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	9/3/2020	09/22/2020

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 Name:

Matilda Torres High School

School Mission Statement:

(Draft) Matilda Torres High School's mission is to create a community of learners, inspired and challenged to obtain 21st Century Skills in an atmosphere where mutual respect and trust are evident in all we do.

School Vision Statement:

(Draft) Matilda Torres High School is a community of learners where students are empowered to reach their full potential and to achieve their aspirations.

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In order to increase student achievement, Matilda Torres High School will set the following goals:

1) Increasing student learning outcomes by providing equitable access to rigorous high level programs, 2) create a safe and healthy learning and working environment, 3) Improve Parent Involvement and 4) Improve technology access and usage.

We will meet these goals by taking the following actions: 1) providing additional planning time for high quality lesson design, 2) allowing for travel conference opportunities & other professional development opportunities to enhance pedagogy and continuous learning 3) providing academic and behavioral support services (MTSS) to all students based on need, 4) increasing parent engagement through parent workshops and field trips, and 4) increasing technology integration to enhance lesson delivery and student instructional outcomes.

Key elements of our Single Plan for Student Achievement:
- Provide academic, social, emotional and behavioral support for student success
- Foster a collaborative culture that functions at a high level of efficacy

- Provide training, coaching, and immediate feedback to equip teachers with the tools that makes content accessible to all students
- Students will acquire and demonstrate 21st century skills for college and career readiness as evidenced by our Graduate Profile
- Promote and increase parent involvement
- Equip and empower students with character to make healthy life choices

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 few different surveys that Matilda Torres High School conducted over the course of the 2019-2020 school year. Teachers and students were both surveyed to provide feedback as it related to our new high school's colors, mascot, Associated Student Body Clubs and our Multiple Tiered System of Support (MTSS). Additionally, teachers attended a summer conference to begin drafting our Positive Behavior Intervention and Supports Framework. The staff collaborated and identified several potential behavioral traits that they prioritized as necessary for student and staff success. Students were then sought out to provide student voice and perception data about the school's opening PBIS behavioral expectations. Upon the completion of the polling results, the following PBIS expectations were selected: Trustworthy, Optimistic, Resilient,Open-minded, and Selfless. The 2020-2021 school year will be our opening year and it is our intent to elicit feedback on a variety of topics from our various stakeholders.

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 2019-2020 school year were limited to unannounced visitations of approximately an hour per teacher interviewed. The vast majority or our new faculty went through an extensive hiring process that included a formal interview, unannounced classroom observation and in many cases a formal practicum (or presentation).

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)

The use of our students Northwest Evaluation Association (NWEA) assessment and the Scholastic Reading Inventory (SRI) assessment data will be embedded into Matilda Torres High School's accountability and continuous improvement processes. These data sets help identify students needing additional levels of support. For example, NWEA data helps us identify students that need additional literacy support so that we can then place these students as a priority in our reading labs. The Smarter Balanced Assessment Consortium (SBAC) and English Language Proficiency Assessment for California (ELPAC) assessment data supports our students course placement decisions in English Language Development (ELD) classes and intervention decisions made by our classroom teachers. All data will be used to help identify our Strategic Academic Plan (SAP) goals.

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

Each week teachers will met in course specific Professional Learning Communities (PLCs). As a part of each department's regular agenda, PLCs will focus on student learning and 4 critical questions: 1) What do we expect our students to learn (priority & supporting standards), 2) How will we know they are learning (evidence), 3) How will respond if they don't learn (Interventions), and 4) How do we extend learning opportunities when they do (enrichment). Within PLCs teachers will work collaboratively to plan lessons, share instructional strategies, and create common formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The human resources department at Madera Unified School District is committed to ensuring staff meets ESEA requirements. Anyone not meeting highly qualified status is provided with a specific plan and timeline to do so.

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

Matilda 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)

Common formative assessments are the key to both assessing student performance on content standards and determining professional development needs for our faculty. As this is our opening year, data gathered will be baseline and used for goal setting during our second year.

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

For our opening year, administration, department chairs, and outside consultants will be utilized to support teacher development. District Academic Coaches (DACs) will also be recruited to provide support to PLCs as needs are identified. DACs will also provide various professional development opportunities during staff institute days and throughout the school year. Teacher mentors will also be used to support newer teachers or teachers with specific areas of support. Additionally, 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)

Matilda Torres High School has developed a scheduled time for regular course level PLCs by allocated all content area teachers a 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. All this time is intended to be used for grade level collaboration and vertical course alignment and rigor.

Teaching and Learning

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

English Language Arts, Math, Science, Social Science and English Language Development are all involved in an ongoing process of rigorous curriculum design where pacing and priority/supporting standards are identified and aligned across the district.

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)

The master schedule is designed to allow students the opportunity to change courses based on identified need. For example, students that are in need of reading intervention may be moved into the reading lab and be moved out of the reading support based on need and not necessarily based on a calendar system. When students demonstrate a certain level of proficiency they may be moved out of support classes and back into various electives. This fluid movement is made use of in both our reading lab courses and our ELD courses.

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

Matilda Torres High School works with the Madera County Office of Education to certify that all standards based instructional material 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)

Matilda 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 Matilda 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. nStudents will also be provided with opportunities for extra support through lunch time and after school tutoring sessions with teachers or during teachers office hours.

Evidence-based educational practices to raise student achievement

Matilda Torres High School administration will work collaboratively with the faculty to determine professional development needs. Professional development opportunities will be differentiated based upon individual faculty needs.

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)

Matilda Torres High School will work with various stakeholder groups to get input about 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 School Site Council meetings, a regular agenda item will be to review 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.

Funding

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

Student Advocate support will be prioritized for incoming freshman that have below grade level scores in reading or math, as well as, those with social emotional factors that impact learning. 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

District & Site LCAP Community and Staff Meetings:
Parent Advisory Committee (PAC) meetings were held on 10/16/19, 116/19, 12/18/19, 2/4/20, 2/26/20, 4/15/20, 5/13/20
Local Control Accountability Plan (LCAP) Surveys: periodically sent by the district at least quarterly
Annual Title 1 Meeting: 9/1/20
School Site Council (SSC) meeting dates tentatively set for the 2020-2021 School Year: 9/3/20, 10/20/20, 12/1/20, 1/26/21, 3/1/21, 4/13/21
English Language Advisory Committee (ELAC) meeting dates tentatively set for the 2020-2021 School Year: 9/3/20, 10/20/21, 12/1/20, 1/26/21, 3/1/21, 4/13/21
School Site Leadership meetings scheduled bi-weekly
Associated Student Body meetings scheduled bi-weekly

Critical stakeholders will annually review our school site's state performance data and will analyze ongoing progress monitoring data and other SPSA actions in order to determine program effectiveness and revisions needed. The site plan and budget allocations within it are reviewed periodically throughout the year and modified accordingly when needs are identified. This is Matilda Torres High School's opening year and our Single Plan for Achievement will be drafted based best practices utilized at our other high schools and modified accordingly based on our new school site's needs and stakeholder feedback throughout the year.

Resource Inequities

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

There are no specific resource inequities identified at Matilda Torres High School at this time. The 2020-2021 school year is our opening year. However, there are district identified inequities that our site will proactively target based on district data trends. Our district trend data indicates a need to focus on achievement for specific subgroups specifically 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 Enrollment by Subgroup						
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			# of Students Tested			# of Students with			% of Enrolled		
	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			% Standard			% Standard Met			% Standard			% 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			% 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			% 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			% 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			% 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			# of Students Tested			# of Students with			% of Enrolled		
	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			% Standard			% Standard Met			% Standard			% 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
All	N/A	N/A	N/A									

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% 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			% 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			% 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

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

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.

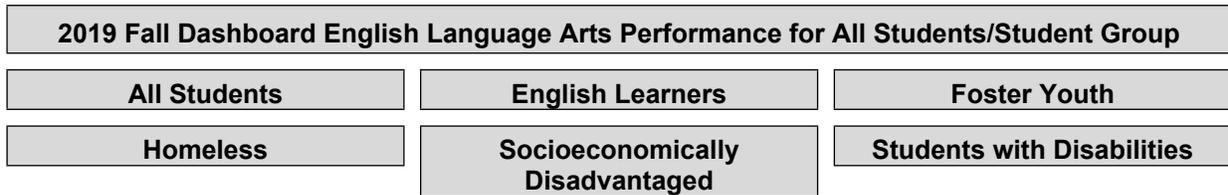# School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
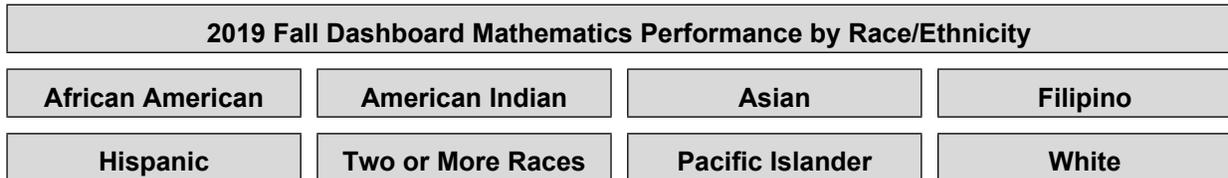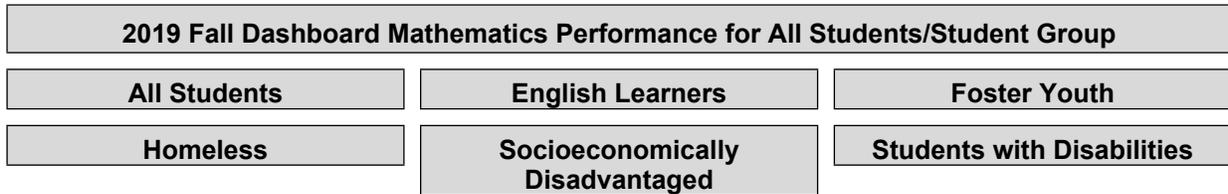
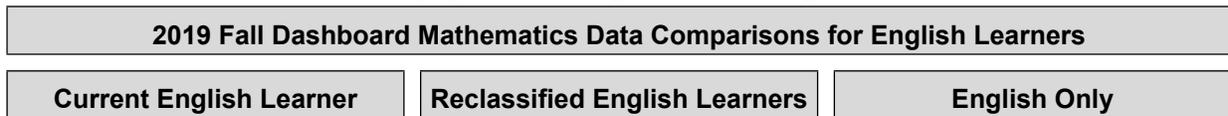| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

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

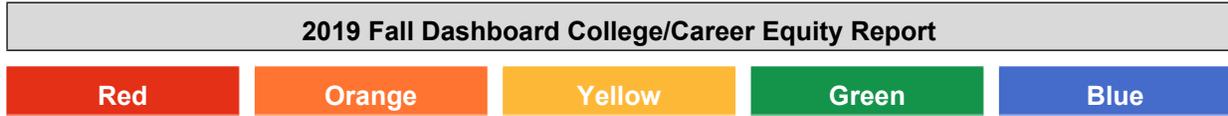**Conclusions based on this data:**

1.

School and Student Performance Data
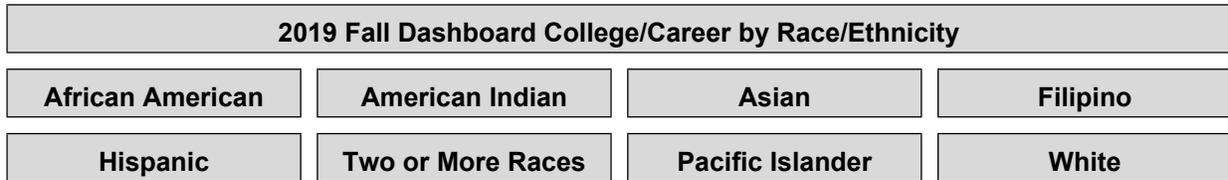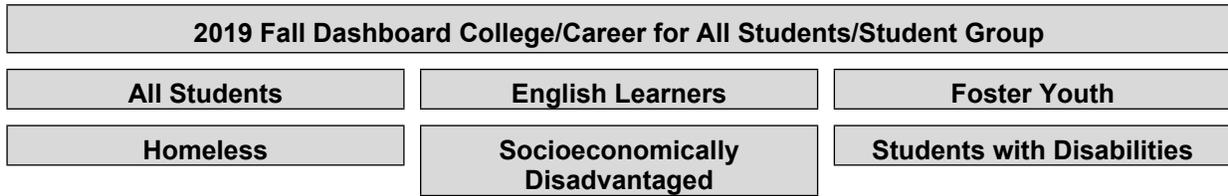
Academic Performance
Mathematics

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

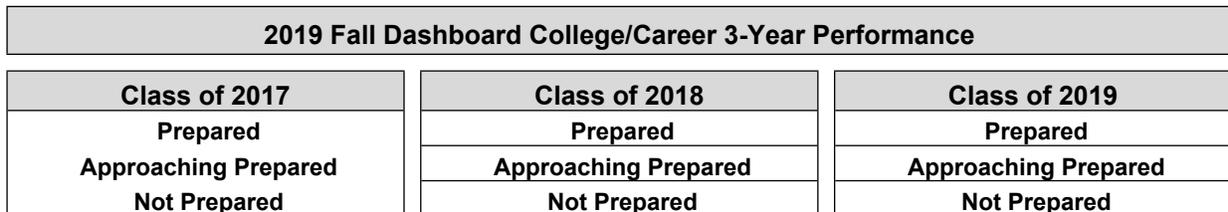| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

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
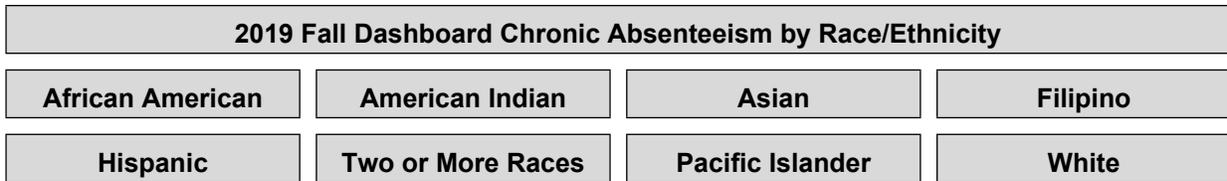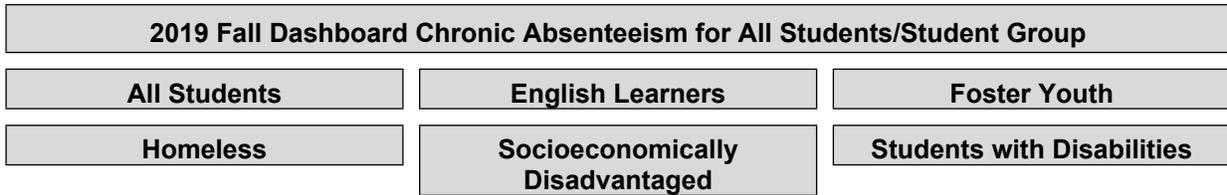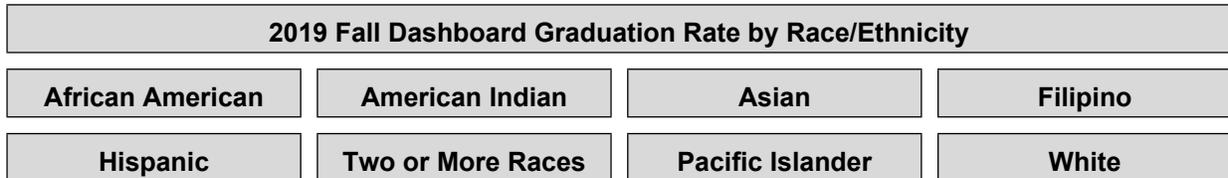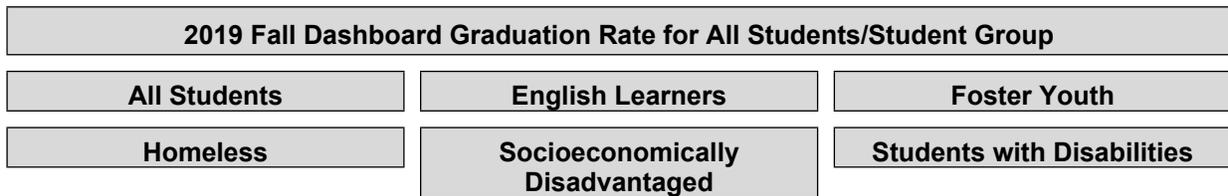## College/Career

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
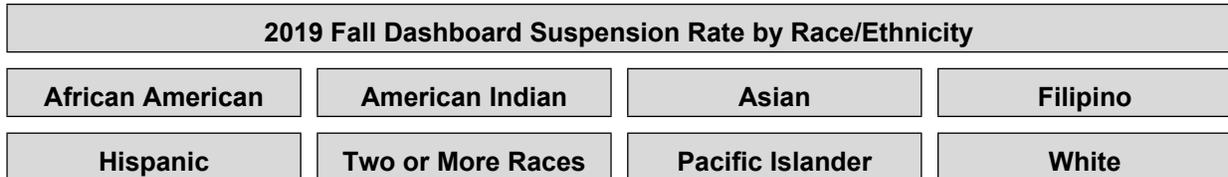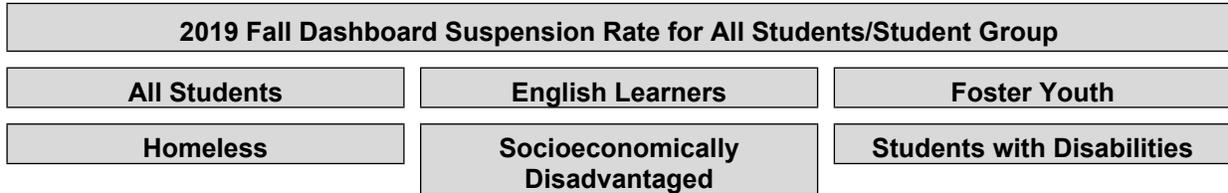## Chronic Absenteeism

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
Identified Needs: Build and sustain a standards-aligned English Language Arts (ELA), English Language Development (ELD), and Mathematics 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.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs
3-Year District Specific Goal: 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 Goal: 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.

Identified Need

Build and sustain a standards-aligned ELA, ELD, and Mathematics 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
California Dashboard Indicators	To Be Determined	Medium-High

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)

Certificated & Classified Extra Time:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Certificated and Classified extra time to do the following: Adjust pacing guides, engage in collaborative 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. Provide additional time for testing, scheduling, and compiling information about students. Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery. Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Credit recovery laboratory for students. Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions. 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. Allow for translations services when meeting with families or offering parent education opportunities.

Who:
- Teachers
- PBIS Committee

- Leadership Team
- Administration

Tasks:

Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions, Develop and progress monitor PLC norms, site & department vision/mission, and collective commitments, Revise or create units of study, Establish COI protocol process and tool 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 & AVID instructional strategies 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,

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)
20000.00	Certificated Extra Time 1190 (Title I)
7500.00	Certificated Subs 1125 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Instructional Materials & Supplemental Materials:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Purchase books, online subscriptions, and/or monthly student magazine subscriptions 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 materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. Purchase materials and supplies to support the implementation of advanced thinking skills. Purchase materials and supplies to support character education and PBIS. 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, Community Mentors. Duplicate printed materials to support parent involvement. Utilize the district's print shop service to provide materials for parent communication.

Who:
- Administration
- Teachers, Counselors
- Student Advocates

Tasks:
- Based on need
- Classroom resources
- Classroom supplies
- Supplemental materials
- Printing materials

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)
37140.00	Instructional Supplies 4310 (Title I)
2500	Duplicating/Print shop 5715 (Title I)

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

Professional Development/Travel & Conference/Consultants:
School-wide
Students with Disabilities
English Learners
Foster Youth

Low Income

Strategy/Activity

Planned:

Provide Extra Time, Substitute coverage, Travel & Conference training and professional development opportunities, conduct instructional rounds to observe high impact lessons.

Attend trainings for research based best practices, seek the services of outside consultants to provide additional trainings to improve pedagogical practice. Attend other specific conferences to improve student achievement (e.g., Professional Learning Community Conference, PBIS Framework Conference, Character Strong Conference, CADA Conference, etc.). Sub Agreements for Services (5100) and Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students (e.g. learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in academic areas, support learning through a variety of modalities, provide authentic experiences to promote writing, allow for guest speakers).

Who:
- Teachers, Counselors
- PBIS Committee
- Leadership Team
- Associated Student Body

Tasks:
- Consultant for PBIS Framework and Launch
- 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

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)
40000.00	Travel & Conference 5200 (Title I)

6000.00	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)

Teacher salary for Reading Labs/AVID/ELD sections:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners.

Certificated Salaries - Reading Intervention Laboratory- Provide additional sections for intensive reading support. The reading lab courses will focus 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 for the Advancement Via Individual Determination (AVID) elective course to improve academic achievement and college/career readiness

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

Tasks
- 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)

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)
30000.00	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)

Field Trips/Entry & Registration Fees:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

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:
- Administration
- Teachers, Counselors
- Student Advocate

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

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)
10000	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)

Technology (software/hardware) for instruction:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned: Purchase technology to support student achievement and instructional practices. Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher 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:
* Administration
* Site and District IT

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

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	Comp. Hardware under $500 4385 (Title I)
30000	Comp. Hardware $500-$5,000 4485 (Title I)
5000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2019-20

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.

N/A

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

N/A

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.

N/A

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
Identified Needs: 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.

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 & Panorama Climate Survey	To Be Determined	Low (Dashboard) & Favorable (Panorama)

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)

Certificated & Classified Extra Time

Strategy/Activity

| Planned:
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)

| Instructional Materials & Supplemental Materials |

Strategy/Activity

| Planned:
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)

| Professional Development/Travel & Conference/Consultants |

Strategy/Activity

| Planned:
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)

Teacher salary for Reading Labs/AVID/ELD sections

Strategy/Activity

Planned:
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)

Field Trips/Entry & Registration Fees

Strategy/Activity

Planned:
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)

Technology (software/hardware) for instruction

Strategy/Activity

Planned:
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)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2019-20

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.

N/A

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

N/A

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.

N/A

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
Identified Needs: 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.

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	N/A	100
Back-to-School Attendance	N/A	500
SSC	N/A	12
ELAC	N/A	10
Active Parent Portal Users	N/A	950

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)

Classified Extra Time for Translations:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

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:
- Teachers, Counselors, Student Advocate
- Child Welfare & Attendance Liaison, Other Support Staff

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

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)
1500.	Clerk/Office Extra time 2490 (Parent Ed)
500.	Cert. Pupil Support 1200 (Parent Ed)
500.	Paraprofessional Extra Time 2190 (Parent Ed)
0.00	
0.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Instructional Materials & Supplemental Materials/Duplication & Print Shop:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

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:
- Teachers, Counselors, Student Advocate
- Child Welfare & Attendance Liaison, Other Support Staff

Tasks:
- Two to three Weekly Connect Ed calls to inform parents of weekly events.
- Monthly updates at parent meetings; PTA, SSC and ELAC
- Updated information on the school website
- Individual phone calls home reminding parents to support their child
- Promote participation in PTA
- 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.

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)
2500.	Instructional Supplies 4310 (Parent Ed)

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

Field Trips and Entrance/Conference fees:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

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

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	

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
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.

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)

Purchase technology, equipment and digital resources:
School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

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:
- Administration
- Site and District IT

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

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	

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

Goal 5

Identified Need

Annual Measurable Outcomes

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)

Strategy/Activity

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)

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	$198,140.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$198,140.00

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)	$500.00
Certificated Extra Time 1190 (Title I)	$20,000.00
Certificated Subs 1125 (Title I)	$7,500.00
Clerk/Office Extra time 2490 (Parent Ed)	$1,500.00
Comp. Hardware $500-$5,000 4485 (Title I)	$30,000.00
Comp. Hardware under $500 4385 (Title I)	$5,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$5,000.00
Duplicating/Print shop 5715 (Title I)	$2,500.00

Entry Fees 5808 (Title I)	$10,000.00
Instructional Supplies 4310 (Parent Ed)	$2,500.00
Instructional Supplies 4310 (Parent Ed)	$2,500.00
Instructional Supplies 4310 (Title I)	$37,140.00
Outside Contracted Services 5800 (Title I)	$6,000.00
Paraprofessional Extra Time 2190 (Parent Ed)	$500.00
Support Teacher 1100 (Title I)	$30,000.00
Travel & Conference 5200 (Title I)	$40,000.00

Subtotal of state or local funds included for this school: $198,140.00

Total of federal, state, and/or local funds for this school: $198,140.00

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

4 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Sabrina Rodriquez	Principal
To Be Determined	Classroom Teacher
To Be Determined	Classroom Teacher
To Be Determined	Classroom Teacher
To Be Determined	Classroom Teacher
To Be Determined	Other School Staff
To Be Determined	Other School Staff
To Be Determined	Parent or Community Member
To Be Determined	Parent or Community Member
To Be Determined	Parent or Community Member
To Be Determined	Secondary Student
To Be Determined	Secondary Student
To Be Determined	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
	District/School Liaison Team for schools in Program Improvement
	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 9/3/2020.

Attested:

Principal, Sabrina Rodriquez on 9/3/2020
SSC Chairperson, To Be Determined on 9/3/2020

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: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: 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: -Teachers, Counselors, Student Advocate -Child Welfare & Attendance Liaison, Other Support Staff 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

Matilda Torres High School

Total Expenditures: $0.00

Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$500.00

Planned:
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:
-Teachers, Counselors, Student Advocate
-Child Welfare & Attendance Liaison, Other Support Staff

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

Cert. Pupil Support 1200 (Parent Ed) Total Expenditures:	$500.00	
Cert. Pupil Support 1200 (Parent Ed) Allocation Balance:	$0.00	

Matilda Torres High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$20,000.00		Planned: Certificated and Classified extra time to do the following: Adjust pacing guides, engage in collaborative 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. Provide additional time for testing, scheduling, and compiling information about students. Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery. Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Credit recovery laboratory for students. Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions. 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. Allow for translations services when meeting with families or offering parent education opportunities. Who: -Teachers -PBIS Committee -Leadership Team -Administration Tasks: Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions, Develop and progress monitor PLC norms, site & department vision/mission,

and collective commitments, Revise or create units of study, Establish COI protocol process and tool 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 & AVID instructional strategies 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,

Certificated Extra Time 1190 (Title I) Total Expenditures: $20,000.00

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
		$7,500.00		Planned: Certificated and Classified extra time to do the following: Adjust pacing guides, engage in collaborative 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. Provide additional time for testing, scheduling, and compiling information about students. Provide after school tutoring and support for students such as a writing lab, SAT prep., credit recovery. Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Credit recovery laboratory for students. Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions. 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. Allow for translations services when meeting with families or offering parent education opportunities.

Who:
-Teachers
-PBIS Committee
-Leadership Team
-Administration

Tasks:
Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions, Develop and progress monitor PLC norms, site & department vision/mission, and collective commitments, Revise or create units of study, Establish COI protocol process and tool 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 & AVID instructional strategies 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,

Certificated Subs 1125 (Title I) Total Expenditures:	$7,500.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Clerk/Office Extra time 2490 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Matilda Torres High School

	$1,500.00	Planned:

Planned:
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:
-Teachers, Counselors, Student Advocate
-Child Welfare & Attendance Liaison, Other Support Staff

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

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: $1,500.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance: $0.00

Matilda Torres High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$30,000.00		Planned: Purchase technology to support student achievement and instructional practices. Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher 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: -Administration -Site and District IT Task: -Purchase software -Purchase hardware -Purchase/Replace Technology utilized for the classroom -Utilize up-to-date technology programs

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures: $30,000.00

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

Matilda Torres High School

	$5,000.00	Planned: Purchase technology to support student achievement and instructional practices. Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher 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: -Administration -Site and District IT Task: -Purchase software -Purchase hardware -Purchase/Replace Technology utilized for the classroom -Utilize up-to-date technology programs

Comp. Hardware under $500 4385 (Title I) Total Expenditures: $5,000.00

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

Matilda Torres High School

	$5,000.00	Planned: Purchase technology to support student achievement and instructional practices. Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audio-visual equipment, presenters, teacher 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: -Administration -Site and District IT Task: -Purchase software -Purchase hardware -Purchase/Replace Technology utilized for the classroom -Utilize up-to-date technology programs

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$5,000.00
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

$2,500.00	Planned: Purchase books, online subscriptions, and/or monthly student magazine subscriptions 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 materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. Purchase materials and supplies to support the implementation of advanced thinking skills. Purchase materials and supplies to support character education and PBIS. 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, Community Mentors. Duplicate printed materials to support parent involvement. Utilize the district's print shop service to provide materials for parent communication. Who: -Administration -Teachers, Counselors -Student Advocates Tasks: -Based on need -Classroom resources -Classroom supplies -Supplemental materials -Printing materials

Duplicating/Print shop 5715 (Title I) Total Expenditures: $2,500.00

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
		$10,000.00		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: -Administration -Teachers, Counselors -Student Advocate Tasks: -Based on need -College visits -Classroom enrichment trips -Leadership conferences

Entry Fees 5808 (Title I) Total Expenditures:　　$10,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$2,500.00	Planned: 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: -Teachers, Counselors, Student Advocate -Child Welfare & Attendance Liaison, Other Support Staff Tasks: -Two to three Weekly Connect Ed calls to inform parents of weekly events. -Monthly updates at parent meetings; PTA, SSC and ELAC -Updated information on the school website -Individual phone calls home reminding parents to support their child -Promote participation in PTA -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.

Instructional Supplies 4310 (Parent Ed) Total Expenditures: $2,500.00

Instructional Supplies 4310 (Parent Ed) 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
		$37,140.00		Planned: Purchase books, online subscriptions, and/or monthly student magazine subscriptions 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 materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. Purchase materials and supplies to support the implementation of advanced thinking skills. Purchase materials and supplies to support character education and PBIS. 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, Community Mentors. Duplicate printed materials to support parent involvement. Utilize the district's print shop service to provide materials for parent communication. Who: -Administration -Teachers, Counselors -Student Advocates Tasks: -Based on need -Classroom resources -Classroom supplies -Supplemental materials -Printing materials

Matilda Torres High School

Instructional Supplies 4310 (Title I) Total Expenditures: $37,140.00

Instructional Supplies 4310 (Title I) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $6,000.00 | Planned:
Provide Extra Time, Substitute coverage, Travel & Conference training and professional development opportunities, conduct instructional rounds to observe high impact lessons.
Attend trainings for research based best practices, seek the services of outside consultants to provide additional trainings to improve pedagogical practice. Attend other specific conferences to improve student achievement (e.g., Professional Learning Community Conference, PBIS Framework Conference, Character Strong Conference, CADA Conference, etc.). Sub Agreements for Services (5100) and Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students (e.g. learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in academic areas, support learning through a variety of modalities, provide authentic experiences to promote writing, allow for guest speakers).

Who:
-Teachers, Counselors
-PBIS Committee
-Leadership Team
-Associated Student Body

Tasks:
-Consultant for PBIS Framework and Launch
-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 |

Outside Contracted Services 5800 (Title I) Total Expenditures: $6,000.00

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

Matilda Torres High School

Funding Source: Paraprofessional Extra Time 2190 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$500.00		Planned: 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: -Teachers, Counselors, Student Advocate -Child Welfare & Attendance Liaison, Other Support Staff 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

Matilda Torres High School

Paraprofessional Extra Time 2190 (Parent Ed) Total Expenditures: $500.00

Paraprofessional Extra Time 2190 (Parent Ed) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$30,000.00		Planned: Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners. Certificated Salaries - Reading Intervention Laboratory- Provide additional sections for intensive reading support. The reading lab courses will focus 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 for the Advancement Via Individual Determination (AVID) elective course to improve academic achievement and college/career readiness Who: -AVID teacher -Reading Lab teacher -ELD teacher Tasks -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)

Matilda Torres High School

Support Teacher 1100 (Title I) Total Expenditures: $30,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$40,000.00

Planned:
Provide Extra Time, Substitute coverage, Travel & Conference training and professional development opportunities, conduct instructional rounds to observe high impact lessons.
Attend trainings for research based best practices, seek the services of outside consultants to provide additional trainings to improve pedagogical practice. Attend other specific conferences to improve student achievement (e.g., Professional Learning Community Conference, PBIS Framework Conference, Character Strong Conference, CADA Conference, etc.). Sub Agreements for Services (5100) and Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students (e.g. learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in academic areas, support learning through a variety of modalities, provide authentic experiences to promote writing, allow for guest speakers).

Who:
-Teachers, Counselors
-PBIS Committee
-Leadership Team
-Associated Student Body

Tasks:
-Consultant for PBIS Framework and Launch
-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

Travel & Conference 5200 (Title I) Total Expenditures:	$40,000.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00
Matilda Torres High School Total Expenditures:	$198,140.00