

III. Analysis of Data and Action Plan

IV. Funding

V. Staffing Matrix

VI. Governance

VII. Addendum

- a. Title II Plan
- b. GATE Plan
- c. Decision Making Models

I. Introduction

Monterey Trail High School | 2019-2020

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2018** our K-12 enrollment was **63,371**, a figure that includes 8,959 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 66 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment (SOURCE: October 2018, CDE)	2,288
English Language Learners (SOURCE: October 2018, CDE)	260
Languages other than English (SOURCE: October 2018, CDE)	34
Students of Poverty (SOURCE: October 2018, CDE)	1,542

Ethnicity								
	African American	American Indian	Asian	Hispanic	Two or More Races	Pacific Islander	White	Unknown
School (SOURCE: October 2018, CDE)	351 (15.34%)	13 (0.57%)	839 (36.67%)	582 (25.44%)	140 (6.12%)	77 (3.37%)	146 (6.38%)	0 (0.00%)

Purpose and Description	
Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)	
<input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Comprehensive Support and Improvement	<input type="checkbox"/> Targeted Support and Improvement <input checked="" type="checkbox"/> Additional Targeted Support and Improvement <input type="checkbox"/> LEA Choice
Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.	
<p>The Site Local Control Accountability Plan is a strategic plan that identifies federal, state, and local resources available to the school while aligning with and informing the district Local Control and Accountability Plan process.</p> <p>The plan consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This plan is designed to meet schoolwide program planning requirements and the CSI, TSI, or ATSI requirements, as applicable.</p> <p>The Site LCAP planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the plan, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.</p>	

II. Timeline

Monterey Trail High School | 2019-2020

Action	Note	Due Date	Completed
April			
19-20 ALLOCATIONS RELEASED	Released for Planning and Budget Development	4/1/19	<input type="checkbox"/>
19-20 SITE LCAP Released	Begin Drafting	4/8/19	<input type="checkbox"/>
Site LCAP Writing	Attend Make and Take Sessions	4/8/19-4/12/19	<input type="checkbox"/>
Hold First Spring SSC Meetings - Evaluation of the 18-19 Site LCAP - Develop the 19-20 Site LCAP	Use Template Agenda and Minutes Available Online	4/22/19-4/26/19	<input type="checkbox"/>
Hold LCAP Stakeholder Engagement Meeting	Review and Develop Goals and Actions	4/22/19 - 4/26/19	<input type="checkbox"/>
Hold ELAC Meeting For Review and Advisement of Plan	Review and Develop Goals and Actions	4/22/19 - 4/26/19	<input type="checkbox"/>
May			
DRAFT 19-20 SITE PLAN DUE TO LSS - Submit First SSC Minutes with Evaluation and Development Noted	All Sections Completed	5/3/19	<input type="checkbox"/>
LSS Notifications: Site Plans not submitted	Provided to Directors	5/3/19	<input type="checkbox"/>
Directors/Programs Review the Site LCAP	Provided to Respective Departments/Programs	5/10/19	<input type="checkbox"/>
Sites Revise Plans Based on Feedback		5/13/19 - 5/17/19	<input type="checkbox"/>
Hold Second Spring SSC Meeting - Approve the Site LCAP - Obtain all required signatures	Use Template Agenda and Minutes Available Online	5/20/19-5/23/19	<input type="checkbox"/>
FINAL 19-20 SITE PLAN DUE TO LSS - Submit Second SSC Minutes with Approval Noted - Submit original signature pages		5/24/19	<input type="checkbox"/>
LSS Reviews Plans for Completion and Approval	Final Review of Plans	5/28/19 - 5/31/19	<input type="checkbox"/>
June			
There are no events to display for this month			

Action	Note	Due Date	Completed
July			
There are no events to display for this month			
August			
There are no events to display for this month			
September			
There are no events to display for this month			

October
There are no events to display for this month
November
There are no events to display for this month
December
There are no events to display for this month
January
There are no events to display for this month
February
There are no events to display for this month
March
There are no events to display for this month
April
There are no events to display for this month
May
There are no events to display for this month
June
There are no events to display for this month

III. ANALYSIS OF STUDENT DATA & ACTION PLAN**Focused Work: 2019-2020****Monterey Trail High School****Plan Approval**

Position	Initial Plan		Final Plan		
	Signature	Date	Signature	Date	
Budget Department					Required Position
Career and Technical Education	Kathy Hamilton	8/6/2019			Required Position
Curriculum and Professional Learning	Jerrilyn Ewing	5/14/2019			Required Position
Elementary Education	NA				Required Position
English Learner Services	Will Jones	5/28/2019			Required Position
Family and Community Engagement	Lisa Levasseur	5/22/2019			Required Position
Foster Youth	Maya Webb	9/10/2019			Required Position
LSS	Christina DeWaal	5/30/2019			Required Position
Positive Behavioral Intervention and Supports	Lisa Vartanian	5/17/2019			Required Position
Secondary Education	John Dixon	6/6/2019			Required Position

Data Analysis

Using the information provided to you in your **Site LCAP Metrics** and **School Accountability Report Card (SARC)**, along with any other student data you use or have collected (i.e., California School Dashboard, suspension days, CAASPP interim assessments, etc.), collaborate with your staff and school site council to determine your **Goals and Annual Actions**. These actions do not have to be plentiful, but they need to be meaningful and measurable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: (mm/dd/yyyy)

Year Round:

Tracks: B, C, D

Date: (mm/dd/yyyy)

Tracks: A

Date: (mm/dd/yyyy)

School Site Council:

Date: (mm/dd/yyyy)

Erik Swanson

Principal's Signature

Principal's Name

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Data Analysis: A series of engagements to investigate several metrics occurred throughout the winter and spring with different stakeholder groups. The metrics that were chosen for the 2017-2018 school year will remain our focus for 2019-2020: A-G completion, 4 Year college going rate, CAASPP results, SAT results, AP results, student connectedness, attendance and suspensions. All year the Leadership Team (30 staff members), has been reviewing data sets as they become available to adjust and modify current programming and plan for next year related to Student Achievement, College Going, Connectedness and Interventions.</p> <p>Plan Development: The products from data analysis exercises were then utilized during our Administration Planning Meetings every Monday. From this, a spending model was drafted and shared with the School Site Council on April 25, 2019 and then the entire school community on May 9, 2019. School Site Council voted to approve on May 16, 2019.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These consultations were instrumental in setting priorities for spending. The data analysis provided us with a clear picture reaffirming the metrics that were the most salient in addressing student success. Furthermore, these consultations pointed the dollars in the direction of research proven, high leverage strategies for student achievement such as, offering more time to master content through the deployment of intervention classes, offering more support to students in crisis through the utilization of additional counseling services, professional development for teachers, and several opportunities for our students to engage with the community through field trips to businesses and university campuses.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>Our school was identified as Alternative Targeted Support and Improvement because our students with disabilities need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of students with disabilities:</p> <ul style="list-style-type: none"> • 1.2.7 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".

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: <ul style="list-style-type: none"> Access to Courses (Honors, AP/IB, CTE) A-G Completion AP/IB Exams CAASPP Content Standards Implementation CTE Sequence Completion EAP Instructional Materials Progress toward English Proficiency Redesignation Teacher Assignment 																						
Jump To: District Goal 1 District Goal 2 District Goal 3 District Goal 4 Justification Certification																							
Site Goal 1.1 Increase the percent of students that qualify and are prepared to succeed at a 4 year college/university. <ul style="list-style-type: none"> A-G Rates (2018: 67%, 2019-20 Goal: 70% (+3)) 4 Year College Going Rates (2018: 40%, 2019-20 Goal: 42% (+2%)) CAASPP (2018: English Language Arts 60%, Mathematics 27%, 2019-2020 Goal: English Language Arts 65% (+5%), Mathematics 35% (+8%)) Student Connectedness: Increase students who respond "Pretty Much or Very Much True" to "There is a teacher who really cares about me" from 52% in 2018 to 60% (+8%) in 2019-2020 SAT Scores: 2018 Average: 1059, 2019-2020 Goal 1080 (+21 points) AP Passage Rate: 2018 42%, 2019-2020 Goal 45% (+3%) Suspension Rate: 2018, 113 incidents for 368 days, 2019-2020 Goal is a reduction of 10% Attendance: 2018 Total Attendance: 96.29% Goal for 2019-2020: 96.50% 																							
Metric: A-G Completion																							
Actions/Services 1.1.1																							
Principally Targeted Student Group • All																							
Specific Actions to Meet Expected Outcome An additional 8.13 FTE was funded to meet the needs of our students through intervention (Math, English, Counseling) .5 for our After School Program Coordinator, APC .5586 FTE for clerical support of LCAP programs We allocate .667 FTE to support the Initial and Summative ELPAC, planning for EL students and supporting our ELAC. We also have an EL Committee that is comprised of 4 teachers (1.0 FTE total release), one of which is our EL Coordinator and ELPAC Coordinator.	What is the Research Confirming this is an Effective Practice? 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.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists.	How will you Measure the Effectiveness of the Actions/Services? <ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP Student Connectedness SAT Scores Suspension Attendance 																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Funding Source</th> <th style="text-align: center;">Amount</th> <th style="text-align: center;">Description of Use</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Supplemental/Concentration (7201/0000)</td> <td style="text-align: right;">\$27695</td> <td>Classified Salaries</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> <tr> <td>Title I – Basic (4900/3010)</td> <td style="text-align: right;">\$571833</td> <td>Certificated Salaries</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> <tr> <td>EL Supplemental (7250/0000)</td> <td style="text-align: right;">\$47071</td> <td>Certificated Salaries</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> </tbody> </table>	Funding Source	Amount	Description of Use			Supplemental/Concentration (7201/0000)	\$27695	Classified Salaries	Edit	Delete	Title I – Basic (4900/3010)	\$571833	Certificated Salaries	Edit	Delete	EL Supplemental (7250/0000)	\$47071	Certificated Salaries	Edit	Delete	Actions/Services 1.1.2		
Funding Source	Amount	Description of Use																					
Supplemental/Concentration (7201/0000)	\$27695	Classified Salaries	Edit	Delete																			
Title I – Basic (4900/3010)	\$571833	Certificated Salaries	Edit	Delete																			
EL Supplemental (7250/0000)	\$47071	Certificated Salaries	Edit	Delete																			
Principally Targeted Student Group • Black or African American • Foster Youth • Hispanic or Latino																							

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional Development to include AVID Summer Institute (Teacher fees), College Counselor Conferences, and AVID training	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	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP Student Connectedness SAT Scores

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$8250	Contracts/Services	Edit	Delete
AVID (7233/7510)	\$1060	Contracts/Services	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Instructional Materials and Equipment To include: Library resources, Science lab supplies, curriculum: not to exceed 15 copies per material, LCD projectors, binders, VAPA supplies	Hattie Effect Size: Direct Instruction .59 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 <u>Visual and Performing Arts Framework</u> California Department of Education (2004)	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP VAPA course enrollment numbers Number of VAPA course sections Teacher/student feedback

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$54128	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$1000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$5729	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	\$11000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

• All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Site Planning and Professional Development *All Departments release for additional PLC time *Department release for curricular alignment, development, vertical articulation and planning *Individual teacher release to observe best practices *Off Site PD aligned to content and/or engagement	Hattie Effect Size: Professional Development .62 Thomas R. Guskey (2002) Professional Development and Teacher Change, Teachers and Teaching, 8:3, 381-391	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP Student Connectedness SAT Scores

Funding Source	Amount	Description of Use		
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Supplemental/Concentration (7201/0000)	\$9000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$3300	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	\$2963	Certificated Salaries	Edit	Delete
AP Recruitment (7225/0000)	\$500	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$34500	Certificated Salaries	Edit	Delete
PreAP Training (7218/0000)	\$5000	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	\$2561	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$14580	Contracts/Services	Edit	Delete

Actions/Services 1.1.5**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
After School Tutoring/Intervention to support all students, including English Learners, accessing grade level content, to include accelerated, on grade and behind. (Certificated staffing expense and contracted tutoring services)	Hattie Effect Size: Acceleration .88 Direct Instruction .59 Worked Examples .57 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.	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • SAT Scores

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$12500	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	\$1300	Certificated Salaries	Edit	Delete

Actions/Services 1.1.6**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Library Databases	Hattie Effect Size: Online Digital Tools .32 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	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • SAT Scores

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$420	Contracts/Services	Edit	Delete

Actions/Services 1.1.7**Principally Targeted Student Group**

- SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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". FUNDING accounted for in Action/Service 1.1.1	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.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists.	<ul style="list-style-type: none"> Graduation Rate for SWD

Funding Source	Amount	Description of Use		

Actions/Services 1.1.8

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Instructional Materials and Equipment to support: <ul style="list-style-type: none"> Animation Pathway \$750 Broadcasting Pathway \$750 DATA Academy \$750 Fashion Design \$1000 Sports, Entertainment & Music \$750 	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.), <i>Children's needs III: Development, prevention, and intervention</i> (pp. 59-71). Washington, DC, US: National Association of School Psychologists. California State Plan for Career Technical Education, Element 2: High-Quality Curriculum and Instruction	<ul style="list-style-type: none"> Site controller will ensure that the correct CTE-specific goal codes are used when placing purchase requisitions with the CTE site allocation. Also, site controller will ensure that upon receipt orders are delivered to the correct CTE teacher/pathway.

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$4000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.9

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
VAPA Instructional Support including: <ul style="list-style-type: none"> 2 Ballet Barre Jazz Shoes Class Set Scripts/Royalties Musical Software 1 Sound Board \$600 1 Baritone Horn \$2,300 Uniform Cleaning Sheet Music 70 Painting Tool Sets 20 Sketchbooks 18 Self-Portrait Mirrors 40 Tabletop Easels Clay, Glazes, Minerals, Small Tools Film Developing and Printing 2 Film Cameras \$2,000 1 Camera Lens \$1,000 Memory Cards 	<u>Visual and Performing Arts Framework</u> California Department of Education (2004)	<ul style="list-style-type: none"> VAPA course enrollment numbers Number of course sections Teacher/student feedback

<ul style="list-style-type: none"> Kiln and Piano Repair 		
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Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	\$16100	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$2900	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Utilize an assessment system that allows teachers to not only collect and disaggregate data, but also inform next steps for planning and instruction. Baseline: In **2018-2019, 10%** of teachers have incorporated a data analysis tool into their practice. **2019-2020 Goal: 25%**

Metric: Assessment System	
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Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Subscription to online assessment grading, scoring, data disaggregation tools (software helps to aggregate and disaggregate data at the question, student and class level): GradeCam, TurnItIn	Hattie Effect Size: Feedback .73 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	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15950	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Advanced Placement Test Support (tutoring and proctoring)	Hattie Effect Size: Feedback .73 Cohen, P. A., Kulik, J. A., & Kulik, C.-L. C. (1982). Educational Outcomes of Tutoring: A Meta-analysis of Findings. <i>American Educational Research Journal</i> , 19(2), 237–248	AP Passage Rates

Funding Source	Amount	Description of Use		

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Foster a college going atmosphere for all learners. Baseline: **2018-2019 47%** of Seniors "plan" on attending a 4 year as measured by the EGUSD Senior Survey. **2019-2020 Goal: 50%**

Metric: School Climate

Actions/Services 3.1.1**Principally Targeted Student Group**

- Black or African American • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
AVID Student Field Trip	Hattie Effect Size: Teacher Student Relationships .72 Not Labeling Students .61 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	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • Student Connectedness • SAT Scores

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$1500	Contracts/Services	Edit	Delete
AVID (7233/7510)	\$1440	Contracts/Services	Edit	Delete
AVID (7233/7510)	\$800	Certificated Salaries	Edit	Delete
AVID (7233/7510)	\$4904	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Academic Competitions (i.e. AcaDeca, History Day, Cyber Patriots etc.)	Hattie Effect Size: Teacher Student Relationships .72 Expectations .43 Cooperative Learning .41 Tammy V. Abernathy & Richard N. Vineyard (2001) Academic Competitions in Science: What Are the Rewards for Students?, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 74:5, 269-276	<ul style="list-style-type: none"> • A-G Rates • 4 Year College Going Rates • CAASPP • Student Connectedness

Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$150	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$500	Contracts/Services	Edit	Delete

Actions/Services 3.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
College/Instructional Field Trips	Hattie Effect Size: Teacher Student Relationships .72 Expectations .43 Jakubowski, L. M. (2003). Beyond Book Learning: Cultivating the Pedagogy of Experience through Field Trips. <i>Journal of Experiential Education</i> , 26(1), 24–33.	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates Student Connectedness SAT Scores

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	Edit	Delete
Student Fees (2312/0000)	\$7800	Contracts/Services	Edit	Delete
Student Fees (2312/0000)	\$1200	Certificated Salaries	Edit	Delete

Actions/Services 3.1.4

Principally Targeted Student Group

- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Foster Student Support to increase connectedness to school and college going culture. (team building events, supplies, bus passes)	Teacher Student Relationships .72 Zetlin, A. G., & Weinberg, L. A. (2004). Understanding the plight of foster youth and improving their educational opportunities. <i>Child Abuse & Neglect</i> , 28(9), 917-923.	<ul style="list-style-type: none"> A-G Rates 4 Year College Going Rates CAASPP Student Connectedness SAT Scores Suspension Attendance

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$300	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Unity Days (4 Total): Days of sharing, learning and growing in empathy with a diverse group of classmates and school employees	Hattie Effect Size: Teacher Student Relationships .72 Self Concept .43 Lubienski, S. T. (2003). Celebrating Diversity and Denying Disparities: A Critical Assessment. <i>Educational Researcher</i> , 32(8), 30-38	<ul style="list-style-type: none"> Student Connectedness Suspension Attendance

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$3000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.6

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Mustang Gold Tickets: 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. Tickets are in duplicate form. Student receives one ticket and the copy is entered in for the weekly drawing (prizes are donated).	Hattie Effect Size: Teacher Student Relationships .72 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. <i>Journal of Positive Behavior Interventions</i> , 5(2), 71-79.	<ul style="list-style-type: none"> Connectedness Suspensions

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$400	Contracts/Services	Edit	Delete
PBIS (7440/7510)	\$600	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	Edit	Delete

Actions/Services 3.1.7

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Safety and Security Tools (Cart repair, radio repair and replacement, earpieces, stanchions)	<u>The Urban Review</u> December 2010, Volume 42, <u>Issue 5</u> , pp 458-467 <u>Cite as</u> Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children	<ul style="list-style-type: none"> Suspensions Connectedness

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 4:	District Needs and Metrics 4:
-----------------------------------	--------------------------------------

All students will benefit from programs and services designed to inform and involve family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> Family and Community Engagement 																																				
Jump To: District Goal 1 District Goal 2 District Goal 3 District Goal 4 Justification Certification																																					
Site Goal 4.1																																					
Increase parent awareness of school activities and presence on campus. Baseline: 2018: 88% of parents responded "I feel welcome to participate at this school." on the EGUSD Parent Survey, 2019-2020 Goal: 90%																																					
Metric: Family and Community Engagement																																					
Actions/Services 4.1.1																																					
Principally Targeted Student Group																																					
<ul style="list-style-type: none"> All 																																					
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?																																			
Parent Newsletter	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.	<ul style="list-style-type: none"> Student Connectedness 																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 40%;">Funding Source</th> <th style="width: 15%;">Amount</th> <th style="width: 30%;">Description of Use</th> <th style="width: 10%;"></th> <th style="width: 5%;"></th> </tr> <tr> <td>Supplemental/Concentration (7201/0000)</td> <td>\$1350</td> <td>Contracts/Services</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> </table>	Funding Source	Amount	Description of Use			Supplemental/Concentration (7201/0000)	\$1350	Contracts/Services	Edit	Delete																											
Funding Source	Amount	Description of Use																																			
Supplemental/Concentration (7201/0000)	\$1350	Contracts/Services	Edit	Delete																																	
Actions/Services 4.1.2																																					
Principally Targeted Student Group																																					
<ul style="list-style-type: none"> All 																																					
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?																																			
Quarterly Parent Engagement Events on Campus (i.e. Parent Lunch Days, Movie Nights, Back to School Night, Open House Showcase)	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.	<ul style="list-style-type: none"> Student Connectedness 																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 40%;">Funding Source</th> <th style="width: 15%;">Amount</th> <th style="width: 30%;">Description of Use</th> <th style="width: 10%;"></th> <th style="width: 5%;"></th> </tr> <tr> <td>Title I – Basic (4900/3010)</td> <td>\$3000</td> <td>Materials/Supplies/Equipment</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> <tr> <td>Title I – Basic (4900/3010)</td> <td>\$5000</td> <td>Contracts/Services</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> <tr> <td>Title I – Basic (4900/3010)</td> <td>\$3000</td> <td>Certificated Salaries</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> <tr> <td>AP Recruitment (7225/0000)</td> <td>\$400</td> <td>Materials/Supplies/Equipment</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> <tr> <td>AP Recruitment (7225/0000)</td> <td>\$100</td> <td>Contracts/Services</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> <tr> <td>Family & Community Engagement (7415/0000)</td> <td>\$1500</td> <td>Contracts/Services</td> <td style="text-align: center;">Edit</td> <td style="text-align: center;">Delete</td> </tr> </table>	Funding Source	Amount	Description of Use			Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	Edit	Delete	Title I – Basic (4900/3010)	\$5000	Contracts/Services	Edit	Delete	Title I – Basic (4900/3010)	\$3000	Certificated Salaries	Edit	Delete	AP Recruitment (7225/0000)	\$400	Materials/Supplies/Equipment	Edit	Delete	AP Recruitment (7225/0000)	\$100	Contracts/Services	Edit	Delete	Family & Community Engagement (7415/0000)	\$1500	Contracts/Services	Edit	Delete		
Funding Source	Amount	Description of Use																																			
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	Edit	Delete																																	
Title I – Basic (4900/3010)	\$5000	Contracts/Services	Edit	Delete																																	
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	Edit	Delete																																	
AP Recruitment (7225/0000)	\$400	Materials/Supplies/Equipment	Edit	Delete																																	
AP Recruitment (7225/0000)	\$100	Contracts/Services	Edit	Delete																																	
Family & Community Engagement (7415/0000)	\$1500	Contracts/Services	Edit	Delete																																	
Actions/Services 4.1.3																																					
Principally Targeted Student Group																																					
<ul style="list-style-type: none"> All 																																					

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
SUCCE\$\$ Program	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.	<ul style="list-style-type: none"> Parent/Student Attendance Surveys Scholarship earnings

Funding Source	Amount	Description of Use		

Actions/Services 4.1.4

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Bilingual Translators for Parents	Hattie Effect Size: Parent Involvement .51 Bilingual Programs .37 Fine, M. (1993). Apparent involvement: Reflections on parents, power, and urban public schools. <i>Teachers College Record</i> , 94 (4), 682-710.	<ul style="list-style-type: none"> Student Connectedness

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$663	Classified Salaries	Edit	Delete

Actions/Services 4.1.5

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Supplies for ELAC Meetings	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.	<ul style="list-style-type: none"> Student Connectedness

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$300	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.6

Principally Targeted Student Group

- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parent Home Visit Training and Visits (funding to compensate certificated staff for	Hattie Effect Size: Parent Involvement .51	<ul style="list-style-type: none"> A-G Rates CAASPP

their time)	Miranda Lin and Alan B. Bates, Home Visits: How Do They Affect Teachers' Beliefs about Teaching and Diversity? Early Childhood Education Journal, October 2010, Volume 38, Issue 3, pp 179-185	<ul style="list-style-type: none"> • Student Connectedness • Suspension • Attendance
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4096	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

n/a

Gifted and Talented Education Site Plan

In April 2014, the Elk Grove Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR) regarding the disproportionality of representation of African American students in the GATE program. As part of this agreement, schools are required to write a site plan that promotes equitable GATE referral and identification of African American students and identifies strategies that each site will implement to address this disproportionality. Consistent with the district's focus on equity, your Site Plan should include a focus on any subgroups that are underrepresented in GATE and other enrichment activities.

1) Identification

How do you ensure that all students and families have equal access to identification? How will you address the equitable identification of African American and other underrepresented groups to contribute to decreasing their disproportionate enrollment in GATE?

2) Professional Development

What professional development will your teachers receive to become more culturally competent in their referrals for GATE Identification and providing culturally relevant instruction?

3) Parent and Community Involvement

How will you engage parents and the community in planning and supporting your GATE program? What strategies will you use to ensure culturally responsive outreach for the families of underrepresented groups?

4) Curriculum and Instruction

How will curriculum and instruction be differentiated to meet the diverse needs of GATE students? How will socio-emotional support be provided?

5) Program Design

What specific services will you provide for GATE students? What support services will be available for those who require assistance to handle more challenging coursework?

6) Program Assessment

How will student progress be monitored and how will you know your program is successful?

7) Budget

How will you spend your GATE funds to address the priority of decreasing disproportionality and supporting equitable identification and services for students?

8) Middle School Transition

Describe the plan that you will use within your feeder pattern to ensure a systematic process for middle school transition. Identify the process for 6th grade teachers to advocate for students with high potential to be enrolled in Honors classes.

Annual Evaluation		
SPSA Year Reviewed: 2019-2020		
Goal 1: Curriculum and Instruction		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
In what ways did our school actions/services inform our decisions about instructional practices and professional development?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 2: Assessment		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 3: Wellness		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve school climate?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services improve student engagement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>	
Goal 4: Parent and Community Involvement			
Rate the level of Implementation of Actions/Service in this goal:			
If the actions/services in this goal area were not implemented, what were the causes?			
How did our school actions/services improve parent and community engagement?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services improve parent and community input with decision-making?			
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

Local Control Accountability Plan (LCAP)
Year 2019 - 2020

IV. Funding

Monterey Trail High School - 474

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$130,196	\$130,196	\$130,196	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	107.9063	\$0	\$11,537,837	\$11,537,837	\$11,537,837	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9-12) 0000 Unrestricted	2	\$0	\$209,131	\$209,131	\$209,131	\$0	\$0	\$0	\$0
2230 Non-Instructional FTE (9-12) 0000 Unrestricted	2	\$0	\$245,440	\$245,440	\$245,440	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$6,843	\$6,843	\$6,843	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$11,000	\$0	\$9,000	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	5.203	\$0	\$614,086	\$614,086	\$614,086	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.334	\$0	\$33,351	\$33,351	\$33,351	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$37,775	\$37,775	\$37,775	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$63,551	\$63,551	\$63,551	\$0	\$0	\$0	\$0
4700 Summer School/Extended Learning Administration 0000 Unrestricted	0	\$0	\$3,679	\$3,679	\$3,679	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$150,433	\$150,433	\$150,433	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	10	\$0	\$624,007	\$624,007	\$0	\$0	\$624,007	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0.7461	\$0	\$52,524	\$52,524	\$45,724	\$0	\$5,450	\$1,350	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$500	\$0	\$0	\$500	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0.667	\$0	\$54,858	\$54,858	\$53,895	\$0	\$0	\$963	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$46,295	\$46,295	\$46,295	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$1,500	\$1,500	\$0	\$0	\$0	\$1,500	\$0

7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$0	\$19,000	\$19,000	\$19,000	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	5.9938	\$0	\$756,257	\$756,257	\$707,211	\$15,950	\$18,000	\$15,096	\$0
2201 Regular Education (9-12) - Allocated FTE 4035 NCLB: Title II, Part A, Teacher Quality	1	\$0	\$106,119	\$106,119	\$106,119	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 4124 NCLB: Title IV, Part B, 21st Century Community Learning Center (CCLC)	0.5	\$0	\$223,913	\$223,913	\$223,913	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	9.7504	\$0	\$418,913	\$418,913	\$418,913	\$0	\$0	\$0	\$0
5080 Facilities/Capital Projects 6230 Clean Energy Jobs Act (Prop 39)	0	\$0	\$1,176	\$1,176	\$1,176	\$0	\$0	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$224,900	\$224,900	\$224,900	\$0	\$0	\$0	\$0
3155 Supported Living Skills (SLS) 6500 Special Education	3.3126	\$0	\$238,051	\$238,051	\$238,051	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.5	\$0	\$73,982	\$73,982	\$73,982	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	9.5	\$0	\$929,740	\$929,740	\$929,740	\$0	\$0	\$0	\$0
3550 Low Incidence (DHOH and VI) 6500 Special Education	8.365	\$0	\$540,414	\$540,414	\$540,414	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.875	\$0	\$41,152	\$41,152	\$41,152	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6.0314	\$0	\$334,527	\$334,527	\$334,527	\$0	\$0	\$0	\$0
3650 Emotionally Disturbed (ED) - Tier II 6512 Special Education: Mental Health Services Prop 98	3.483	\$0	\$319,173	\$319,173	\$319,173	\$0	\$0	\$0	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,204	\$8,204	\$1,060	\$0	\$7,144	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
8308 2019 ROOFING 9791 Measure M G/O Bonds-Series2019	0	\$0	\$72,000	\$72,000	\$72,000	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	182.6506	\$0	\$18,154,527	\$18,154,527	\$17,454,067	\$15,950	\$665,101	\$19,409	
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					\$980,170				
Subtotal of state or local funds included for this school					\$17,174,357				
<div>Signatures: (Must sign in blue ink)</div> <div>Date</div>									
<div></div>									

Benefits Calculator for Timesheets		Principal Erik Swanson		
<input checked="" type="radio"/> Certified <input type="radio"/> Classified	Staff Amount \$			
	Benefits Amount \$	School Site Council Chairperson Ron Peters		
	Total \$	EL Advisory Chairperson Jaime Ortega		

V. Staffing Matrix**Monterey Trail High School****Last Updated:** (There are no updates for this school year)

Name	Title/Position	Management Code	Resource Code	Start Date	End Date	FTE	Program	Calendar	
There are no records for this school, at this time.									

VI. Governance

Monterey Trail High School

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to <u>approve</u> this plan for 2019 - 2020		
Name and Title	Signature	
Erik Swanson		
Principal	Signature	Date
Ron Peters		
School Site Council Chairperson	Signature	Date
Jaime Ortega		
English Language Advisory Committee Chairperson	Signature	Date

Assurances for Consolidated Programs

The parents and staff of Monterey Trail High School make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the plan and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's plan. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the plan and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
14. The plan is reviewed throughout the school year and evaluated annually.
15. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any secondary school site council is twelve.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 6 parents/students + 6 staff members = 12 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).

Members of the School Site Council	
SCHOOL STAFF	PARENTS AND STUDENTS
Your School Site Council is balanced.	

Principal	ERIK SWANSON	Parent/Guardian	MADELEINE COULIBALY OUATTARA
Teacher	RAMIE GALLAGHER	Parent/Guardian	CAROL LASSO-HILLS
Teacher	ASHLEE MINGO	Parent/Guardian	YOLANDA PARFITT
Teacher	RON PETERS	Student	DESTINY BUTLER
Teacher	KEN SMITH	Student	YEZENIA GUTIERREZ
Other School Personnel	CAROL PARRISH	Student	AUTUMN LUONG

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

_____	_____	_____
Name	Signature	Date

