School Year: | 2021-22

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Matilda Torres High School	20-65243-0139691	5/4/21	6/22/21

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)

Schoolwide Program

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.

District Mission Statement:
We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

District Vision Statement:
Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

School Site: Matilda Torres High School

School Mission Statement:
To inspire responsible college and career-ready citizens who value the importance of academic and personal achievement, so that they become productive members of our community.

School Vision Statement:

Torres High School students and staff alike will espouse the We are T.O.R.O.S. (Trustworthy, Optimistic, Resilient, Open-minded, and Selfless) beliefs.

- Trustworthy: Toros are honest. They can be trusted to make the right decisions even when no one else is watching.
- Optimistic: Toros are hopeful and confident. They look for the positive when they are faced with a challenge, or when things do not go their way. They learn from their mistakes.
- Resilience: Toros are strong. They are able to overcome any obstacle that comes their way be it in the classroom, on the field, court, or in life!
- Open-minded: Toros are open to new ideas. They embrace diversity and are willing to listen to different perspectives. They appreciate differences in people.
- Selfless: Toros are kind and compassionate. They look for ways to give back to their campus and community. They encourage others to do their best and are respectful of each other's feelings, needs, and space. They work to put the needs of others before themselves. They strive to be like our school namesake, former MUSD counselor, Matilda Torres.

Schoolwide Learner Outcomes (Graduate Profile):
All students at Torres High School, upon graduating, will demonstrate proficiency in the following schoolwide learner outcomes:

- THINK critically and creatively to solve problems.
- COLLABORATE with others to achieve more together.
- ADAPT to new challenges by reflecting and growing.
- COMMUNICATE effectively in multiple mediums, languages, and settings.
- PRODUCE quality work, through initiative, self-direction, and perseverance.
- CONTRIBUTE to the success of the community and world.

The purpose of The Single Plan for Student Achievement (SPSA) is to meet the goals set that have been prioritized in our District's Local Control and
Accountability Plan (LCAP):
1) Increase student learning by providing Equitable Access to Rigorous High-Level Programs
2) Create a Safe & Healthy Environment for Learning and Work
3) Improve Parent Involvement
4) Improve Technology access and usage

Key Elements of Needs:

- Provide academic, social, emotional, and behavioral supports to ensure student success
- Foster a collaborative culture that functions at a high level of efficacy (PLCs)
- Provide training, coaching, and immediate feedback to equip teachers with the tools they need to make content accessible to all students
- Guarantee that all students are college and career ready as evidenced by our Schoolwide Learner Outcomes (Graduate Profile)
- Promote and increase parent involvement and student voice feedback

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There were a variety of surveys that Torres High School conducted over the course of the school year. Students, teachers, and parents were all surveyed to provide feedback on a variety of topics including our new high school's colors, mascot name, offered Associated Student Body (ASB) Clubs, and our drafted Multiple Tiered System of Support (MTSS)/PBIS Framework. Panorama surveys were also used to gather qualitative feedback from our various stakeholders. Fall surveys focused on Student Supports and the Environment (Equity) which provided us feedback on Student Competency & Well-Being Measures. Another survey was sent to all teachers and staff regarding Social-Emotional Learning, which informed us about employee well-being and cultural awareness so that we were better equipped to meet employee needs and begin exploring equity issues as they pertain to grading. Additionally, surveys were used to collect stakeholder feedback regarding our new high school's mission and vision statements. Staff collaborated and identified several potential behavioral traits that they prioritized as necessary for student and staff success. Students were then sought out to narrow down the brainstormed list. Upon the completion of the polling results, the following PBIS expectations were selected: Trustworthy, Optimistic, Resilient, Open-minded, and Selfless. End-of-the-year surveys sent to students and parents are planned to elicit feedback about feelings regarding school connectedness, belonging, and safety. These survey results will be analyzed at the beginning of the 2021-22 school year.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations during the 2020-21 school year were primarily conducted via Zoom or Google Meets. Using these platforms, all observations are announced upon the administration's entry into the virtual class/meeting session. In mid-April, unannounced in-person classroom observations resumed. These observations were conducted in the hybrid teaching setting where teachers are tandem teaching in-person while also providing instruction to students via distance learning. In previous years, we normally have afforded teachers an opportunity to participate in observations through instructional rounds; however, these observations have been placed on hold until 6 feet distancing restrictions are no longer in place. Based on observations conducted, teachers are more fluent with the digital platforms we are using this year. The hybrid setting has proven to be the most difficult for our classroom teachers as they navigate both in-person and digital learning simultaneously while also overcoming student engagement and checking for understanding challenges.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

PLCs, Leadership, and administration regularly use data from state and local assessments to modify instruction and improve student achievement. During the 2020-2021 academic school year, THS students will not be administered the CAASPP or CAST. However, the ELPAC will be administered to all our EL students during the spring semester with results likely to be reported during the summer. Due to the pandemic, no state-wide assessment scores within the last school year are available to us. As a result, our school has relied heavily on teacher-created assessments and other district-approved assessment tools including those listed below:

I. Site-based Common Formative Assessment (CFA) - Each subject area is organized into Professional Learning Communities (PLC) which collaborate in the design, implementation, and analysis of CFAs. CFAs are based on the California Common Core Standards (CCSS) and Next Generation Science Standards (NGSS) and are aligned with district approved learning targets for each core subject area. PLCs utilize a Cycle of Inquiry (COI) process to analyze CFA results, which guides collective decision-making and informs instructional adjustments/practices. To address the distance learning environment, CFAs are administered in a variety of formats, however, core subject areas often use the Illuminate Dashboard to submit their assessment results, which provides a common platform for more effective analysis across the district.

II. District developed Common Summative Assessments (CSA) - Representatives from each school-site, representing their respective subject areas, routinely collaborate in the development of agreed-upon Units of Study which include CSAs. CSAs are based on the CCSS and NGSS. CSAs are administered through the Illuminate platform and analyzed through the COI process within and between school sites. During monthly CDT meetings, CSA results are analyzed and utilized to make instructional decisions, which include scope and sequence development for future units of study. CSA results are analyzed and used to support any necessary unit of study changes for future academic school years.

III. Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment is administered to students three to four times during the academic school year. The NWEA is a normative assessment that is administered to over 9,500 school districts around the world. THS students take the NWEA in mathematics (NWEA Math 6+) and reading (NWEA Reading 6+) during their Math and ELA class periods. The Math and ELA departments are provided professional development on the administration of the NWEA. Professional Development is provided to all teachers for navigating the NWEA MAP website and the variety of reports that are available that show student performance and growth. All staff receives professional development that shows how the NWEA MAP results in Math and ELA can be utilized to make informed instructional decisions within their own departments (beyond Mathematics and ELA). All students are routinely provided a goal-setting sheet for their NWEA. The goal-setting sheet includes NWEA MAP results for the previous six iterations of the assessment. Teachers use the NWEA goal setting sheet to work with students on their goals and monitor student progress. The NWEA is one of the assessment tools used to support ELD placements decisions and is part of the EL reclassification process

IV. Reading Inventory (RI) which is given to all English Language Learners (ELL) in Madera Unified School District. EL students complete the RI during their designated ELD classes. EL students that are not in a designated ELD course (based on opt-out criteria) are deployed into an ELD class in order to complete their assessment. The RI provides reading Lexile levels that may be used to analyze student reading levels, which support differentiated instructional decisions for appropriate and effective texts within-subjects areas that best support our students. All departments are provided access to the RI results through their PLCs. The RI is one of the assessment tools used to support ELD placements and ELL reclassification. All teachers administering the RI receive professional development on the proctoring of the assessment and guidance on how to interpret the data reports.

V. English Language Proficiency Assessment for California (ELPAC) - All ELL students (identified through the home language survey upon first entering California schools) take part in the administration of the ELPAC in the spring of each school year. Students new to California schools (those that have not already participated in the ELPAC) take the Initial ELPAC during the fall of their first school year or within thirty days of their first day of enrollment. An overall achievement score of four (4) on the ELPAC is required for students to be reclassified, along with meeting specific achievement on the NWEA and/or RI. ELPAC is also used for placement in ELD courses and is used by many teachers to select appropriate and effective differentiated supports for our ELL students.

At this time, there are no California Dashboard indicators applicable to THS until we have completed our first school year (2020-2021). The California Dashboard indicators from our other 2 comprehensive high schools (MHS & MSHS) have been reviewed with our site leadership team to set baseline performance goals, especially considering most of our sophomore class has moved to us from these other comprehensive high schools sites. Additionally, time was also spent reviewing the California Dashboard results from our feeder middle school feeder site as well.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers at THS use a variety of assessments (data sets) to monitor student progress. Teachers keep track of student progress using different strategies, such as classwork, projects, quizzes, labs, digital tools, performances, as well as other formative/summative assessments. These varied measures are recorded in Aeries to promptly and clearly show student progress to stakeholders. Teachers also use informal formative assessment strategies during instruction to monitor student progress, such as spot-checking/observation, random non-volunteer selection methods, student questioning, and individual student check-ins. Frequent checking for understanding is a common best practice that all teachers use throughout their lessons to inform needed instructional adjustments. Teachers also use summative assessments to monitor student progress based on their department/program needs. In core subjects, Department Chairs take part in Curriculum Design Teams (CDT) to collaboratively design summative assessments that are administered. PLCs reflect on the data, as aggregated in Illuminate, using a Cycle Of Inquiry (COI) process, in addition to reporting progress in Aeries. To show continued progress with the priority standards, students are allowed multiple opportunities to test to demonstrate their current level of understanding. CTE, VAPA, and Foreign Language also use a variety of projects, performance tasks, and CFA/CSAs based on their content standards. Teachers formally report a minimum of one of these activities a week in Aeries to help track student progress and achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The human resource department is committed to ensuring all staff meet ESEA requirements. Any employee that does not meet highly qualified status is provided with a specific plan and timeline to comply. THS has no faculty on staff teaching outside of their major or minor preparation at this time.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Torres High School works closely with Madera Unified School District to provide teachers with the appropriate professional development they need to implement content standards using board-adopted resources. Content-specific teachers are brought together as a part of a Curriculum Design Team to ensure standards are mapped out for the year and corresponding instructional materials are used to support learning. These design team meetings are reinforced when all content area teachers are brought together for curriculum roll-out meetings and implementation support. This process is further supported by weekly meetings held within PLCs that discuss implementation and strategies related to our various courses.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is differentiated based on identified needs. Professional development typically includes a variety of options provided by our District Academic Coaches, site administration, and outside consultants. Our district has made a concentrated effort to prioritize the professional development of its faculty. The allocation of general and categorical funds have consistently been set aside to allow school sites to determine how to best meet the needs of their stakeholders. THS has provided resources so that our faculty can attend conferences, attain additional units, clear credentialing requirements, and even allow for CTE teachers to attain extra hours of externship in their specified fields. Externship is required for all CTE teachers annually and must be in the sector they teach. We provide substitute coverage or extra time compensation for up to 20 hours per year for every CTE instructor.

Additionally, the district has set aside stipends for teachers obtaining a Master's Degree and a salary ladder for post-graduate educational units obtained after a Bachelor's degree. Additionally, instructors who teach our Dual Enrollment courses also receive additional stipends for providing these educational opportunities to our students. The administrative team at THS embraces Dylan Williams assertion that "All teachers [employees] can and need to improve, not because they are not good enough, but because they can be even better." Professional development (PD) needs at THS are differentiated, but some PD opportunities are necessary for all of us because we need to build a collective understanding as a new site developing systems, policies, and procedures. Consequently, THS has identified professional development (PD) needs using both staff and student survey feedback.

Additionally, a variety of PD has also been provided at the start of this school year by our District Academic Coaches. Certificated and classified staff were offered opportunities to select different sessions over a week-long period during our staff institute days to help employees prepare for our opening school year. These PD opportunities were provided as a way to support faculty as we began our school year in a distance learning environment. Additionally, THS collectively attended PD provided by outside consultants that have guided the development of our PBIS Framework. Various additional PD opportunities have been provided through experts on staff in areas of high need (e.g. NWEA, ELLevation, Academic Talk, etc.) and through individual choice via virtual conferences. We know that professional development is about theory and application; as such, we look to align our resources to allow for professional development that is differentiated and also targeted. At the end of our 1st semester, the topic of grading was one that increased anxiety and stress for all stakeholders as failure rates were exacerbated by the pandemic and attendance challenges. As a result, the staff explored different texts to identify best practices around this pressing area of concern. Consequently, during this second semester all staff members are participating in a book study on this topic (Equity in Grading: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms). Our site will continue completing this book study along with a schoolwide initiative to have all faculty attend the Summer PLC Institute this June 2021.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers will continue to be offered through our District Academic Coaches, site administration, department chairs, and outside consultants. District Academic Coaches (DACs) and administrators will be strategically assigned to provide additional support to PLCs as needs are identified throughout the year. DACs will also provide various professional development opportunities during staff institute days and throughout the school year. Teacher mentors will be used to support new teachers or teachers with specific areas of support (e.g. content, classroom management, questioning, engagement strategies, etc.). Additionally, the administration will plan to take teachers on instructional rounds with the goal of improving instructional capacity across the campus.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Torres High School has developed a master schedule that provides for regular PLC opportunities by ensuring all subject areas have a shared common prep period. In addition to this, there is time set aside for all PLCs to meet during the school day and additional time allocated each week for whole site Professional Development. This schedule allows for grade-level collaboration and vertical course alignment and rigor. Collaborative strategies are regularly used by administrators and teachers to improve the teaching and learning process. Professional learning communities (PLCs) are a regular practice amongst all stakeholders; although, it is important to note that some PLCs are more seasoned than others. PLCs exist by department, grade level, some across disciplines, through site leadership, and as a whole staff. Through PLCs, stakeholders work collaboratively to plan and refine lessons, units of study, assessments, calibrate grading practices, and review program/system/students' needs. Collaboration is centered around 4 critical questions:
1) What do we want all students to know and be able to do?
2) How will we know if they learn it?
3) How will we respond when some students do not learn?
4) How will we extend the learning for students who are already proficient?

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our written and taught curriculums are aligned and define what all students should know and be able to do in each subject area. All academic courses, career technical education programs, and visual & performing arts programs are guided by our state and national standards, as well as, our schoolwide learner outcomes. The written and taught curriculum are on an annual cycle of review and is designed to ensure that we have a meaningful instructional program that meets all UC "a-g" requirements. Additionally, all CTE programs teach real-world skills and are designed in collaboration with industry experts that serve on advisory panels that meet two times per year. We currently offer 1 dual enrollment course and will add additional opportunities each year we expand.

All teachers at Torres High School base their instruction on state and national standards in conjunction with our schoolwide learner outcomes. In order to accomplish a high degree of alignment, we have district Curriculum Design Teams (CDT) in English, Math, (Math I, II, and are now beginning Math III), Science (9, 10, Physics), History (10) and English Language Development (levels I, II, III and IV). These teams have representation from each secondary school site. Each CDT is charged with creating their course units of study and pre/post summative assessments. Each team is directed to prioritize our district-adopted core instructional materials in English, Math, and History which were selected from a list of approved texts by the California Board of Education. Supplemental resources are used when needs are identified.

The CDTs are made up of teacher-leaders from across the district, selected by their site administrators, for their expertise in both content and collaboration skills. These hard-working teachers invest their time to serve as Professional Learning Community (PLC) facilitators. In addition, CDT members design and present Unit of Study Roll-outs, providing important professional learning and collaborative planning time with their peers. The CDT process includes: prioritizing the standards, building the units of study, preparing a general pacing calendar, and constructing the unit-planning organizers. Additionally, when designing the units of study, the CDT also "unwraps" priority standards, identifies big ideas and essential questions, creates pre/summative assessments, identifies vocabulary (tier 1, 2, 3), embeds ELD/Literacy standards, creates performance tasks, and gathers instructional resource materials.

After the completion of this process, our CDT members take this work and design daily lesson plans and common formative assessments in collaboration with their department grade level PLCs. The curriculum frameworks developed by the CDT teams are intended to be cohesive, rigorous, and culturally relevant. Each CDT framework is a living document that has been recently adapted to a digital learning platform this school year. It will be reviewed and revised periodically to ensure the following:
- Vertical articulation (developmental sequencing)
- Course description alignment: Syllabi based on the standards and frameworks
- Units of Study (teacher-developed)
- Aligned instructional materials
- Formative Assessments which are: an integral part of instruction, keyed to progressions, ongoing, embedded, checking for understanding used to inform instructional practices, and used to diagnose student understanding
- Summative assessments are: standards-based, external, not-normative, and based on curriculum
- Writing emphasis

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

K-8 question not applicable to high schools.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

K-8 question not applicable to high schools.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Torres High School works with the Madera County Office of Education to certify that all standards based instructional materials are provided to students in a timely fashion.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Torres High School's teachers work with district level design teams to ensure that board adopted texts and resources are used and regularly present in courses. Madera Unified School District has a clearly defined process for examining texts, ensuring alignment with standards, and securing board approval for new textbook adoptions.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students at Torres High School will be provided with services to support their ability to meet state standards. In the area of reading, students will be screened using multiple measures and provided support when needs are identified. In the area of math, all students will be screened and provided with interventions based on both their current levels and the identification of supports needed to meet grade-level standards. Students will also be provided with opportunities for extra support through lunchtime and after-school tutoring sessions with teachers or during teachers' office hours. There are ample academic and personal support services available to support students as well. Many of these offered supports are in the preliminary stages of implementation, while others are more established. To help ensure all students are provided the support they need a Multi-Tiered System of Support (MTSS) has been collaboratively drafted with stakeholders. A formal referral process has also been established for parents, teachers, and support staff to use. The MTSS/PBIS Framework will be revisited and revised annually based on stakeholder feedback.

Evidence-based educational practices to raise student achievement

Evidenced-based educational practices used to raise student achievement include: making certain all students are involved in challenging and relevant learning to achieve our schoolwide learner outcomes, ensuring all students have access to academic standards and college-and career-readiness standards delivered through the use of high impact instructional practices. The staff works in PLCs to design lessons collaboratively using researched-based best practices and makes use of a variety of coaching strategies to facilitate learning for all students. CTE pathways focus on engaging students by applying real-world opportunities for career readiness.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Madera Unified School District provides a variety of resources for our families and community including Family and Support Services, Specialized Student Services, Health Services, Nutrition Services, Parent Resource Centers, etc.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to effectively involve our various stakeholders in our school community, we employ a number of mediums to outreach and keep people informed. We have a school website where information is posted and updated regularly. We also utilize a number of social media platforms (Facebook, Twitter, and Instagram) to engage our families and students. As a district, we use Parent Square/Student Square, communication platforms where parents, teachers, students, and administrators can communicate via text and email in multiple languages. Parents/Students can complete surveys, sign-up to be a part of committees, and even sign permission slips via these platforms. Each month, we produce a Parent Newsletter, where parents can get updates on what's happening around campus and find out important information. Each week, we produce a Student Newsletter and a Student Broadcast (announcement segment) to keep students engaged in what is happening on campus and to keep them informed of important schoolwide events. We currently have a School Site Council composed of students, parents, teachers, administrators, and community members who look at important school data and work to find ways to improve the overall educational experiences of our students. We also host quarterly English Learner Advisory Committee meetings to engage our Spanish-speaking community and ensure that we are meeting the needs of our English Learners. As our school continues to grow, we hold regular listening sessions where we obtain stakeholder feedback on important elements of our school processes such as our mission and vision, PBIS framework, and other learning practices. Torres High School will continue to work with various stakeholder groups to get input about the programs we offer. Stakeholders' feedback will be used to help with planning, evaluation, and ongoing progress monitoring related to our site goals. School Site Council and English Language Advisory meetings will be held regularly in alignment with district policy. During SSC/ELAC meetings, a regular agenda item will be to review the implementation of our school's School Plan for Student Achievement and the goals within the plan that will be aligned with our district's identified Local Control and Accountability Plan goals.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Student Advocates work to support at-risk 9th graders. Supplemental materials such as books, computer software, computer hardware, and other materials that scaffold grade level standards will be made use of to support students achievement. Categorical funds will be set aside to support teachers professional development and student participation in extended learning opportunities.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Critical stakeholders will annually review our school site's state performance data and will analyze our progress monitoring data quarterly. Stakeholders will monitor SPSA actions and expenditures in order to determine program effectiveness and SPSA revisions needed. Our SPSA is reviewed periodically throughout the year and modified accordingly when needs are identified. Our 2021-22 Single Plan for Achievement has been drafted based upon researched-based best practices in alignment with our District's LCAP and the 9 Building Blocks of High Performing Educational Systems.

The following committees help inform the development of our SPSA:
- District & Site LCAP Community and Staff Meetings
- Parent Advisory Committee (PAC) meetings
- Local Control Accountability Plan (LCAP)
- THS Annual Title 1 Meeting, School Site Council
- SSC Meetings (minimally 5 times per year)
- English Language Advisory Committee (ELAC) Meetings (minimally 5 times per year)
- School Site Leadership meetings scheduled bi-weekly
- PBIS monthly meetings
- Associated Student Body meetings scheduled bi-weekly

Resource Inequities

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

The 2020-2021 school year was our opening year. We do not have current state assessment data that has identified specific subgroups of resource inequities; however, we have collectively identified a need to create Grading Policies that address inequities evident in some of our individual grading practices. As a result, our faculty has committed to professional development in the area of grading and all certificated members are involved in a book study to begin to address these inequities at our site. Additionally, THS has proactively targeted our resources to address district data trends that are disconcerting. Our district trend data indicates a need to focus additional resources on achievement for specific subgroups including lower socio-economic students, English Language Learners, African American students, and those students that are in foster placements.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	%			
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	%	%	%			
Pacific Islander	%	%	%			
White	%	%	%			
Multiple/No Response	%	%	%			
			Total Enrollment			

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Conclusions based on this data:

1.

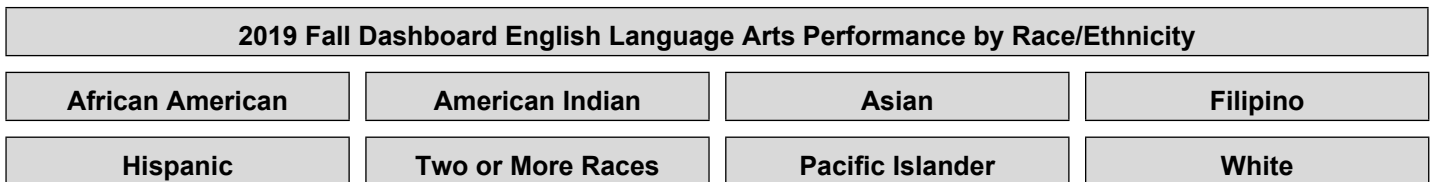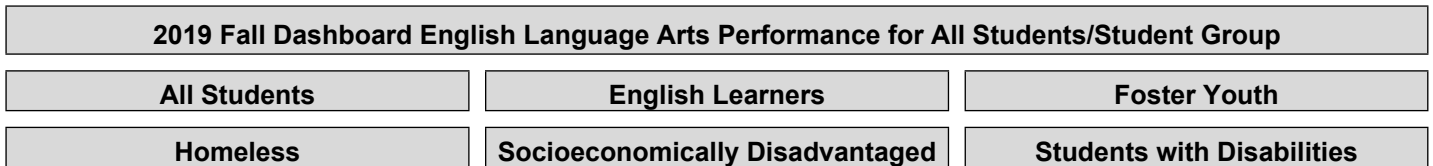# School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

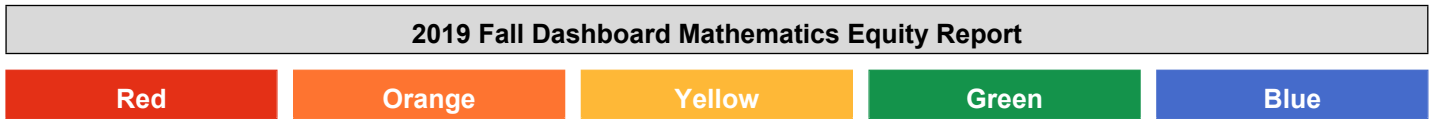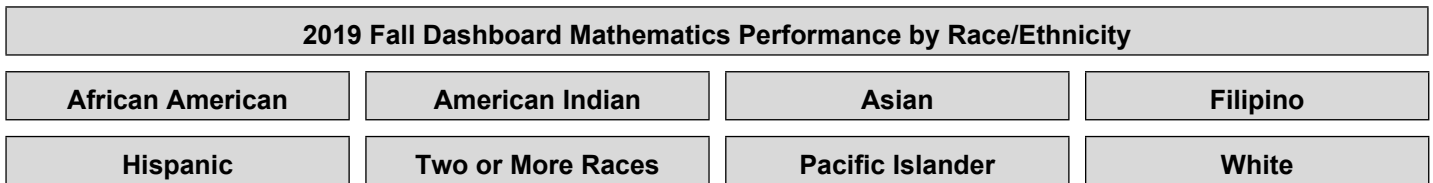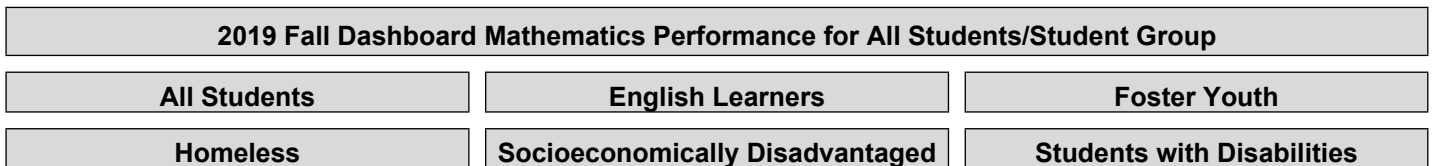**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

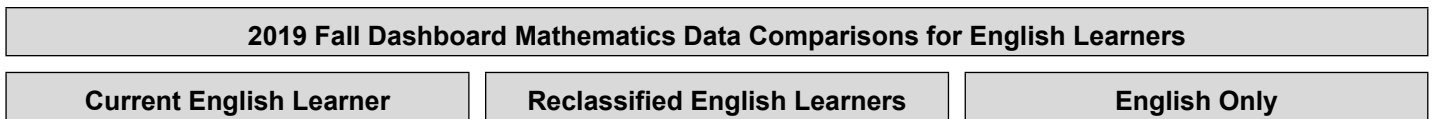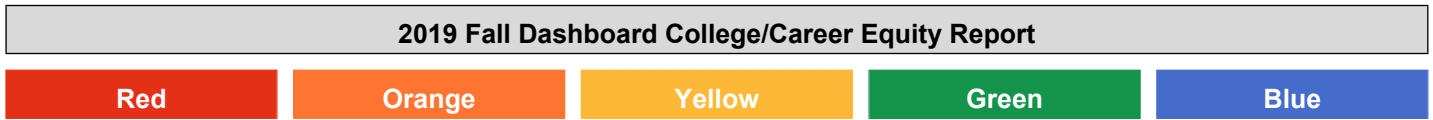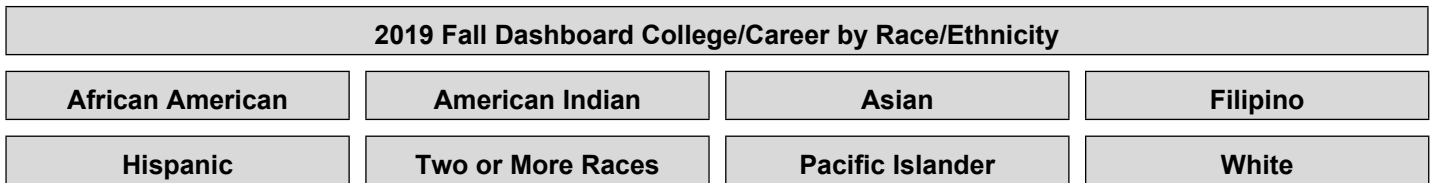| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
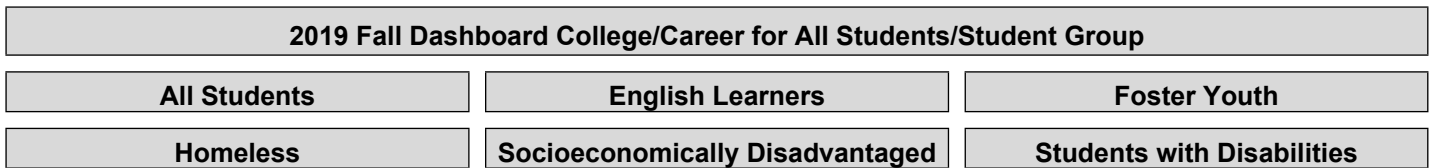## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

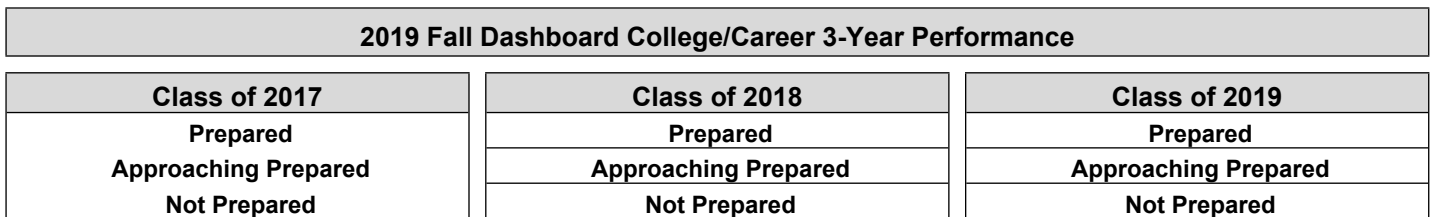| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

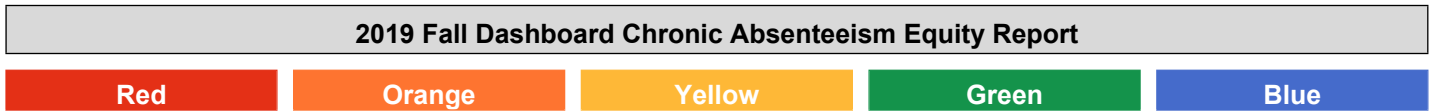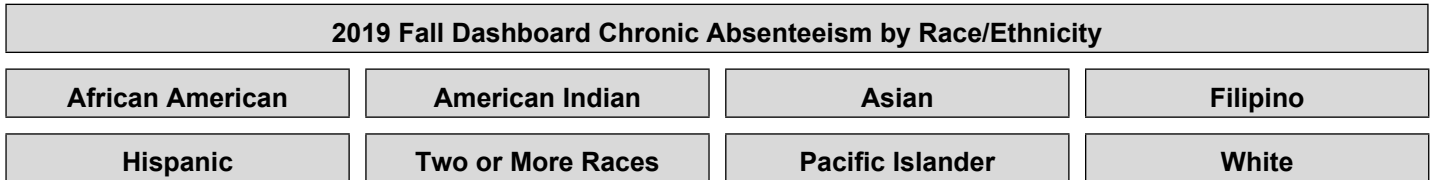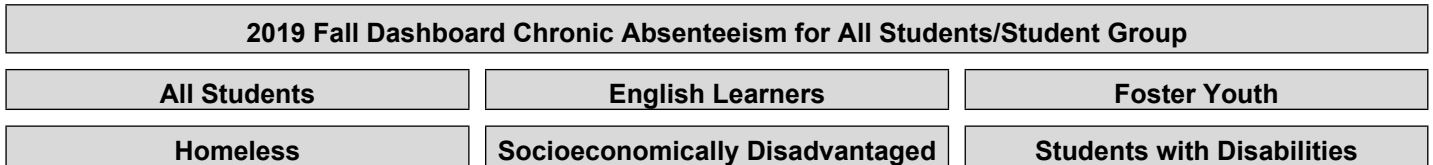**Conclusions based on this data:**

1.

School and Student Performance Data
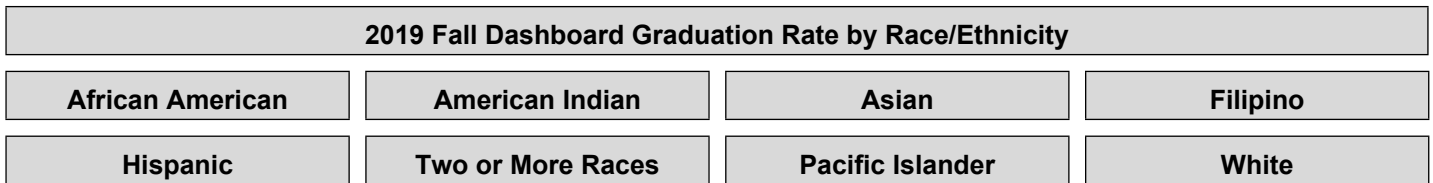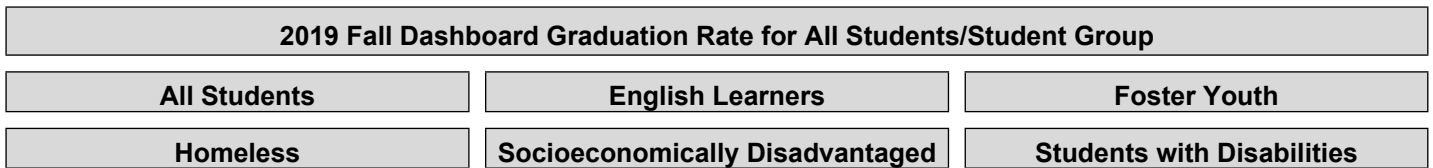
Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

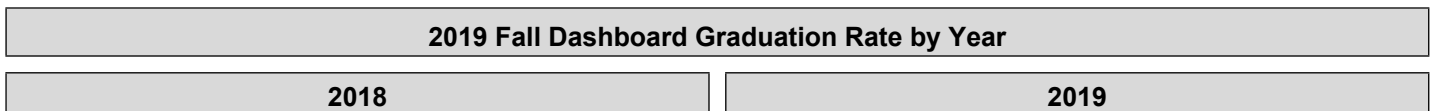| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data
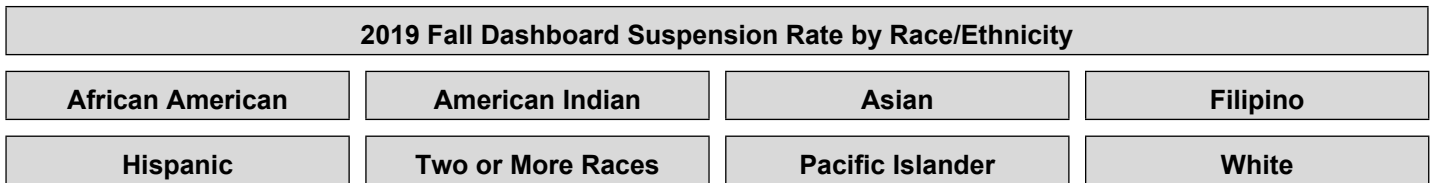
Academic Engagement
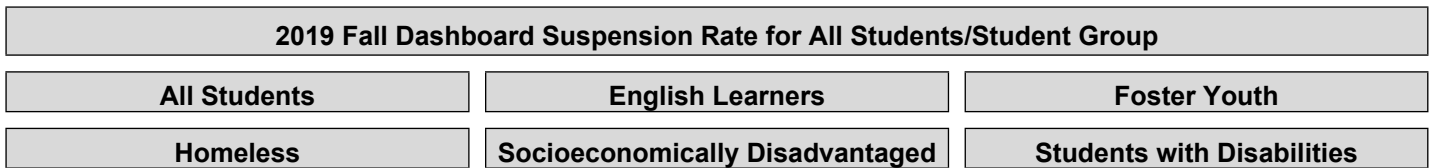## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Equitable Access to Rigorous High-Level Programs

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Math Assessments, ELA Assessments, Reading/Literacy, Ds or Fs on Report Cards, employee retention, campus aesthetics, and certificated staff feedback related to state standards.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goals:
Madera Unified will obtain an ELA academic score of [medium-high] performance for all students as measured by the California Dashboard.
Madera Unified will obtain a mathematics academic score of [medium-high] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an English Learner progress score of [medium] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goals:
ELA: THS will obtain an ELA academic score of [medium-high] performance for all students as measured by the California Dashboard.
Math: THS will obtain a mathematics academic score of [medium-high] performance for all students as measured by the California Dashboard.
ELD: THS will obtain an English Learner progress score of [medium-high] performance for all EL and recent RFEP students as measured by the California Dashboard.

Due to the COVID-19 pandemic and associated school shutdowns, SBAC testing was not completed in the Spring 2021 school year. As a result, Torres High School will be using the local NWEA testing program to monitor student progress.
Our baseline outcomes for the NWEA are as follows for the 2020-2021 school year administrations:
Growth Fall to Winter (By Average RIT) for Reading
9th Grade: 0.1   10th Grade: 0.1
Growth Fall to Winter (By Average RIT) for Math
9th Grade: 2.5   10th Grade: 3.2
Additionally, it is important to note that our student participation rates from the Fall to Winter testing administrations increased by nearly 150 students in each domain tested. Our goal is for all students to show growth on each subsequent administration of the NWEA while maintaining our participation rates. In order to close the achievement gaps, students will need to goal set to attain their "best growth goals" as individually identified in each students MetoBe report.

Identified Need

Build and sustain a standards-aligned instructional system that promotes a culture of high expectations and achievement for all students with the expectation that students complete academic programs of study - equipping them for success at the next level whether it be in school, college, and/or career. Additionally, accelerate instructional effectiveness by investing in evidence-based

collaboration, differentiated professional development, timely supports, and leadership development for teachers, leaders, and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Met or Exceeded Standards	To be determined	Medium-High (no assessment in the 2020-2021 school year)
Local Interim Assessment ELA (NWEA/MAP Reading Growth 6+)	Mean RIT Scores (Fall of 2020 to Winter 2021): 9th = 214.7 to 214.8 (growth of .1) 10th =219.1 to 219.2 (growth of .1)	For Spring, all 9th grade students should score at or above 221.40 For Spring, all 10th grade students should score at or above 223.51 For Spring, all 11th grade students should score at or above 224.71
CAASPP SBAC MATH Met or Exceeded Standards	To be determined	Medium-High (no assessment in the 2020-2021 school year)
Local Interim Assessment Math (NWEA/MAP Math Growth 6+)	Mean RIT Scores (Fall of 2020 to Winter 2021): 9th = 222.9 to 225.4 (growth of 2.5) 10th =227.4 to 230.3 (growth of 3.2)	For Spring, all 9th grade students should score at or above 230.03 For Spring, all 10th grade students should score at or above 232.42 For Spring, all 11th grade students should score at or above 234.25
English Learner Progress	To be determined	no data availability
College & Career Readiness	To be determined	no data availability
Reclassification Rate	2020-2021 = 3 students	2021-2022 = 10 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners

Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 1
Planned:
*Certificated Extra Time
*Substitute Release/Coverage
*Certificated Pupil Support

- Observe high impact CCCS lessons/Participate in Instructional Rounds
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students
- Provide after school tutoring or other interventions for students

Who:
- Certificated/Classified Staff
- Administration

Tasks:
- Development and analysis of norms, department vision/mission, and collective commitments.
- Revise or create units of study.
- Establish Cycle of Inquiry protocol process and tools for data analysis within each department.
- Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
- Provide strategies for ELs that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
- Continue PD to foster effective professional learning communities,
- Allow for translations services when meeting with families or offering parent education opportunities.
- Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000.00	Certificated Extra Time 1190 (Title I)
15000.00	Certificated Subs 1125 (Title I)
2500.00	Cert. Pupil Support 1200 (Title I)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 2
Planned:
*Instructional & Supplemental Materials
*Duplicating/Printshop

- Purchase books, subscriptions, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction.
- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support character education and the MTSS/PBIS Framework.
- Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors.

Who:
- Certificated/Classified Staff
- Administration

Tasks:
- Ongoing based on need
- Supplemental classroom resources & supplies
- Supplemental Library/Media resources & supplies
- Printing materials

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39958.00	Instructional Supplies 4310 (Title I)
1000.00	Duplicating/Print shop 5715 (Title I)
0.00	Instructional Supplies 4310 (Carryover)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 3
Planned:
*Travel & Conference
*Outside Contracted Services

- Substitute coverage (5100) for conference attendance
- Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, PBIS Framework Conference, Character Strong Conference, CADA Conference, etc.).
- Attend other supplemental trainings on research based best practices
- Seek the services of outside consultants to provide additional specialized trainings to improve pedagogical practices (5800); such as, learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in various academic areas, provide authentic experiences to promote writing, allow for guest speakers.

Who:
- Certificated/Classified Staff
- Administration
- Students

Tasks:
- Attend trainings/conferences related to Response to Intervention and MTSS systems
- Continue working with consultants for PBIS Framework

- Summer Institute with Solution Tree for Professional Learning Communities Conference
- Character Strong Conference
- Trainings held by District Academic Coaches and other outside consultants
- Professional development by master teachers or other certificated staff with expertise
- CADA, AVID, Math CMC conference, and others as identified by need

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	Travel & Conference 5200 (Title I)
10000	Outside Contracted Services 5800 (Title I)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 4
Planned:
*Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

- Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing.
- Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners
- Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness

Who:
- Reading Lab teacher
- ELD teacher
- AVID teacher

Tasks:

- Identify students reading below grade level and create course rosters for Tier III students
- Teach daily support classes for "at-risk" students (Reading Lab & ELD courses)
- Monitor the progress of identified students
- Encourage educational support and parental involvement
- Coordinate variety of intervention support services
- Teach AVID election section to support students in developing skill sets needed for college/career readiness (WICOR strategies)

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36000.00	Support Teacher 1100 (Title I)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 5
Planned:
*Field Trips and Entrance/Conference Fees (5808)

- Provide staff and students with learning opportunities that increase engagement and improve student achievement, as well as support positive behavior and promote positive community experiences.

Who:
- Certificated/Classified Staff
- Administration
- Students

Tasks:
- Based on need
- College visits
- Classroom enrichment trips
- Leadership conferences

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	Entry Fees 5808 (Title I)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 6
Planned:
*Comp. Hardware under $500
*Comp. Hardware $500-$5,000
*Comp. Hardware/Software Maintenance & License

- Purchase technology to support student achievement and instructional practices.
- Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher resources, etc.
- Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning.

Who:
- Certificated/Classified Staff
- Administration
- Students-
- District IT

Tasks:
- Purchase software
- Purchase hardware
- Purchase/Replace technology utilized for the classroom
- Utilize up-to-date technology programs

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	Comp. Hardware under $500 4385 (Title I)
15000	Comp. Hardware $500-$5,000 4485 (Title I)
0.00	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy/Activity 1
Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support

What were the activities implemented?
Extra time was allocated for teacher planning for a variety of subject areas. Planning days were allocated to adjusted pacing calendars/guides, create common formative assessments, calibrate rubric scoring, disaggregate data, plan interventions and create daily lessons. Additional time was also set aside for testing and progress monitoring of individualized student academic plans. Teachers met collaboratively to engage in Cycles of Inquiry, and draft a MTSS/PBIS framework. Extra time was also allocated for counselors to plan interventions for students and presentations for parents.

What was not implemented that was in the 2020-21 site plan?
Release time for substitute coverage was significantly less than initially anticipated due to the pandemic. After school tutoring did not occur as originally intended except through our After School Program.

What was the overall effectiveness?
Without the additional planning time, we know that teachers would be far less confident and synchronized regarding their instructional practices and lessons. Given the lack familiarity with teaching in the digital setting and then the transition to hybrid teaching the need for supplemental planning was imperative. Based on stakeholder (teacher and student) feedback the effectiveness of the strategy was high.

Strategy/Activity 2

Instructional Materials & Supplemental Materials
Duplicating/Printshop

What were the activities implemented?
A variety of instructional and supplemental materials were purchased to support students in their homes and additional supplies were ordered once we transitions into the hybrid setting. Professional Development materials were created for staff through our Printshop and additional reading materials were also ordered to expand our existing circulation options in our school library. Resources were also supplemented using COVID funding; thereby, reducing materials purchased categorically (using Title I funds).

What was not implemented that was in the 2020-21 site plan?
All actions were implemented, but not to the extent initially anticipated due to the pandemic.

What was the overall effectiveness?
Based on limited feedback the effectiveness of the strategy was considered high.

Strategy/Activity 3
Travel & Conference
Outside Contracted Services

What were the activities implemented?
Attendance at several virtual conferences including PBIS, PLC Summer Institute, Character Strong, CADA, AVID, etc. A significant amount of funds were set aside for outside contracted services for our PBIS Framework. PBIS signage and branding of our schoolwide learner outcomes took nearly the entire year to finalize and have installed.

What was not implemented that was in the 2020-21 site plan?
Math CMC conference, RtI Conference, Kagan, Cognitive Coaching Conference, and a few others due to the pandemic. The PLC and PBIS conferences were held virtually.

What was the overall effectiveness?
The overall effectiveness varied by conference. Participant feedback was mixed. Some participants indicated the professional development opportunities were incredibly useful and meaningful to their work; whereas, others indicated the virtual setting was far less effective. The PBIS Framework and instructional materials signage has yet to me able to be quantified for effectiveness as the signage did not all get installed until the very end of the academic year.

Strategy/Activity 4
Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

What were the activities implemented?
No activities were implemented that were paid from via Categorical funds.

What was not implemented that was in the 2020-21 site plan?
Salaries for the Reading Lab, AVID, and ELD sections we offered did not end up being necessary this year. Funds originally allocated were moved into other areas of identified need.

What was the overall effectiveness?

Not applicable. Salaries for our Reading Lab, AVID, and ELD sections were paid for via general funds.

Strategy/Activity 5
Field Trips and Entrance/Conference fees (5808)

What were the activities implemented?
Field trips were all held virtually. Students attended CADA, Academic Decathlon, and other CTSO field trips.

What was not implemented that was in the 2020-21 site plan?
Many regularly scheduled field trips and conferences were postponed due to the pandemic.

What was the overall effectiveness?
The overall effectiveness varied by field trip/conference. Student participant feedback was mixed. Some participants indicated the opportunities were incredibly meaningful; whereas, others indicated the virtual setting was very disappointing.

Strategy/Activity 6
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License

What were the activities implemented?
Supplemental technology expenditures were significant this year. The purchasing of additional digital Smart display boards in core ELA & math classes was a large expense. Additional printers, parent headsets, , and other equipment were used to supplement instruction for our digital media courses, math courses, and other subject areas.

What was not implemented that was in the 2020-21 site plan?
Smart display boards were not purchased for History or Sped classrooms. Funding was not sufficient to cover all content areas.

What was the overall effectiveness?
The purchasing of supplemental technology was of high importance to stakeholders, but has not yet yielded any direct measure of effectiveness as the boards were not even installed until the very end of our academic year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy/Activity 1
Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support
Budgeted: $27,500   Estimated Actuals: $49,266
Difference: $27,766 more than originally estimated.
Rationale: Extra time for planning and the creation of a variety of systems (as we opened a new high school) were significantly more time consuming than initially anticipated especially given the digital learning platform. Carryover funds were added to this action based on identified need.

Strategy/Activity 2
Instructional Materials & Supplemental Materials
Duplicating/Printshop
Budgeted: $57,349   Estimated Actuals: $33,279
Difference: $24,070 less than originally estimated.
Rational: COVID funding was used to supplement instructional and supplemental materials needed this year. As a result, there were fewer expenditures in this area.

Strategy/Activity 3
Travel & Conference
Outside Contracted Services
Budgeted: $46,000   Estimated Actuals: $61,103
Difference: $15,103 more than originally estimated.
Rationale: A site license was purchased so that all THS certificated staff could attend the Summer PLC Institute (virtually). Additionally, the PBIS signage was also purchased to support the teaching and branding of our PBIS Vision Statement/Core Values. Expenditures for these materials were significantly higher than originally estimated.

Strategy/Activity 4
Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections
Budgeted: $30,000   Estimated Actuals: $0
Difference: All $30,000 was moved midyear to other action areas based on need. The salaries for teachers in these sections were all covered using district general funds.

Strategy/Activity 5
Field Trips and Entrance/Conference fees (5808)
Budgeted: $10,000   Estimated Actuals: $3,400
Difference: $6,600 was moved midyear into other action areas based on need.
Rationale: Due to pandemic restrictions field trips and conferences opportunities were limited.

Strategy/Activity 6
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License
Budgeted: $40,000   Estimated Actuals: $65,879.21
Difference: $25,879.21 more than originally estimated.
Rationale: Movement from the salaries originally set aside to be covered by Title 1 funds were moved into technology to purchase supplemental technology items as the teacher salaries were covered by district general funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy/Activity 1
Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support
Status: We intend to keep this strategy/action.

Rationale: As we continue to refine our instructional practices and development systems the need for additional time and substitute coverage is imperative. There is simply not enough time allocated during the day to complete all the tasks that need to be done in additional to everyone's daily duties.

Strategy/Activity 2
Instructional Materials & Supplemental Materials
Duplicating/Printshop
Status: We intend to keep this strategy/action.
Rationale: Annually there is a consistent need to supplement instructional materials. We anticipate based on stakeholder feedback that this will continue to be a priority for next year.

Strategy/Activity 3
Travel & Conference
Outside Contracted Services
Status: We intend to keep this strategy/action.
Rationale: The need for ongoing differentiated professional development opportunities will continue to be a priority for next year. Based on stakeholder feedback, in order to improve instructional practices, engagement, classroom management, etc. certificated and classified staff need to be provided opportunities to further develop their skill sets.

Strategy/Activity 4
Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections
Status: We intend to keep this strategy/action.
Rationale: In an effort to provide additional support to our students in tier III, we will continue to prioritize this action/strategy for next year. This action/strategy may be modified to include additional personnel such as a student advocate if alternative funding is secured for these section offerings.

Strategy/Activity 5
Field Trips and Entrance/Conference fees (5808)
Status: We intend to keep this strategy/action.
Rationale: Funding may be adjusted should restrictions still be imposed related to the pandemic. However, it is our intent to plan for field trips that include student/parent educational opportunities or real-world experiences
that are tied to core standards.

Strategy/Activity 6
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License
Status: We intend to keep this strategy/action.
Rationale: Funding will be maintained as our school continues to expand a grade level each year. No changes to this strategy/activity are anticipated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Safe and Healthy Environment for Learning and Work

State Priorities: 3

Local Priorities: Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain a Suspension score of [low] performance for all students as measured by the California Dashboard.

3-Year School Specific Goal: THS will obtain an Suspension score of [low] for all students as measured by the California Dashboard and will establish baseline data on our school climate survey.

Identified Need

Create a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, 2) nurture socio-emotional resilience in our students through collaboration between school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicators (Suspension & Expulsion with attention to grade level and subgroups)	To be determined	Low (Dashboard)
Panorama Climate Survey	To be determined	Favorable (Panorama)
Graduation Rate	To be determined	98% graduation rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth

Low Income

Strategy/Activity

Goal 2 Strategy/Activity 1
Planned:
*Certificated Extra Time
*Substitute Release/Coverage
*Certificated Pupil Support

See Goal 1 Action 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)   Source(s)

0

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 2 Strategy/Activity 2
Planned:
*Instructional & Supplemental Materials
*Duplicating/Printshop

See Goal 1 Action 2

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)   Source(s)

0

Strategy/Activity 3
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 2 Strategy/Activity 3
Planned:
*Travel & Conference
*Outside Contracted Services

See Goal 1 Action 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 2 Strategy/Activity 4
Planned:
*Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

See Goal 1 Action 4

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

0

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 2 Strategy/Activity 5
Planned:
*Field Trips and Entrance/Conference Fees (5808)

See Goal 1 Action 5

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

0

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 2 Strategy/Activity 6
Planned:
*Comp. Hardware under $500
*Comp. Hardware $500-$5,000
*Comp. Hardware/Software Maintenance & License

See Goal 1 Action 6

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 Strategy/Activity 1
Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support

What were the activities implemented?
Extra time was allocated for teacher planning for a variety of areas. Planning time was set aside to disaggregate data, plan interventions, and create daily lessons. Additional time was also set aside for testing and progress monitoring of individualized student academic/behavioral plans. Teachers met collaboratively to draft a MTSS/PBIS framework. Extra time was also allocated for student and parent Tier II & Tier III meetings, COST/SST meetings, home visits, and small group/individual interventions.

What was not implemented that was in the 2020-21 site plan?
Release time for substitute coverage was significantly less than initially anticipated due to the pandemic. After school tutoring did not occur as originally intended except through our After School Program.

What was the overall effectiveness?
Without the additional planning time, we know that students would be far less successful or familiar with our PBIS/MTSS framework, Character Strong curriculum or possible interventions. The need for supplemental planning time was imperative during our opening year especially when exacerbated by the pandemic. Based on stakeholder (teacher and student) feedback the effectiveness of
the strategy was high.

Goal 2 Strategy/Activity 2
Instructional Materials & Supplemental Materials
Duplicating/Printshop

What were the activities implemented?
A variety of instructional and supplemental materials were purchased to support students in their homes and additional supplies were ordered once we transitions into the hybrid setting.

Supplemental instructional resources were needed to support the implementation of our PBIS/MTSS framework, as well as the branding and marketing of our schoolwide learner outcomes. Professional Development materials were created for staff through our Printshop and additional reading materials were also ordered to expand our existing circulation options in our school library.

What was not implemented that was in the 2020-21 site plan?
All actions were implemented, but signage installation did not get completed until the end of the fiscal year.

What was the overall effectiveness?
Based on various stakeholder feedback the effectiveness of the strategy was considered high.

Goal 2 Strategy/Activity 3
Travel & Conference
Outside Contracted Services

What were the activities implemented?
Attendance at several virtual conferences including PBIS, PLC Summer Institute, Character Strong, CADA, AVID, etc. A significant amount of funds were set aside for outside contracted services for our PBIS Framework. PBIS signage and branding of our schoolwide learner outcomes took nearly the entire year to finalize and have installed.

What was not implemented that was in the 2020-21 site plan?
Link Crew, Safe School Ambassadors, and Restorative Justice training, Youth Empowerment, Leadership & Character Develpment, and a few others due to the pandemic. The PLC and PBIS conferences were held virtually.

What was the overall effectiveness?
The overall effectiveness varied by conference. Participant feedback was mixed. Some participants indicated the professional development opportunities were incredibly useful and meaningful to their work; whereas, others indicated the virtual setting was far less effective. The PBIS Framework and instructional materials signage has yet to me able to be quantified for effectiveness as the signage did not all get installed until the very end of the academic year.

Goal 2 Strategy/Activity 4
Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

What were the activities implemented?
No activities were implemented that were paid from via Categorical funds.

What was not implemented that was in the 2020-21 site plan?
Salaries for the Reading Lab, AVID, and ELD sections we offered did not end up being necessary this year. Funds originally allocated were moved into other areas of identified need.

What was the overall effectiveness?
Not applicable. Salaries for our Reading Lab, AVID, and ELD sections were paid for via general funds.

Goal 2 Strategy/Activity 5

Field Trips and Entrance/Conference fees (5808)

What were the activities implemented?
Field trips were all held virtually. Students attended CADA, Academic Decathlon, and other CTSO field trips.

What was not implemented that was in the 2020-21 site plan?
Many regularly scheduled field trips and conferences were postponed due to the pandemic.

What was the overall effectiveness?
The overall effectiveness varied by field trip/conference. Student participant feedback was mixed. Some participants indicated the opportunities were incredibly meaningful; whereas, others indicated the virtual setting was very disappointing.

Goal 2 Strategy/Activity 6
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License

What were the activities implemented?
Supplemental technology expenditures were significant this year. The purchasing of additional digital Smart display boards in core ELA & math classes was a large expense. Additional printers, parent headsets, , and other equipment were used to supplement instruction for our digital media courses, math courses, and other subject areas.

What was not implemented that was in the 2020-21 site plan?
Smart display boards were not purchased for History or Sped classrooms. Funding was not sufficient to cover all content areas.

What was the overall effectiveness?
The purchasing of supplemental technology was of high importance to stakeholders, but has not yet yielded any direct measure of effectiveness as the boards were not even installed until the very end of our academic year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

See Goal 1

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See Goal 1

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program

State Priorities: 5, 6

Local Priorities: Increase parent involvement and engagement

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), English Language Advisory Committee (ELAC), Back to School Night, Parent Aeries Portal Login/Parent Square usage, and our annual Title 1 Parent involvement Meetings at all schools

3-Year School Specific Goal: THS will establish baseline data for attendance at a variety of outreach events and activities including SSC, ELAC, Back to School Night, Parent Portal Login/Parent Square usage, and during our initial Title 1 Parent Involvement meeting

Identified Need

Embrace parents and families as partners in student learning through relationship building, mutual respect, culturally inclusive practices, and open communication. Nurture enduring partnerships with our community stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Meeting	15 2020-2021	100 2021-2022
Back-to-School Attendance	45 2020-2021	500 2021-2022
SSC	15 2020-2021	12 2021-2022
ELAC	20 2020-2021	10 2021-2022
Active Parent Portal Users	N/A 2020-2021	950 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 3 Strategy/Activity 1
Planned:
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Certificated Pupil Support

- Provide training for parents to become better informed and involved in their student's education.
- Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress.
- Extra time for phone calls and messages home to inform parents of the meetings.
- Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events
- Provide childcare for parents attending meetings.

Who:
- Certificated/Classified Staff
- Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate

Tasks:
- Parent Workshops
- PIQE
- PTA Meetings
- ELAC Meetings
- DELAC Meetings
- SSC Meetings
- Back to School Night
- 8th Grade Parent Night

- 4.0 Awards Night
- Scholarship Night
- Student Recognition Night
- CSF Night
- Registration Night
- Any other relevant events

Timeline: Continued throughout the academic year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Cert. Pupil Support 1200 (Parent Ed)
10000.00	Other classified 2990 (Parent Ed)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 3 Strategy/Activity 2
Planned:
*Instructional & Supplemental Materials
*Duplicating/Printshop

- Instructional Materials & Supplemental Materials/Duplication & Print Shop
- Purchase books and other reference materials, utilize the district's print shop service to provide materials for student use as well as for parent education
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, project boards, audio-visual equipment
- Purchase materials and supplies to support character education and PBIS implementation. Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.)
- Provide refreshments for attendees

Who:
- Certificated/Classified Staff
- Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate

Tasks:

- Follow up calls to inform parents of events
- Monthly updates at parent meetings; PTA, SSC and ELAC
- Updated information on the school website
- Individual phone calls home regarding student performance concerns and information
- Promote participation in Parent Club/Boosters/ELAC/SSC
- Provide interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings
- Assist THS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home

Timeline: Continued throughout the academic year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Supplies 4300 (Parent Ed)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 3 Strategy/Activity 3
Planned:
*Field Trips and Entrance/Conference Fees (5808)

- Provide parents and students with learning opportunities that increase engagement and improve student achievement, as well as support positive behavior and promote positive community experiences (e.g. AVID College Night, Academic Decathlon coaching supports, etc.). Unfunded priority at this time.

Who:
- Parents
- Students

Tasks:
- Based on need
- Workshops
- Events
- College visits

> Timeline: Continued throughout the academic year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

| 0 |

Source(s)

| |

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 3 Strategy/Activity 1
Planned:
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Certificated Pupil Support

What were the activities implemented and to what level?
Provided training for parents to become better informed and involved in their student's education. Provided translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discussed individual student progress. Provided extra time for phone calls and messages home to inform parents of scheduled meetings. Translation services and oral interpretation services were offered to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. Other extra time was used to provide Parent Portal Trainings, coordinate the PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events.

What was not implemented that was in the 2020-21 site plan and why?
Child care was not provided at this year as all meetings were held virtually due to the pandemic.

What was the overall effectiveness of this action?
Parent involvement was not as effective as we would like it to be. The pandemic and digital platform created additional barriers related to communication and recruitment of parent involvement. However, the additional time spent on outreaching greatly improved meeting attendance.

Goal 3 Strategy/Activity 2

Planned:
*Instructional & Supplemental Materials
*Duplicating/Printshop
Instructional Materials & Supplemental Materials/Duplication & Print Shop

What were the activities implemented and to what level?
Purchased books and other reference materials. We made use of the district's print shop service to provide materials for student use as well as parent resources. Covered for expenses related to parent education trainings requested by families (e.g. PIQE, Parenting support classes, etc.) Provided translation services needed for school to family communications. Provided refreshments for meetings that commenced in-person upon return to the hybrid setting.

What was not implemented that was in the 2020-21 site plan and why?
All items were implemented for the 2020-21 school year.

What was the overall effectiveness of this action?
The overall effectiveness was high. The need to supplement materials based on individual needs was still a priority that was met using both COVID and Title I supplemental funding.

Goal 3 Strategy/Activity 3
Planned:
*Field Trips and Entrance/Conference Fees (5808)

What were the activities implemented and to what level?
Field trips were all held virtually and most were cancelled/postponed due to health restrictions.

What was not implemented that was in the 2020-21 site plan and why?
Most field trips/conference fees were cancelled or postponed due to COVID restrictions.

What was the overall effectiveness of this action?
The action was not something that could be truly measured given the pandemic. The few events attended were held virtually and stakeholder feedback was mixed. Some were pleased any opportunity existed and others were disappointed that the forums were all held virtually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 3 Strategy/Activity 1
Planned:
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Certificated Pupil Support
Budgeted: $12,500 Estimated Actuals: $4,546
Difference: $7,954 under budget
Why or why not is there a difference?
We are under budget because many of these needs were met using COVID funding.

Goal 3 Strategy/Activity 2
Planned:
*Instructional & Supplemental Materials
*Duplicating/Printshop

Budgeted: $2,500 Estimated Actuals: $8,546
Difference: $6,046
Why or why not is there a difference?
Instructional and supplemental materials to send home with students and families in need were higher than originally anticipated.

Goal 3 Strategy/Activity 3
Planned:
*Field Trips and Entrance/Conference Fees (5808)
Budgeted: $10,000 Estimated Actuals: $3,400
Difference: $6,600
Why or why not is there a difference?
Budgeted amount was more than was able to be used due to COVID travel restrictions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 3 Strategy/Activity 1
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Certificated Pupil Support
Status: We intend to keep this strategy/action.
Rationale: As we continue to refine our policies and develop our school systems the need for additional time for translation services to elicit parent and family feedback is imperative. Recruitment of families to get more involved in the school setting and the need extra time to increase involvement efforts will continue to be a priority for us.

Goal 3 Strategy/Activity 2
Instructional Materials & Supplemental Materials
Duplicating/Printshop
Status: We intend to keep this strategy/action.
Rationale: Annually there is a consistent need to supplement instructional materials. We anticipate based on stakeholder feedback that this will continue to be a priority for next year. Additionally, the need to reinstate childcare opportunities and offer refreshments will be greater once we return to an in-person setting.

Goal 3 Strategy/Activity 3
*Field Trips and Entrance/Conference Fees (5808)
Status: We intend to keep this strategy/action.
Rationale: This will continue to be a priority based on stakeholder feedback. Our hope is that restrictions placed on field trips and conference participation will ease and these opportunities will be able to resume with the new academic year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Increase and improve technology

State Priorities: 1

Local Priorities: Increase and improve technology

Goal 4

Statement of Goal: Increase and improve technology

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

3-Year School Specific Goal: THS will provide a 1:1 device to every student and ensure each student has Internet capacity to engage in Distance Learning

Identified Need

Ensure students are provided with basic 21st century tools such as computers and access to the Internet that will improve student learning outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	N/A	To be determined
Google API (average daily usage of devices)	N/A	To be determined

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Goal 4 Strategy/Activity 1
Planned:
*Comp. Hardware under $500
*Comp. Hardware $500-$5,000
*Comp. Hardware/Software Maintenance & License

- Purchase technology, supplemental materials, and resources.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, ebooks, project boards, audio-visual equipment, presenters, teacher digital resources, or other items that support technology.
- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning.

Who:
- Certificated/Classified Staff
- Administration
- Students-
- District IT

Tasks:
- Purchase software
- Purchase hardware
- Purchase/Replace Technology utilized for the classroom
- Utilize up-to-date technology programs

Timeline: Continued throughout the academic year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 4 Strategy/Activity 1
Comp. Hardware under $500

Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License

What were the activities implemented and to what level?
Supplemental technology expenditures were significant this year. The purchasing of additional digital Smart display boards in core ELA & math classes was a large expense. Additional printers, parent headsets, and other equipment were used to supplement instruction for our digital media courses, math courses, and other subject areas.

What was not implemented that was in the 2020-21 site plan and why?
Smart display boards were not purchased for History or Sped classrooms. Funding was not sufficient to cover all content areas.

What was the overall effectiveness of this action?
The purchasing of supplemental technology was of high importance to stakeholders, but has not yet yielded any direct measure of effectiveness as the boards were not even installed until the very end of our academic year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy/Activity 1
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License
Budgeted: $40,000 Estimated Actuals: $65,879.21
Difference: $25,879.21 more than originally estimated.
Rationale: Movement from the salaries originally set aside to be covered by Title 1 funds were moved into technology to purchase supplemental technology items as the teacher salaries were covered by district general funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy/Activity 1
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License
Status: We intend to keep this strategy/action.
Rationale: Funding will be maintained as our school continues to expand a grade level each year. No changes to this strategy/activity are anticipated.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$198,458
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$198,458.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Cert. Pupil Support 1200 (Parent Ed)	$1,000.00
Cert. Pupil Support 1200 (Title I)	$2,500.00
Certificated Extra Time 1190 (Title I)	$25,000.00
Certificated Subs 1125 (Title I)	$15,000.00
Comp. Hardware $500-$5,000 4485 (Title I)	$15,000.00
Comp. Hardware under $500 4385 (Title I)	$15,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$0.00
Duplicating/Print shop 5715 (Title I)	$1,000.00
Entry Fees 5808 (Title I)	$3,000.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Title I)	$39,958.00

Other classified 2990 (Parent Ed)	$10,000.00
Outside Contracted Services 5800 (Title I)	$10,000.00
Supplies 4300 (Parent Ed)	$5,000.00
Support Teacher 1100 (Title I)	$36,000.00
Travel & Conference 5200 (Title I)	$20,000.00

Subtotal of state or local funds included for this school: $198,458.00

Total of federal, state, and/or local funds for this school: $198,458.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

5 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Sabrina Rodriquez	Principal
James Carter	Classroom Teacher
Jamie Garcia	Classroom Teacher
Erica Gamino	Classroom Teacher
Megan Hamilton	Classroom Teacher
Sarah Martin	Classroom Teacher
Diana Flores	Other School Staff
Crystal Benavidez	Parent or Community Member
Sandra Lopez	Parent or Community Member
Natalie Guzman	Parent or Community Member
Linda Rocha	Parent or Community Member
Eufracina Cruz	Secondary Student
Annalise Stephens	Secondary Student
Erandi (Daniella) Fernandez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/4/21.

Attested:

Principal, Sabrina Rodriquez on 5/4/2021
SSC Chairperson, Sabrina Rodriquez on 5/4/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA 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), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Matilda Torres High School

Funding Source: Cert. Pupil Support 1200 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,000.00		Goal 3 Strategy/Activity 1 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Certificated Pupil Support -Provide training for parents to become better informed and involved in their student's education. -Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress. -Extra time for phone calls and messages home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. -Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events -Provide childcare for parents attending meetings. Who: -Certificated/Classified Staff -Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate Tasks: -Parent Workshops -PIQE -PTA Meetings -ELAC Meetings -DELAC Meetings -SSC Meetings

-Back to School Night
-8th Grade Parent Night
-4.0 Awards Night
-Scholarship Night
-Student Recognition Night
-CSF Night
-Registration Night
-Any other relevant events

Timeline: Continued throughout the academic year.

Cert. Pupil Support 1200 (Parent Ed) Total Expenditures: $1,000.00

Cert. Pupil Support 1200 (Parent Ed) Allocation Balance: $0.00

Funding Source: Cert. Pupil Support 1200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,500.00		Strategy/Activity 1 Planned: *Certificated Extra Time *Substitute Release/Coverage *Certificated Pupil Support - Observe high impact CCCS lessons/Participate in Instructional Rounds - Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students - Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps - Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. - Time for testing, scheduling, and compiling information about students - Provide after school tutoring or other interventions for students Who:

-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments.
-Revise or create units of study.
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department.
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities,
-Allow for translations services when meeting with families or offering parent education opportunities.
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

Timeline: Continued throughout the academic year

Cert. Pupil Support 1200 (Title I) Total Expenditures:	$2,500.00
Cert. Pupil Support 1200 (Title I) Allocation Balance:	$0.00

Funding Source: Certificated Extra Time 1190 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$25,000.00		Strategy/Activity 1 Planned: *Certificated Extra Time *Substitute Release/Coverage *Certificated Pupil Support

- Observe high impact CCCS lessons/Participate in Instructional Rounds
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students
- Provide after school tutoring or other interventions for students

Who:
-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments.
-Revise or create units of study.
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department.
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities,
-Allow for translations services when meeting with families or offering parent education opportunities.
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

Matilda Torres High School

Certificated Extra Time 1190 (Title I) Total Expenditures: $25,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: $0.00

Funding Source: Certificated Subs 1125 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$15,000.00		Strategy/Activity 1 Planned: *Certificated Extra Time *Substitute Release/Coverage *Certificated Pupil Support - Observe high impact CCCS lessons/Participate in Instructional Rounds - Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students - Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps - Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. - Time for testing, scheduling, and compiling information about students - Provide after school tutoring or other interventions for students Who: -Certificated/Classified Staff -Administration Tasks: -Development and analysis of norms, department vision/mission, and collective commitments. -Revise or create units of study. -Establish Cycle of Inquiry protocol process and tools for data analysis within each department.

Matilda Torres High School

-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities,
-Allow for translations services when meeting with families or offering parent education opportunities.
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions

Timeline: Continued throughout the academic year

Certificated Subs 1125 (Title I) Total Expenditures:	$15,000.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Comp. Hardware $500-$5,000 4485 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $15,000.00 | Strategy/Activity 6
Planned:
*Comp. Hardware under $500
*Comp. Hardware $500-$5,000
*Comp. Hardware/Software Maintenance & License

-Purchase technology to support student achievement and instructional practices.
-Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher resources, etc.
-Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning.

Who:
-Certificated/Classified Staff
-Administration
-Students-
-District IT

Tasks:
-Purchase software
-Purchase hardware
-Purchase/Replace technology utilized for the classroom
-Utilize up-to-date technology programs

Timeline: Continued throughout the academic year |

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures: $15,000.00

Comp. Hardware $500-$5,000 4485 (Title I) Allocation Balance: $0.00

Funding Source: Comp. Hardware under $500 4385 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$15,000.00	Strategy/Activity 6
		Planned:
		*Comp. Hardware under $500
		*Comp. Hardware $500-$5,000
		*Comp. Hardware/Software Maintenance & License
		-Purchase technology to support student achievement and instructional practices.
		-Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher resources, etc.
		-Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning.
		Who:
		-Certificated/Classified Staff
		-Administration
		-Students-
		-District IT
		Tasks:
		-Purchase software
		-Purchase hardware
		-Purchase/Replace technology utilized for the classroom
		-Utilize up-to-date technology programs
		Timeline: Continued throughout the academic year

Comp. Hardware under $500 4385 (Title I) Total Expenditures: $15,000.00

Comp. Hardware under $500 4385 (Title I) Allocation Balance: $0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $0.00 | Strategy/Activity 6
Planned:
*Comp. Hardware under $500
*Comp. Hardware $500-$5,000
*Comp. Hardware/Software Maintenance & License

-Purchase technology to support student achievement and instructional practices.
-Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher resources, etc.
-Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning.

Who:
-Certificated/Classified Staff
-Administration
-Students-
-District IT

Tasks:
-Purchase software
-Purchase hardware
-Purchase/Replace technology utilized for the classroom
-Utilize up-to-date technology programs

Timeline: Continued throughout the academic year |

| Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: | $0.00 | |
| Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: | $0.00 | |

Funding Source: Duplicating/Print shop 5715 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$1,000.00	Strategy/Activity 2 Planned: *Instructional & Supplemental Materials *Duplicating/Printshop -Purchase books, subscriptions, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. -Utilize the district's print shop service to provide materials for student use as well as for parent education. -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction. -Purchase materials and supplies to support the implementation of advanced thinking skills. -Purchase materials and supplies to support character education and the MTSS/PBIS Framework. -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors. Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year

Duplicating/Print shop 5715 (Title I) Total Expenditures:	$1,000.00
Duplicating/Print shop 5715 (Title I) Allocation Balance:	$0.00

Matilda Torres High School

Funding Source: Entry Fees 5808 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,000.00		Strategy/Activity 5 Planned: *Field Trips and Entrance/Conference Fees (5808) -Provide staff and students with learning opportunities that increase engagement and improve student achievement, as well as support positive behavior and promote positive community experiences. Who: -Certificated/Classified Staff -Administration -Students Tasks: -Based on need -College visits -Classroom enrichment trips -Leadership conferences Timeline: Continued throughout the academic year

Entry Fees 5808 (Title I) Total Expenditures: $3,000.00

Entry Fees 5808 (Title I) Allocation Balance: $0.00

Funding Source: Instructional Supplies 4310 (Carryover)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	**Strategy/Activity 2** Planned: *Instructional & Supplemental Materials *Duplicating/Printshop -Purchase books, subscriptions, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. -Utilize the district's print shop service to provide materials for student use as well as for parent education. -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction. -Purchase materials and supplies to support the implementation of advanced thinking skills. -Purchase materials and supplies to support character education and the MTSS/PBIS Framework. -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors. Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year

Instructional Supplies 4310 (Carryover) Total Expenditures:	$0.00
Instructional Supplies 4310 (Carryover) Allocation Balance:	$0.00

Matilda Torres High School

Funding Source: Instructional Supplies 4310 (Title I)　　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$39,958.00		Strategy/Activity 2 Planned: *Instructional & Supplemental Materials *Duplicating/Printshop -Purchase books, subscriptions, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. -Utilize the district's print shop service to provide materials for student use as well as for parent education. -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction. -Purchase materials and supplies to support the implementation of advanced thinking skills. -Purchase materials and supplies to support character education and the MTSS/PBIS Framework. -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors. Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year

Matilda Torres High School

Instructional Supplies 4310 (Title I) Total Expenditures:		$39,958.00
Instructional Supplies 4310 (Title I) Allocation Balance:		$0.00

Funding Source: Other classified 2990 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,000.00		Goal 3 Strategy/Activity 1 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Certificated Pupil Support -Provide training for parents to become better informed and involved in their student's education. -Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress. -Extra time for phone calls and messages home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. -Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events -Provide childcare for parents attending meetings. Who: -Certificated/Classified Staff -Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate Tasks: -Parent Workshops -PIQE -PTA Meetings

-ELAC Meetings
-DELAC Meetings
-SSC Meetings
-Back to School Night
-8th Grade Parent Night
-4.0 Awards Night
-Scholarship Night
-Student Recognition Night
-CSF Night
-Registration Night
-Any other relevant events

Timeline: Continued throughout the academic year.

Other classified 2990 (Parent Ed) Total Expenditures:	$10,000.00
Other classified 2990 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Outside Contracted Services 5800 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$10,000.00

Strategy/Activity 3
Planned:
*Travel & Conference
*Outside Contracted Services

-Substitute coverage (5100) for conference attendance
-Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, PBIS Framework Conference, Character Strong Conference, CADA Conference, etc.).
-Attend other supplemental trainings on research based best practices
-Seek the services of outside consultants to provide additional specialized trainings to improve pedagogical practices (5800); such as, learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in various academic areas, provide authentic experiences to promote writing, allow for guest speakers.

Who:
-Certificated/Classified Staff
-Administration
-Students

Tasks:
-Attend trainings/conferences related to Response to Intervention and MTSS systems
-Continue working with consultants for PBIS Framework
-Summer Institute with Solution Tree for Professional Learning Communities Conference
-Character Strong Conference
-Trainings held by District Academic Coaches and other outside consultants
-Professional development by master teachers or other certificated staff with expertise
-CADA, AVID, Math CMC conference, and others as identified by need

Timeline: Continued throughout the academic year

Matilda Torres High School

Outside Contracted Services 5800 (Title I) Total Expenditures: $10,000.00

Outside Contracted Services 5800 (Title I) Allocation Balance: $0.00

Funding Source: Supplies 4300 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $5,000.00 | Goal 3 Strategy/Activity 2 |

Planned:
*Instructional & Supplemental Materials
*Duplicating/Printshop

-Instructional Materials & Supplemental Materials/Duplication & Print Shop
-Purchase books and other reference materials, utilize the district's print shop service to provide materials for student use as well as for parent education
-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, project boards, audio-visual equipment
-Purchase materials and supplies to support character education and PBIS implementation. Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.)
-Provide refreshments for attendees

Who:
-Certificated/Classified Staff
-Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate

Tasks:
-Follow up calls to inform parents of events
-Monthly updates at parent meetings; PTA, SSC and ELAC
-Updated information on the school website
-Individual phone calls home regarding student performance concerns and information
-Promote participation in Parent Club/Boosters/ELAC/SSC
-Provide interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings
-Assist THS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home

Timeline: Continued throughout the academic year.

Matilda Torres High School

Supplies 4300 (Parent Ed) Total Expenditures: $5,000.00

Supplies 4300 (Parent Ed) Allocation Balance: $0.00

Funding Source: Support Teacher 1100 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$36,000.00	Strategy/Activity 4
Planned:
*Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

-Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing.
-Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners
-Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness

Who:
-Reading Lab teacher
-ELD teacher
-AVID teacher

Tasks:
-Identify students reading below grade level and create course rosters for Tier III students
-Teach daily support classes for "at-risk" students (Reading Lab & ELD courses)
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate variety of intervention support services
-Teach AVID election section to support students in developing skill sets needed for college/career readiness (WICOR strategies)

Timeline: Continued throughout the academic year |

Support Teacher 1100 (Title I) Total Expenditures: $36,000.00

Support Teacher 1100 (Title I) Allocation Balance: $0.00

Matilda Torres High School

Funding Source: Travel & Conference 5200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$20,000.00

Strategy/Activity 3
Planned:
*Travel & Conference
*Outside Contracted Services

-Substitute coverage (5100) for conference attendance
-Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, PBIS Framework Conference, Character Strong Conference, CADA Conference, etc.).
-Attend other supplemental trainings on research based best practices
-Seek the services of outside consultants to provide additional specialized trainings to improve pedagogical practices (5800); such as, learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in various academic areas, provide authentic experiences to promote writing, allow for guest speakers.

Who:
-Certificated/Classified Staff
-Administration
-Students

Tasks:
-Attend trainings/conferences related to Response to Intervention and MTSS systems
-Continue working with consultants for PBIS Framework
-Summer Institute with Solution Tree for Professional Learning Communities Conference
-Character Strong Conference
-Trainings held by District Academic Coaches and other outside consultants
-Professional development by master teachers or other certificated staff with expertise
-CADA, AVID, Math CMC conference, and others as identified by need

Timeline: Continued throughout the academic year

Travel & Conference 5200 (Title I) Total Expenditures: $20,000.00

Travel & Conference 5200 (Title I) Allocation Balance: $0.00

Matilda Torres High School Total Expenditures: $198,458.00