School Year: **2023-24**

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	20652430139691	5/22/2023	12/12/2023

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
Additional Targeted Support and Improvement
Students with Disabilities and English Learners

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.

Madera Unified School 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.

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

School Site: Matilda Torres High School

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

School Vision Statement:

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

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

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

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

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

Key Elements of Needs:

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

There were a variety of surveys that Torres High School conducted over the course of the school year. Students, teachers, and parents were all surveyed to provide continued feedback on a variety of topics. Panorama surveys were also used to gather qualitative feedback from our various stakeholders including students, parents, teachers, and staff. Each survey has at least an 80% particpation rate. The Spring Panorama survey results will be analyzed at the beginning of the 2023-24 school year during our Strategic Action Planning (SAP) day and during our staff Collaboration days. Additionally, student listening sessions were periodically held throughout the school year with student class representatives from each 4th period. During these listening sessions (House of Representatives), students were gathered together with site Administration and our Activities Director to hear student voice concerns and suggestions for school improvement. Student voice data was used to help facilitate changes to enhance students educational experiences.

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 2022-23 school year were primarily unannounced with the exception of those faculty that were in a formal evaluation cycle. In previous years many of our facutly, have been afforded an opportunity to participate in observations through instructional rounds as a means of action learning; however, with a rapidly growing campus most observations were limited to new teachers completing the Madera Induction Consortium or through identified need via teacher self advocacy or administrative recommendation. A handful of departments did conduct instructional rounds in their PLCs, but this was not yet a schoolwide effort.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

PLCs, Leadership, and administration regularly use data from state and local assessments to modify instruction and improve student achievement. During the 2022-2023 academic school year, THS students were administered the CAASPP & CAST. Additionally, the ELPAC was administered to all our EL students during the year with results likely to be finalized during the summer.

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

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

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

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

V. English Language Proficiency Assessment for California (ELPAC) - All ELL students (identified through the home language survey upon first entering California schools) take part in the administration of the ELPAC in the spring of each school year. Students new to California schools (those that have not already participated in the ELPAC) take the Initial ELPAC during the fall of their first school year or within thirty days of their first day of enrollment. An overall achievement score of four (4) on the ELPAC is required for students to be reclassified, along with meeting specific achievement on the NWEA and/or RI. ELPAC is also used for student placement in ELD courses and is used by many teachers to select appropriate and effective differentiated supports for our ELL students.
Data Trends for ELPAC Results:
Our English Learner student population has increased as the school has added grade levels. From 2020-2021 to 2021-2022, the total number of EL students increased from 155 to 274 (16.7% to 18.1%)
Our ELPAC scores improved from the 2020-2021 to the 2021-2022 school year, with overall Level 4 rising from 14.07% to 18.64%.
Oral Language Level 4 scores have decreased slightly, from 31.85% in 2020-2021 to 27.54% in 2021-2022. However, the number of students scoring at a Level 1 in Oral Language decreased, from 18.52% in 2020-2021 to 8.90% in 2021-2022.
Written Language Level 4 scores have dropped significantly, from 10.59% in 2020-2021 to 3.70% in 2021-2022. This mirrors the CAASPP Writing scores trend with the whole school. However, the number of students scoring at a Level 1 in Written Language decreased, from 30.37% in 2020-2021 to 22.88% in 2021-2022

VI. California Assessment of Student Performance and Progress (CAASPP) - All 11th grade students were assessed in both English Language Arts & Math. The CAST was also administered to all 1th grade students.
Data Trends for ELA Results:
45.93% students Met or Exceeded standard. This is 7.35% above the MUSD average, but 8.87% below the CA state average.
Listening and Research/Inquiry are the highest ELA areas, with 84.59% and 82.85% of students, respectively, scoring Near or Above standard.
Writing is the lowest ELA area, with 30.1% of students scoring Below standard.
Data Trends for Math Results:
11.99% students Met or Exceeded standard. This is 3.25% above the MUSD average, but 14.98% below the CA state average.
Communicating Reasoning is the highest Math area, with 62.87% of students scoring Near or Above standard.
Concepts and Procedures is the lowest Math area, with 66.37% of students scoring Below standard.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The human resource department is committed to ensuring all staff meet ESEA requirements. Any employee that does not meet highly qualified status is provided with a specific plan and timeline to comply.

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

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

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

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

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

Furthermore, a variety of PD has also been regularly offered or provided by our District Academic Coaches. Additionally, PD was also provided by outside consultants that have continued to guide the development of our PBIS Framework. Various additional PD opportunities have been provided through experts on staff in areas of high need (e.g. NWEA, ELLevation, Academic Talk, etc.) and through individual choice conferences. We know that professional development is about theory and application; as such, we look to align our resources to allow for professional development that is differentiated and also targeted. At the end of our opening school year, the topic of grading was one that increased anxiety and stress for all stakeholders as failure rates were exacerbated by the pandemic and attendance challenges. As a result, the staff has continued to explore different texts to identify best practices around this pressing area of concern. Consequently, during the last few years all staff members have participated in a continued book study on this topic (Equity in Grading: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms). Our site will continue completing this book study along with a schoolwide initiative to have all faculty familiarized with the research presented to begin the development of grading policies by the start of the 2023-2024 school year.

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

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

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

Torres High School has developed a master schedule that provides for regular PLC opportunities by ensuring all grade level subject areas have a shared common prep period. In addition to this, there is time set aside for all PLCs to meet during the school day and additional time allocated each week for whole site Professional Development. This schedule allows for grade-level collaboration and vertical course alignment and rigor. Collaborative strategies are regularly used by administrators and teachers to improve the teaching and learning process. Professional learning communities (PLCs) are a regular practice amongst all stakeholders; although, it is important to note that some PLCs are more seasoned than others. PLCs exist by department, grade level, some across disciplines, through site leadership, and as a whole staff. Through PLCs, stakeholders work collaboratively to plan and refine lessons, units of study, assessments, calibrate grading practices, and review program/system/students' needs. Collaboration is centered around 4 critical questions:
1) What do we want all students to know and be able to do?
2) How will we know if they learn it?
3) How will we respond when some students do not learn?
4) How will we extend the learning for students who are already proficient?
Annually, MUSD provides 4 full days for teacher Collaboration that are without students so that faculty can meet and work collaboratively to plan lessons and ensure vertical alignment.

Teaching and Learning

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

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

All teachers at Torres High School base their instruction on state and national standards in conjunction with our schoolwide learner outcomes. In order to accomplish a high degree of alignment, we have district Curriculum Design Teams (CDT) in English (English I, II, III, ERWC), Math, (Math I, II, and are now beginning Math III), Science (9, 10, Physics), History (10, 11, 12) and English Language Development (levels I, II, III and IV). These teams have representation from each secondary school site. Each CDT is charged with creating their course units of study and pre/post summative assessments. Each team is directed to prioritize our district-adopted core instructional materials in English, Math, and History which were selected from a list of approved texts by the California Board of Education. Supplemental resources are used when needs are identified.

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

After the completion of this process, our CDT members take this work and design daily lesson plans and common formative assessments in collaboration with their department grade level PLCs. The curriculum frameworks developed by the CDT teams are intended to be cohesive, rigorous, and culturally relevant. Each CDT framework is a living document that is regualrly adapted to meet student needs. It is reviewed and revised periodically to ensure the following:

- Vertical articulation (developmental sequencing)
- Course description alignment: Syllabi based on the standards and frameworks
- Units of Study (teacher-developed)
- Aligned instructional materials
- Formative Assessments which are: an integral part of instruction, keyed to progressions, ongoing, embedded, checking for understanding used to inform instructional practices, and used to diagnose student understanding
- Summative assessments are: standards-based, external, not-normative, and based on curriculum
- Writing emphasis

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

K-8 question not applicable to high schools.

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

K-8 question not applicable to high schools.

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

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

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

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

Opportunity and Equal Educational Access

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

All students at Torres High School will be provided with services to support their ability to meet state standards. In the area of reading, students will be screened using multiple measures and provided support when needs are identified. In the area of math, all students will be screened and provided with interventions based on both their current levels and the identification of supports needed to meet grade-level standards. Students will also be provided with opportunities for extra support through lunchtime and after-school tutoring sessions with teachers or during teachers' office hours. There are ample academic and personal support services available to support students as well. Many of these offered supports are in the preliminary stages of implementation, while others are more established. To help ensure all students are provided the support they need a Multi-Tiered System of Support (MTSS) has been collaboratively drafted with stakeholders. A formal referral process has also been established for parents, teachers, and support staff to use. The MTSS/PBIS Framework will be revisited and revised annually based on stakeholder feedback. Collaborative teaching, teacher assistants, and in-class interventions were available to support underperforming students. We also funded Student Advocates assigned to specific 9th, 10th, 11th, 12th graders to monitor and support at-risk students. Specifically for literacy, we offer a Reading Lab course to support the development for literacy skills.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

In order to effectively involve our various stakeholders in our school community, we employ a number of mediums to outreach and keep people informed. We have a school website where information is posted and updated regularly. We also utilize a number of social media platforms (Facebook, Twitter, and Instagram) to engage our families and students. As a district, we use Parent Square/Student Square, communication platforms where parents, teachers, students, and administrators can communicate via text and email in multiple languages. Parents/Students can complete surveys, sign-up to be a part of committees, and even sign permission slips via these platforms. Each quarter, we produce a Parent Newsletter, where parents can get updates on what's happening around campus and find out important information. Each week, we produce a Staff Bulletin and a Student Broadcast (TNT announcement segment) to keep students & staff engaged in what is happening on campus and to keep them informed of important schoolwide events. We currently have a School Site Council composed of students, parents, teachers, administrators, and community members who look at important school data and work to find ways to improve the overall educational experiences of our students. We also host quarterly English Learner Advisory Committee meetings to engage our Spanish-speaking community and ensure that we are meeting the needs of our English Learners. As our school continues to grow, we hold regular listening sessions where we obtain stakeholder feedback on important elements of our school processes such as our mission and vision, PBIS framework, and other learning practices. Torres High School will continue to work with various stakeholder groups to get input about the programs we offer. Stakeholders' feedback will be used to help with planning, evaluation, and ongoing progress monitoring related to our site goals. School Site Council and English Language Advisory meetings will be held regularly in alignment with district policy. During SSC/ELAC meetings, a regular agenda item will be to review the implementation of our school's School Plan for Student Achievement and the goals within the plan that will be aligned with our district's identified Local Control and Accountability Plan goals. Meetings held to regularly solicit feedback include, but are not limited to: SSC, ELAC, Parent Booster Clubs (Athletics, Band, CTE), Title 1 Parent Meeting, DELAC, Student Voice Forum, Leadership, LCAP Community Meetings, PAC, etc.

Funding

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

Student Advocates work to support at-risk 9th graders and a handful of tier 3 upper classmen (10-12). 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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Critical stakeholders will annually review our school site's state performance data and will analyze our progress monitoring data quarterly. Stakeholders will monitor SPSA actions and expenditures in order to determine program effectiveness and SPSA revisions needed. Our SPSA is reviewed periodically throughout the year and modified accordingly when needs are identified. Our 2023-24 Single Plan for Achievement has been drafted based upon researched-based best practices in alignment with our District's LCAP and the 9 Building Blocks of High Performing Educational Systems.

The following committees help inform the development of our SPSA:

- District & Site LCAP Community and Staff Meetings
- Parent Advisory Committee (PAC) meetings
- Local Control Accountability Plan (LCAP)
- THS Annual Title 1 Meeting

- School Site Council (SSC) Meetings (minimally 5 times per year)
- English Language Advisory Committee (ELAC) Meetings (minimally 5 times per year)
- School Site Leadership meetings scheduled bi-weekly
- PBIS monthly meetings
- Associated Student Body meetings scheduled bi-weekly

Resource Inequities

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

Our current assessment data has identified specific subgroups of resource inequities specificially for our English Learners and students with Disabilities. Overall, our EL students and students with disabiliities are showing growth, but at a disproportionate rate.

Data Trends for ELs:
Our English Learner student population has increased as the school has added grade levels. From 2020-2021 to 2021-2022, the total number of EL students increased from 155 to 274 (16.7% to 18.1%)
Our ELPAC scores improved from the 2020-2021 to the 2021-2022 school year, with overall Level 4 rising from 14.07% to 18.64%.
Oral Language Level 4 scores have decreased slightly, from 31.85% in 2020-2021 to 27.54% in 2021-2022. However, the number of students scoring at a Level 1 in Oral Language decreased, from 18.52% in 2020-2021 to 8.90% in 2021-2022.
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California Assessment of Student Performance and Progress (CAASPP) - All 11th grade students were assessed in both English Language Arts & Math.
Data Trends for ELA Results:
45.93% students Met or Exceeded standard. This is 7.35% above the MUSD average, but 8.87% below the CA state average.
Listening and Research/Inquiry are the highest ELA areas, with 84.59% and 82.85% of students, respectively, scoring Near or Above standard.
Writing is the lowest ELA area, with 30.1% of students scoring Below standard.
Data Trends for Math Results:
11.99% students Met or Exceeded standard. This is 3.25% above the MUSD average, but 14.98% below the CA state average.
Communicating Reasoning is the highest Math area, with 62.87% of students scoring Near or Above standard.
Concepts and Procedures is the lowest Math area, with 66.37% of students scoring Below standard.
Additionally, we have collectively identified a need to create Grading Policies that address inequities evident in some of our individual grading practices. As a result, our faculty has committed to continued professional development in the area of grading and all certificated members are involved in a book study to begin to address these inequities at our site.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.26%	0.25%	7	4	5
African American	0.7%	0.66%	0.75%	6	10	15
Asian	0.4%	0.40%	0.8%	4	6	16
Filipino	0.3%	0.07%	0.1%	3	1	2
Hispanic/Latino	92.3%	92.72%	92.3%	858	1,400	1847
Pacific Islander	%	0.07%	0.05%		1	1
White	5.1%	5.17%	4.85%	47	78	97
Multiple/No Response	0.3%	0.40%	0.45%	3	6	9
			Total Enrollment	930	1,510	2001

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	571	566	556
Grade 10	359	566	568
Grade 11		378	525
Grade 12			352
Total Enrollment	930	1,510	2,001

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	155	274	310	16.7%	18.1%	15.5%
Fluent English Proficient (FEP)	448	703	961	48.2%	46.6%	48.0%
Reclassified Fluent English Proficient (RFEP)	1			0.6%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		347	503		344	497		344	496		99.1	98.8
All Grades		347	503		344	497		344	496		99.1	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2559.	2543.		12.21	9.88		33.72	28.83		26.16	29.64		27.91	31.65
All Grades	N/A	N/A	N/A		12.21	9.88		33.72	28.83		26.16	29.64		27.91	31.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.70	11.69		57.27	61.69		27.03	26.61
All Grades		15.70	11.69		57.27	61.69		27.03	26.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		17.73	14.11		51.16	52.82		31.10	33.06
All Grades		17.73	14.11		51.16	52.82		31.10	33.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.01	6.25		75.58	72.58		15.41	21.17
All Grades		9.01	6.25		75.58	72.58		15.41	21.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.99	14.11		66.86	65.52		17.15	20.36
All Grades		15.99	14.11		66.86	65.52		17.15	20.36

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		347	503		342	498		342	497		98.6	99.0
All Grades		347	503		342	498		342	497		98.6	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2490.	2483.		3.80	2.41		8.19	6.04		19.30	17.30		68.71	74.25
All Grades	N/A	N/A	N/A		3.80	2.41		8.19	6.04		19.30	17.30		68.71	74.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		4.39	2.01		29.24	22.33		66.37	75.65
All Grades		4.39	2.01		29.24	22.33		66.37	75.65

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.85	4.43		55.26	59.36		38.89	36.22
All Grades		5.85	4.43		55.26	59.36		38.89	36.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.56	2.82		57.31	58.55		37.13	38.63
All Grades		5.56	2.82		57.31	58.55		37.13	38.63

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1543.8	1561.9	1562.3	1541.6	1561.5	1567.7	1545.4	1561.9	1556.4	98	103	95
10	1566.5	1554.5	1560.7	1570.8	1544.0	1566.9	1561.7	1564.4	1554.0	41	87	87
11		1554.1	1550.2		1545.1	1538.4		1562.6	1561.5		46	63
12			1545.1			1545.1			1544.4			30
All Grades										139	236	275

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.46	18.45	16.84	36.46	43.69	50.53	35.42	26.21	24.21	16.67	11.65	8.42	96	103	95
10	20.51	17.24	25.29	38.46	33.33	32.18	20.51	34.48	26.44	20.51	14.94	16.09	39	87	87
11		21.74	11.29		21.74	27.42		36.96	48.39		19.57	12.90		46	62
12			16.67			16.67			36.67			30.00			30
All Grades	14.07	18.64	18.25	37.04	35.59	35.77	31.11	31.36	31.75	17.78	14.41	14.23	135	236	274

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.04	33.98	34.74	36.46	40.78	45.26	17.71	19.42	15.79	19.79	5.83	4.21	96	103	95
10	46.15	18.39	36.78	23.08	48.28	33.33	15.38	22.99	19.54	15.38	10.34	10.34	39	87	87
11		30.43	16.13		28.26	48.39		28.26	27.42		13.04	8.06		46	62
12			23.33			26.67			33.33			16.67			30
All Grades	31.85	27.54	29.93	32.59	41.10	40.15	17.04	22.46	21.53	18.52	8.90	8.39	135	236	274

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.13	8.74	2.11	20.83	26.21	29.47	43.75	46.60	49.47	32.29	18.45	18.95	96	103	95
10	5.13	10.34	4.60	41.03	22.99	27.59	28.21	44.83	44.83	25.64	21.84	22.99	39	87	87
11		15.22	3.23		17.39	20.97		32.61	48.39		34.78	27.42		46	62
12			0.00			20.00			40.00			40.00			30
All Grades	3.70	10.59	2.92	26.67	23.31	25.91	39.26	43.22	46.72	30.37	22.88	24.45	135	236	274

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.29	9.71	12.77	70.83	85.44	79.79	21.88	4.85	7.45	96	103	94
10	10.26	11.49	18.39	66.67	77.01	68.97	23.08	11.49	12.64	39	87	87
11		8.70	8.06		56.52	67.74		34.78	24.19		46	62
12			10.00			53.33			36.67			30
All Grades	8.15	10.17	13.19	69.63	76.69	70.70	22.22	13.14	16.12	135	236	273

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	57.45	68.93	85.26	28.72	24.27	12.63	13.83	6.80	2.11	94	103	95
10	74.36	51.72	77.01	15.38	37.93	16.09	10.26	10.34	6.90	39	87	87
11		56.52	58.06		30.43	33.87		13.04	8.06		46	62
12			43.33			53.33			3.33			30
All Grades	62.41	60.17	71.90	24.81	30.51	22.99	12.78	9.32	5.11	133	236	274

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.33	13.59	6.32	48.96	52.43	74.74	42.71	33.98	18.95	96	103	95
10	7.69	18.39	13.79	64.10	51.72	50.57	28.21	29.89	35.63	39	87	87
11		15.22	9.68		39.13	45.16		45.65	45.16		46	62
12			3.33			40.00			56.67			30
All Grades	8.15	15.68	9.12	53.33	49.58	56.57	38.52	34.75	34.31	135	236	274

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.08	3.88	2.15	84.38	84.47	83.87	13.54	11.65	13.98	96	103	93
10	2.56	4.60	1.15	84.62	75.86	81.61	12.82	19.54	17.24	39	87	87
11		19.57	12.90		67.39	66.13		13.04	20.97		46	62
12			13.33			63.33			23.33			30
All Grades	2.22	7.20	5.51	84.44	77.97	76.84	13.33	14.83	17.65	135	236	272

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,510	**91.7**	**18.1**	**0.5**
Total Number of Students enrolled in Matilda Torres High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	274	18.1
Foster Youth	7	0.5
Homeless	40	2.6
Socioeconomically Disadvantaged	1,385	91.7
Students with Disabilities	160	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	0.7
American Indian	4	0.3
Asian	6	0.4
Filipino	1	0.1
Hispanic	1,400	92.7
Two or More Races	6	0.4
Pacific Islander	1	0.1
White	78	5.2

Conclusions based on this data:

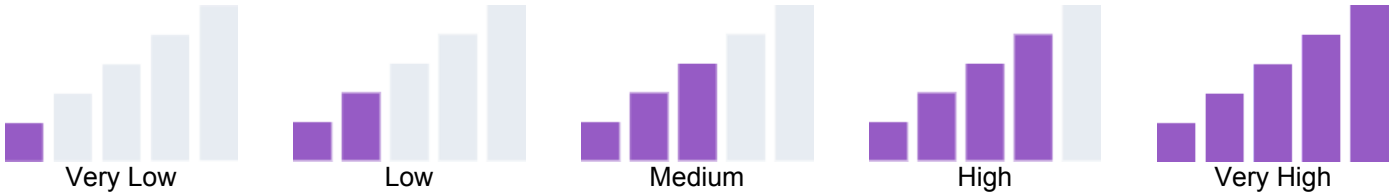
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low		Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
21.2 points below standard	106.6 points below standard	1 Student
331 Students	68 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
9 Students	25.2 points below standard	126.0 points below standard
	305 Students	37 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 0 Students	No Performance Level 1 Student	No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 21.4 points below standard 301 Students			No Performance Level 9.5 points below standard 26 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
146.6 points below standard 44 Students	33.3 points below standard 24 Students	14.6 points below standard 105 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

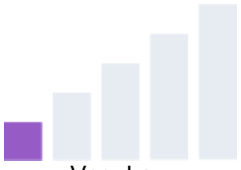
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
135.5 points below standard	200.4 points below standard	1 Student
330 Students	68 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
9 Students	137.8 points below standard	208.7 points below standard
	304 Students	37 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 0 Students	No Performance Level 1 Student	No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 137.7 points below standard 300 Students			No Performance Level 115.4 points below standard 26 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
221.1 points below standard 44 Students	162.6 points below standard 24 Students	130.1 points below standard 105 Students

Conclusions based on this data:

1.

School and Student Performance Data

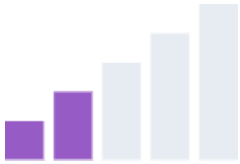
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

44.9 making progress towards English language proficiency

Number of EL Students: 207 Students

Performance Level: 2

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.

2022 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
24.6%	30.4%	1.4%	43.5%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate 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

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	4	0	0	0

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.

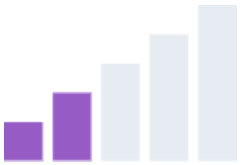
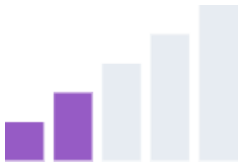
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
6.2% suspended at least one day	11% suspended at least one day	7.7% suspended at least one day
1605 Students	317 Students	13 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	Very High
7.8% suspended at least one day	6.7% suspended at least one day	12.1% suspended at least one day
51 Students	1472 Students	173 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
7.1% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
14 Students	4 Students	7 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level	No Performance Level	High
6.3% suspended at least one day	0% suspended at least one day	Less than 11 Students	7.1% suspended at least one day
1480 Students	12 Students	1 Student	85 Students

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

State Priorities: 1, 2, 4, 5 ,7, 8
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

State Priorities 1, 5, & 6
Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, supported, and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of students who met or exceeded ELA standard - Grade 11 2022-2023: 38% 2021-2022: 45%	Percent of Students who will Meet or Exceed ELA Standard - Grade 11 2023-2024: 53% Distance from Standard (DFS) in English on the CAASPP - Grade 11: 15-point increase
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard - Grade 11 2022-2023: 8% 2021-2022: 11%	Percent of Students that Meet or Exceed Math Standard - Grade 11 2023-2024: 23% Distance from Standard (DFS) in Math on the CAASPP - Grade 11: 15 point increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading 2021-2022 Fall to Spring: 38.09%	NWEA Reading BEST Growth Target 2022-2023: 52% 2023-2024: 66% 2024-2025: 80%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math 2021-2022 Fall to Spring: 36.63%	NWEA Math BEST Growth Target 2022-2023: 51.08% 2023-2024: 65.53% 2024-2025: 80%
English Learner progress (ELPAC)	Percent of students that scored a Level 4 on the ELPAC 2022-2023: 18%	Percent of students that score a Level 4 on the ELPAC: 2023-2024: 25%
Reclassification Rate	2022-2023 Reclassified Students: 67 2021-2022 Reclassified Students: 33 2020-2021 Reclassified Students: 58	2023-2024 Projected Reclassified Student total will be 70.
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator cannot be determined until after the first graduating class in 2023	This is our first year with seniors, so this data is not yet available.
Title I Meeting	2022-2023=60 2021-2022=15 2020-2021=15	2023-2024 projection will be at least 70.
SSC Average Attendance	2022-2023=10 2021-2022=18 2020-2021=15	2023-2024 projection will be at least 12.
ELAC Average Attendance	2022-2023=15 2021-2022=12 2020-2021=16	2023-2024 projection will be at least 12.
Suspensions	2020-2021 = 1% 2021-2022 = 6.4%	Projected for 2023-2024: Decrease by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsions	2021-2022 = 0.81% Expulsion rate 2022-2023 = TBD	Projected for 2023-2024: Decrease by 1%
Panorama Climate Survey	2022-2023 School Safety 54% School Belonging 35% School Climate 38% School Engagement 19%	Projected for 2023-2024 9th-12th Grade Favorable Responses: School Safety: Increase by 5% School Belonging: Increase by 5% School Climate: Increase by 5% School Engagement: Increase by 5%
Chronic Absenteeism Rates	2021-2022 = 41.6% Chronic Absenteeism Rates 2022-2023 = TBD	Projected for 2023-2024: Decrease by 5%
Graduation Rate	98%	Projected for 2023-2024: Increase by 1.5%
Passage of AP Exam with a score of 3 or higher (Data Source: CollegeBoard AP Central)	TBD	TBD

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity: 1
Planned:
*Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities (e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant.

Certificated Salaries

- Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing. Unfunded this year; covered by general fund.
- Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners. Unfunded this year; covered by general fund.
- Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness. Unfunded this year, covered by general fund.
- Certificated Salary - Intervention Specialist to be split funded between Title 1 and Community School Grant. Intervention Specialist will facilitiate COST meetings, provide Tier 2/3 interventions, and serve as communication liaison for MTSS/PBIS framework.

Classified Salary

- 1 Student Advocate to empower students to create healthy academic, behavioral, and social performance.

*Monitor the progress of identified “at-risk” students
*Review progress and missing assignments with students on a weekly or bi-weekly basis.
*Provide students with a packet of missing assignments, current grades/GPA, and attendance.
*Organize and schedule meetings with parents and students and relevant THS staff
*Establish progress and work with teachers to ensure implementation
*Provide academic and behavioral support
*Shadow students in class
*Conduct home visits
*Small group and individual interventions

Who:

- Principal
- Vice Principals in charge of PBIS & COST
- Student Advocate
- Intervention Specialist

Tasks:

- Identify students reading below grade level and create course rosters for Tier III students
- Teach daily support classes for “at-risk” students (Reading Lab & ELD courses)
- Monitor the progress of identified students
- Encourage educational support and parental involvement
- Coordinate variety of intervention support services
- Teach AVID election section to support students in developing skill sets needed for college/career readiness (WICOR strategies)
- Identify students that would benefit from taking these elective courses.
- Identify “at-risk” students for advocacy.
- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
- Monitor the progress of identified students
- Encourage educational support and parental involvement
- Coordinate a variety of intervention services
- Participate in COST meetings

- Provide ongoing tutoring
- Collect and report data

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
89479	Student Advocate 2200 (Title I)
85287	Intervention Specialist 1100 (Title I)

Strategy/Activity 2

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

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

Strategy/Activity

Strategy/Activity 2
Planned:
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Substitute Release Time/Coverage
*Certificated Pupil Support Extra Time
*Parent Education

- Observe high impact CCCS lessons/Participate in Instructional Rounds
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
- Time for testing, scheduling, and compiling information about students
- Provide after school tutoring or other interventions for students
- Provide training for parents to become better informed and involved in their student's education.
- Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress.
- Extra time for phone calls and messages home to inform parents of the meetings.

- Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events
- Provide childcare for parents attending meetings.

Who:
- Certificated/Classified Staff
- Administration

Tasks:
- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study, calibration time for rubric scoring
- Establish Cycle of Inquiry protocol process and tools for data analysis within each department
- Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
- Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
- Continue PD to foster effective professional learning communities
- Allow for translations services when meeting with families or offering parent education opportunities
- Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
- Time for testing, scheduling, and compiling information about students
- Provide after school tutoring or other interventions for students
- Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.

Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information
- 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, supplemental support for the registration process and financial aid

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
5000	Certificated Subs 1125 (Title I)
5000	Certificated Extra Time 1190 (Title I)
2500	Clerk/Office Extra time 2490 (Title I)
3000	Other classified 2990 (Parent Ed)
2500	Cert. Pupil Support 1200 (Title I)

Strategy/Activity 3

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

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

Strategy/Activity

Strategy/Activity 3
Planned:
*Professional Development, Travel & Conference

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

Who:
- Certificated/Classified Staff
- Administration
- Students

Tasks:
- Attend trainings/conferences related to Response to Intervention and MTSS systems, Climate & Culture, etc.
- Continue working with consultants for PBIS Framework
- Summer Institute with Solution Tree for Professional Learning Communities Conference

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

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
15500	Travel & Conference 5200 (Title I)

Strategy/Activity 4

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

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

Strategy/Activity

Strategy/Activity 4
Planned:
*Purchase Instructional & Supplemental Materials
*Duplicating/Printshop
*Parent Ed Instructional & Supplemental Materials
*Parent Ed Duplicating/Printshop

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

- Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.)
- Provide snacks, refreshments, and child care for attendees at trainings or parent educational opportunities

Who:
- Certificated/Classified Staff
- Administration

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

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
55303	Instructional Supplies 4310 (Title I)
6000	Instructional Supplies 4310 (Parent Ed)

Strategy/Activity 5

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

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

Strategy/Activity

Strategy/Activity 5
Planned:
*Purchase Computer/Hardware under $500
*Purchase Computer/Hardware $500-$5,000
*Purchase Computer/Hardware/Software Maintenance & License

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

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

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

Timeline: Continued throughout the academic year.

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

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

Strategy/Activity 6

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

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

Strategy/Activity

Strategy/Activity: 6
Planned:
*Outside Contracted Services
*Annual Copy Machine Supplemental Supplies & Maintenance/Copy Machines

Who:
- Certificated/Classified Staff
- Administration
- Students

Tasks:

- Contract with outside resources to enhance the education of our students
- Improve student educational outcomes
- Build motivation and confidence of students who may struggle in school
- Support learning through a variety of modalities
- Provide authentic experiences to promote writing, reading, listening & speaking
- Provide instructional training including guest speakers and consultants to facilitate professional development opportunities for staff and students
- Provide installation services
- Supplement duplicaton needs for supplemental instructional materials

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
10000	Outside Contracted Services 5800 (Title I)

Strategy/Activity 7

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

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

Strategy/Activity

Strategy/Activity 7
Planned:
*Field Trips and Entrance/Conference Fees

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

Who:
- Certificated/Classified Staff
- Administration
- Students
- Parents

Tasks:
- Based on identified need
- May include: College visits, enrichment opportunities, educational opportunties, leadership conferences, parent education, competitions, entrance fees, etc.

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
2000	Entry Fees 5808 (Title I)
10000	Field Trips 5716 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy/Activity 1
*Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections.
*Salary for Student Advocate

What were the activities implemented?
No activities were implemented that were paid from via Categorical funds for supplemental courses. These allocations were all covered through a different funding source. Student Advocate was fully funded and tier 3 interventions were provided to students on their caseload. Student Advocate actions included managing a caseload of approximately 50-75 students in tier 3. Conducting home visits, regular check in/out, providing tutorials, and support SEL needs.

What was not implemented that was in the 2022-23 site plan?
Salaries for the Reading Lab, AVID, and ELD sections we offered did not end up being necessary this year. Funds originally allocated were moved into other areas of identified need.

What was the overall effectiveness?
Not applicable regarding courses. Salaries for our Reading Lab, AVID, and ELD sections were paid for via general funds. This coming year, we will recommend the Student Advocate and course intervention options be available to decrease class size (if needed). Both actions will continue as a funding priority, but will we will also advocate for additional staffing to supplement MTSS needs for students. Program evaluation has determined a need for an intervention specialist to support the MTSS framework and tier 2/3 intervention offerings.

Strategy/Activity 2
*Certificated Extra Time

*Substitute Release/Coverage
*Certificated Pupil Support
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Certificated Pupil Support Extra Time for Planning

What were the activities implemented?
Extra time was provided to certificated and classified members to offer students and families support with FAFSA, college and scholarship support sessions, workshops to help with A-G requirements, NCAA awareness and many others. Provided various trainings for parents to become better informed and involved in their student's education. Provided translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress. Provided extra time for phone calls and messages home to inform parents of the meetings. Provided 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. Coordinated 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. Provided childcare for parents attending meetings. Extra time was allocated for teacher planning for a variety of subject areas. Planning days were allocated to adjust pacing calendars/guides, create common formative assessments, calibrate rubric scoring, disaggregate data, plan interventions and create daily lessons. Additional time was also set aside for testing and progress monitoring of individualized student academic plans. Teachers met collaboratively to engage in Cycles of Inquiry, and refine the MTSS/PBIS framework. Extra time was also allocated for counselors to plan interventions for students and presentations for parents.

What was not implemented that was in the 2022-23 site plan?
All actions were implemented. Release time/Extra time was less than initially anticipated due to the additional collaboration days provided by the new bargaining agreement calendars which afforded certificated staff quarterly planning days for PLCs. After school tutoring was still minimal except through our After School Program due to many faculty who were already encumbered with providing supplemental classes for credit recovery.

What was the overall effectiveness?
Stakeholder feedback was incredibly positive. Home to school communication was enhanced through translation services and educational workshops offered. Funding was available, but needs still seem to exceed opportunities. Parent involvement was not as effective as we would like it to be. We do see some barriers related to communication and recruitment of parent involvement. However, the additional time spent on outreaching greatly improved meeting attendance especially regarding our PIQE groups. We must be more effective in this area next year as this is an area of identified need.

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

What were the activities implemented?
Attendance at several conferences including PBIS, MTSS, Character Strong, CADA, AVID, Kagan, Math CMC, etc. A significant amount of funds were set aside for outside contracted services for our MTSS Framework. PBIS signage continued to be supplemented as we branded our schoolwide learner outcomes.

What was not implemented that was in the 2022-23 site plan?
RtI Conference, Cognitive Coaching Conference, and a few others due to availability of offerings and conflicting scheduling needs.

What was the overall effectiveness?
The overall effectiveness varied by conference. Participant feedback was mixed. Some participants indicated the professional development opportunities were incredibly useful and meaningful to their work; whereas, others indicated they were far less effective. Based on feedback we will eliminate attendance at specific conferences based on recent stakeholder feedback.

Strategy/Activity 4
*Instructional Materials & Supplemental Materials
*Duplicating/Printshop

What were the activities implemented?
A variety of instructional and supplemental materials were purchased to support students in their classrooms. Professional Development and supplemental materials were created for staff through our Printshop and additional reading materials were also ordered to expand our existing circulation options in our school library. Resources were also supplemented using start-up/expansion funding provided by the district; thereby, reducing materials purchased categorically (using Title I funds).

What was not implemented that was in the 202-23 site plan?
All actions were implemented, but not to the extent initially anticipated due to mass growth and other grant funds available.

What was the overall effectiveness?
Based on stakeholder feedback the effectiveness of the strategy was still considered high and is a continued funding priority.

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

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

What was not implemented that was in the 2022-23 site plan?
Smart display boards were not purchased for all classrooms or Sped classrooms. Funding was not sufficient to cover all content areas. This will be a funding priority for next year.

What was the overall effectiveness?
The purchasing of supplemental technology was of high importance to stakeholders, but has yielded a greater effectiveness for students simply on visibility of instructional materials. Technology supplemental orders were mostly all received by midyear, so the benefits were not felt until near January.

Strategy/Activity 6

*Outside Contracted Services

What were the activities implemented?
Provided consultant trainings to support professional development and student graduate profile opportuntiies. In conjunction with grant funding, guest speakers were leveraged to support student learning and motivation. Facilitated a variety of guest speakers and assemblies to support character education, PBIS implementation and student mental health.

What was not implemented that was in the 2022-23 site plan?
All actions were implemented.

What was the overall effectiveness?
Stakeholder (Student & Staff) feedback was incredibly positive. Students and staff shared opportunites helped to foster a sense of belonging, educational opportunities and a positive school climate.

Strategy/Activity 7
Planned:
*Field Trips and Entrance/Conference Fees

What were the activities implemented?
Our parents attended several field trips alongside our students to expand their own educational opportunities and to support academic achievement alongside our students. There were trips to various colleges and the Museum of Tolerance to expand educational opportunities. Additionally, parents and students were able to have additional learning opportunities that increased engagement and improved student achievement; positive outreach experiences (e.g. AVID College Night, Academic Decathlon, etc.) that ultimately enhanced school relations and climate.

What was not implemented that was in the 2022-23 site plan?
All actions were implemented.

What was the overall effectiveness?
Students and families shared the opportunities helped to provide a sense of belonging and enhanced perceptions of school climate & culture.

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

Strategy/Activity 1
Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections
The salaries for teachers in these sections were all covered using district general funds. Funding for Student Advocate was budgeted and fully encumbered.
*Budgeted: Supplemental courses teacher salary $ 35,000 Estimated Actuals: $ 0; Student Advocate Salary $77,300
*Difference: under budget $35,000
Reasoning: Teacher salaries were paid for by general fund and COVID funding. Title 1 funds were not necessary to be encumbered. Student Advocate salary was fully encumbered and postion was funded.

Strategy/Activity 2

Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support
Certificated/Classified Extra Time for Planning
Certificated/Classified Extra Time for Translations
Certificated Pupil Support Extra Time for Planning
*Budgeted: $100,000 Estimated Actuals: $35,000
*Difference: under budget $60,000
Reasoning: Extra time for full planning days were not used as frequently with the addition of collaboration days by new CBA agreement. Many timesheets were not submitted in time or with required documentation. Additionally many faculty were already teaching credit recovery courses that resulted in extra time being paid through a different funding source.

Strategy/Activity 3
Travel & Conference
Outside Contracted Services
*Budgeted: $ 76,000 Estimated Actuals: $31,467
*Difference: under budget $44,533
Reasoning: Expenditures were less than anticipated as many travel conference reimbursements were not considered to be allowable under Title 1 by the categorical department and as a result they were debited from our general funds.

Strategy/Activity 4
Instructional Materials & Supplemental Materials
Duplicating/Printshop
*Budgeted: $66,733 Estimated Actuals: $76,556
*Difference: over budget by approx. $12,823
Reasoning: COVID funding was used to supplement instructional and supplemental materials needed again this year. However, with nearly 40 additional certificated members on site, supplemental materials were needed to support instruction that were not previously needed or requested.

Strategy/Activity 5
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License
*Budgeted: $65,000 Estimated Actuals: $31,467
*Difference: under budget $33,533
Reasoning: Shipping order delays and needs were not all entered in a timely manner for delivery and install before the end of the fiscal year. Items were backordered by suppliers as well.

Strategy/Activity 6
Outside Contracted Services
*Budgeted: $10,000
*Difference: under budget $10,000
Reasoning: Many of the consultants and guest speakers we scheduled were able to be funded under alternative grant fundng sources. Since Title 1 funding may be carried over, grant funding was utilized first.

Strategy/Activity 7
Field Trips and Entrance/Conference fees

*Budgeted: $15,000 Estimated Actuals: $ 8,204
*Difference: under budget $6,796
Reasoning: Expenditures were less than anticipated as manyfield trips were not considered to be allowable under Title 1 by the categorical department and as a result they were debited from our general funds.

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

Strategy/Activity 1
Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities (e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant.
Status: We intend to keep this strategy/action specific to the additional course offerings and the Student Advocate and we will be adding a split funded intervention specialist this year to support our MTSS framework and student needs.
Rationale: In a continued effort to provide additional support to our students in tiers II/III (advocate & intervention specialist), we will continue to prioritize this action/strategy for next year. Additionally, this action/strategy may be modified to include additional personnel if alternative funding is not secured for these course offerings.

Strategy/Activity 2
Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support
Certificated/Classified Extra Time for Planning
Certificated/Classified Extra Time for Translations
Certificated Pupil Support Extra Time for Planning
Status: We intend to keep this strategy/action.
Rationale: As we continue to refine our instructional practices and development systems the need for additional time and substitute coverage is imperative. There is simply not enough time allocated during the day to complete all the tasks that need to be done in addition to everyone's daily duties. Additionally, with so much growth and with systems still being refined the need for additional opportunities to collaborate outside of instructional time is imperative. Additionally, funding will be maintained as stakeholder feedback suggests a need for continued translation services to enhance parent-school communications and workshop opportunities. No changes to this strategy/activity are anticipated at this time.

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

Strategy/Activity 4
Instructional Materials & Supplemental Materials

Duplicating/Printshop
Status: We intend to keep this strategy/action.
Rationale: Annually there is a consistent need to provide supplemental instructional materials. We anticipate based on stakeholder feedback that this will continue to be a priority for next year. Being a newer high school, many materials needed are still being vetted as we continue to expand.

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

Strategy/Activity 6
*Outside Contracted Services
Status: We intend to keep this strategy/action.
Rationale: Funding will be maintained as our school continues to see a need to make use of suplemental professional development and consultant services. Students have shared a building interest and appreciation for guest speakers and other motivational assemblies. Additionally, supplemental instructional opportunities enhance student/parent interests and provide an expansion of resources to meet various learners' needs. No changes to this strategy/activity are anticipated except that should grant funding not be allocated, Title 1 funding would supplement these opportunities.

Strategy/Activity 7
Field Trips and Entrance/Conference fees
Status: We intend to keep this strategy/action.
Rationale: Funding may be adjusted based on interest and need. Interest is high so we may need to find a method to prioritize requests. However, it is our intent to continue to plan for field trips that include student/parent educational opportunities or real-world experiences that are tied to core standards. Funding will be maintained as our stakeholder feedback suggests continued and groing interest in expanded learning opportunities for both students and parents.. No changes to this strategy/activity are anticipated except an increase in funding allocation if the budget increases.

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

State Priorities: 3, 4, 5, 6, 7
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of students who met or exceeded ELA standard - Grade 11 2022-2023: 38% 2021-2022: 45%	Percent of Students who will Meet or Exceed ELA Standard - Grade 11 2023-2024: 53% Distance from Standard (DFS) in English on the CAASPP - Grade 11: 15-point increase
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard - Grade 11 2022-2023: 8% 2021-2022: 11%	Percent of Students that Meet or Exceed Math Standard - Grade 11 2023-2024: 23% Distance from Standard (DFS) in Math on the CAASPP - Grade 11: 15 point increase
California Science Test Met or Exceeded Standard (EL = Emergent multilingual students;	ALL: TBD% EL: TBD% FY: TBS% HY: TBD% SWD:	ALL: 30% EL: 30% FY: 30% HY: 30% SWD: 30% Met or Exceeded Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	TBD% Met or Exceeded Standard	
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading 2021-2022 Fall to Spring: 38.09%	NWEA Reading BEST Growth Target 2022-2023: 52% 2023-2024: 66% 2024-2025: 80%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math 2021-2022 Fall to Spring: 36.63%	NWEA Math BEST Growth Target 2022-2023: 51.08% 2023-2024: 65.53% 2024-2025: 80%
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator cannot be determined until after the first graduating class in 2023	This is our first year with seniors, so this data is not yet available.
CTE Pathway Completion Data Source: DataQuest	TBD 2022-2023- Only year so far with seniors.	2023-2024 30%
A-G Completion Data Source: DataQuest	TBD 2022-2023- Only year so far with seniors.	2023-2024 30%
College/Career Indicator (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: TBD% EL: TBD% FY: TBD% HY: TBD% SWD: TBD%	ALL: 50% EL: 50% FY: 50% HY: 50% SWD: 50%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity: 1
Planned:
*Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities (e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant.

*Certificated Salaries:
Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing. Unfunded this year; covered by general fund.
Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners. Unfunded this year; covered by general fund.
Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness. Unfunded this year, covered by general fund.
Certificated Salary - Intervention Specialist to be split funded between Title 1 and Community School Grant. Intervention Specialist will facilitiate COST meetings, provide Tier 2/3 interventions, and serve as communication liaison for MTSS/PBIS framework.

*Classified Salary
Student Advocate to empower students to create healthy academic, behavioral, and social performance.

Who:
- Principal
- Vice Principals in charge of PBIS & COST
- Student Advocate
- Intervention Specialist

Tasks:
- Identify students reading below grade level and create course rosters for Tier III students
- Teach daily support classes for “at-risk” student (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)
- Identify students that would benefit from taking these elective courses.
- Identify “at-risk” students for advocacy.
- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
- Monitor the progress of identified students
- Encourage educational support and parental involvement
- Coordinate a variety of intervention services

- Participate in COST meetings
- Provide ongoing tutoring
- Collect and report data
- Monitor the progress of identified “at-risk” students
- Review progress and missing assignments with students on a weekly or bi-weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA, and attendance.
- Organize and schedule meetings with parents and students and relevant THS staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
0	Student Advocate 2200 (Title I)
0	Intervention Specialist 1100 (Title I)

Strategy/Activity 2

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

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

Strategy/Activity

Strategy/Activity 2
Planned:
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Substitute Release Time/Coverage
*Certificated Pupil Support Extra Time
*Parent Education

- Observe high impact CCCS lessons/Participate in Instructional Rounds
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students

- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
- Time for testing, scheduling, and compiling information about students
- Provide after school tutoring or other interventions for students
- Provide training for parents to become better informed and involved in their student's education.
- Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress.
- Extra time for phone calls and messages home to inform parents of the meetings.
- Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events
- Provide childcare for parents attending meetings.

Who:

- Certificated/Classified Staff
- Administration

Tasks:

- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study, calibration time for rubric scoring
- Establish Cycle of Inquiry protocol process and tools for data analysis within each department
- Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
- Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
- Continue PD to foster effective professional learning communities
- Allow for translations services when meeting with families or offering parent education opportunities
- Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
- Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
- Time for testing, scheduling, and compiling information about students
- Provide after school tutoring or other interventions for students
- Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.

Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information

- 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, supplemental support for the registration process and financial aid

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
5000	Certificated Subs 1125 (Title I)
5000	Certificated Extra Time 1190 (Title I)
0	Other classified 2990 (Title I)
0	Clerk/Office Extra time 2490 (Title I)

Strategy/Activity 3

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

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

Strategy/Activity

Strategy/Activity 3
Planned:
*Professional Development, Travel & Conference

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

Who:
- Certificated/Classified Staff
- Administration
- Students

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

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
18500	Travel & Conference 5200 (Title I)

Strategy/Activity 4

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

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

Strategy/Activity

Strategy/Activity 4
Planned:
*Purchase Instructional & Supplemental Materials
*Duplicating/Printshop
*Parent Ed Instructional & Supplemental Materials
*Parent Ed Duplicating/Printshop

- Purchase books, subscriptions, apps, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations
- Utilize the district's print shop service to provide materials for student use as well as for parent education

- Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction
- Purchase materials and supplies to support the implementation of advanced thinking skills
- Purchase materials and supplies to support character education and the MTSS/PBIS Framework
- Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors
- Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.)
- Provide snacks, refreshments, and child care for attendees at trainings or parent educational opportunities

Who:
- Certificated/Classified Staff
- Administration

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

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
17164	Instructional Supplies 4310 (Title I)
10000	Outside Contracted Services 5800 (Title I)
2500	Duplicating/Print shop 5715 (Title I)

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

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

Strategy/Activity

Strategy/Activity 5
Planned:
*Purchase Computer/Hardware under $500
*Purchase Computer/Hardware $500-$5,000
*Purchase Computer/Hardware/Software Maintenance & License

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

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

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

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
20000	Comp. Hardware under $500 4385 (Title I)
10000	Comp. Hardware $500-$5,000 4485 (Title I)
20000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Strategy/Activity 6

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

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

Strategy/Activity

Strategy/Activity: 6
Planned:
*Outside Contracted Services
*Annual Copy Machine Supplemental Supplies & Maintenance/Copy Machines

Who:
- Certificated/Classified Staff
- Administration
- Students

Tasks:
- Contract with outside resources to enhance the education of our students
- Improve student educational outcomes
- Build motivation and confidence of students who may struggle in school
- Support learning through a variety of modalities
- Provide authentic experiences to promote writing, reading, listening & speaking
- Provide instructional training including guest speakers and consultants to facilitate professional development opportunities for staff and students
- Provide installation services
- Supplement duplicaton needs for supplemental instructional materials

Timeline: Continued throughout the academic year.

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

Amount(s)	Source(s)
0	Outside Contracted Services 5800 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy/Activity 1
*Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections.
*Salary for Student Advocate

What were the activities implemented?

No activities were implemented that were paid from via Categorical funds for supplemental courses. These allocations were all covered through a different funding source. Student Advocate was fully funded and tier 3 interventions were provided to students on their caseload. Student Advocate actions included managing a caseload of approximately 50-75 students in tier 3. Conducting home visits, regular check in/out, providing tutorials, and support SEL needs.

What was not implemented that was in the 2022-23 site plan?
Salaries for the Reading Lab, AVID, and ELD sections we offered did not end up being necessary this year. Funds originally allocated were moved into other areas of identified need.

What was the overall effectiveness?
Not applicable regarding courses. Salaries for our Reading Lab, AVID, and ELD sections were paid for via general funds. This coming year, we will recommend the Student Advocate and course intervention options be available to decrease class size (if needed). Both actions will continue as a funding priority, but will we will also advocate for additional staffing to supplement MTSS needs for students. Program evaluation has determined a need for an intervention specialist to support the MTSS framework and tier 2/3 intervention offerings.

Strategy/Activity 2
*Certificated Extra Time
*Substitute Release/Coverage
*Certificated Pupil Support
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Certificated Pupil Support Extra Time for Planning

What were the activities implemented?
Extra time was provided to certificated and classified members to offer students and families support with FAFSA, college and scholarship support sessions, workshops to help with A-G requirements, NCAA awareness and many others. Provided various trainings for parents to become better informed and involved in their student's education. Provided translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress. Provided extra time for phone calls and messages home to inform parents of the meetings. Provided 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. Coordinated 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. Provided childcare for parents attending meetings. Extra time was allocated for teacher planning for a variety of subject areas. Planning days were allocated to adjust pacing calendars/guides, create common formative assessments, calibrate rubric scoring, disaggregate data, plan interventions and create daily lessons. Additional time was also set aside for testing and progress monitoring of individualized student academic plans. Teachers met collaboratively to engage in Cycles of Inquiry, and refine the MTSS/PBIS framework. Extra time was also allocated for counselors to plan interventions for students and presentations for parents.

What was not implemented that was in the 2022-23 site plan?
All actions were implemented. Release time/Extra time was less than initially anticipated due to the additional collaboration days provided by the new bargaining agreement calendars which afforded certificated staff quarterly planning days for PLCs. After school tutoring was still minimal except through our After School Program due to many faculty who were already encumbered with providing supplemental classes for credit recovery.

What was the overall effectiveness?
Stakeholder feedback was incredibly positive. Home to school communication was enhanced through translation services and educational workshops offered. Funding was available, but needs still seem to exceed opportunities. Parent involvement was not as effective as we would like it to be. We do see some barriers related to communication and recruitment of parent involvement. However, the additional time spent on outreaching greatly improved meeting attendance especially regarding our PIQE groups. We must be more effective in this area next year as this is an area of identified need.

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

What were the activities implemented?
Attendance at several conferences including PBIS, MTSS, Character Strong, CADA, AVID, Kagan, Math CMC, etc. A significant amount of funds were set aside for outside contracted services for our MTSS Framework. PBIS signage continued to be supplemented as we branded our schoolwide learner outcomes.

What was not implemented that was in the 2022-23 site plan?
RtI Conference, Cognitive Coaching Conference, and a few others due to availability of offerings and conflicting scheduling needs.

What was the overall effectiveness?
The overall effectiveness varied by conference. Participant feedback was mixed. Some participants indicated the professional development opportunities were incredibly useful and meaningful to their work; whereas, others indicated they were far less effective. Based on feedback we will eliminate attendance at specific conferences based on recent stakeholder feedback.

Strategy/Activity 4
*Instructional Materials & Supplemental Materials
*Duplicating/Printshop

What were the activities implemented?
A variety of instructional and supplemental materials were purchased to support students in their classrooms. Professional Development and supplemental materials were created for staff through our Printshop and additional reading materials were also ordered to expand our existing circulation options in our school library. Resources were also supplemented using start-up/expansion funding provided by the district; thereby, reducing materials purchased categorically (using Title I funds).

What was not implemented that was in the 202-23 site plan?
All actions were implemented, but not to the extent initially anticipated due to mass growth and other grant funds available.

What was the overall effectiveness?
Based on stakeholder feedback the effectiveness of the strategy was still considered high and is a continued funding priority.

Strategy/Activity 5
*Comp. Hardware under $500

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

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

What was not implemented that was in the 2022-23 site plan?
Smart display boards were not purchased for all classrooms or Sped classrooms. Funding was not sufficient to cover all content areas. This will be a funding priority for next year.

What was the overall effectiveness?
The purchasing of supplemental technology was of high importance to stakeholders, but has yielded a greater effectiveness for students simply on visibility of instructional materials. Technology supplemental orders were mostly all received by midyear, so the benefits were not felt until near January.

Strategy/Activity 6
*Outside Contracted Services

What were the activities implemented?
Provided consultant trainings to support professional development and student graduate profile opportuntiies. In conjunction with grant funding, guest speakers were leveraged to support student learning and motivation. Facilitated a variety of guest speakers and assemblies to support character education, PBIS implementation and student mental health.

What was not implemented that was in the 2022-23 site plan?
All actions were implemented.

What was the overall effectiveness?
Stakeholder (Student & Staff) feedback was incredibly positive. Students and staff shared opportunites helped to foster a sense of belonging, educational opportunities and a positive school climate.

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

Strategy/Activity 1
Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections
The salaries for teachers in these sections were all covered using district general funds. Funding for Student Advocate was budgeted and fully encumbered.
*Budgeted: Supplemental courses teacher salary $ 35,000 Estimated Actuals: $ 0; Student Advocate Salary $77,300
*Difference: under budget $35,000
Reasoning: Teacher salaries were paid for by general fund and COVID funding. Title 1 funds were not necessary to be encumbered. Student Advocate salary was fully encumbered and postion was funded.

Strategy/Activity 2
Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support
Certificated/Classified Extra Time for Planning
Certificated/Classified Extra Time for Translations
Certificated Pupil Support Extra Time for Planning
*Budgeted: $100,000 Estimated Actuals: $35,000
*Difference: under budget $60,000
Reasoning: Extra time for full planning days were not used as frequently with the addition of collaboration days by new CBA agreement. Many timesheets were not submitted in time or with required documentation. Additionally many faculty were already teaching credit recovery courses that resulted in extra time being paid through a different funding source.

Strategy/Activity 3
Travel & Conference
Outside Contracted Services
*Budgeted: $ 76,000 Estimated Actuals: $31,467
*Difference: under budget $44,533
Reasoning: Expenditures were less than anticipated as many travel conference reimbursements were not considered to be allowable under Title 1 by the categorical department and as a result they were debited from our general funds.

Strategy/Activity 4
Instructional Materials & Supplemental Materials
Duplicating/Printshop
*Budgeted: $66,733 Estimated Actuals: $76,556
*Difference: over budget by approx. $12,823
Reasoning: COVID funding was used to supplement instructional and supplemental materials needed again this year. However, with nearly 40 additional certificated members on site, supplemental materials were needed to support instruction that were not previously needed or requested.

Strategy/Activity 5
Comp. Hardware under $500
Comp. Hardware $500-$5,000
Comp. Hardware/Software Maintenance & License
*Budgeted: $65,000 Estimated Actuals: $31,467
*Difference: under budget $33,533
Reasoning: Shipping order delays and needs were not all entered in a timely manner for delivery and install before the end of the fiscal year. Items were backordered by suppliers as well.

Strategy/Activity 6
Outside Contracted Services
*Budgeted: $10,000
*Difference: under budget $10,000
Reasoning: Many of the consultants and guest speakers we scheduled were able to be funded under alternative grant fundng sources. Since Title 1 funding may be carried over, grant funding was utilized first.

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

Strategy/Activity 1
Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities (e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant.
Status: We intend to keep this strategy/action specific to the additional course offerings and the Student Advocate and we will be adding a split funded intervention specialist this year to support our MTSS framework and student needs. SSC approved Intervention Specialist position in May 2023 with SPSA draft for the 2023-2023 school year.
Rationale: In a continued effort to provide additional support to our students in tiers II/III (advocate & intervention specialist), we will continue to prioritize this action/strategy for next year. Additionally, this action/strategy may be modified to include additional personnel if alternative funding is not secured for these course offerings.

Strategy/Activity 2
Certificated Extra Time
Substitute Release/Coverage
Certificated Pupil Support
Certificated/Classified Extra Time for Planning
Certificated/Classified Extra Time for Translations
Certificated Pupil Support Extra Time for Planning
Status: We intend to keep this strategy/action.
Rationale: As we continue to refine our instructional practices and development systems the need for additional time and substitute coverage is imperative. There is simply not enough time allocated during the day to complete all the tasks that need to be done in addition to everyone's daily duties. Additionally, with so much growth and with systems still being refined the need for additional opportunities to collaborate outside of instructional time is imperative. Additionally, funding will be maintained as stakeholder feedback suggests a need for continued translation services to enhance parent-school communications and workshop opportunities. No changes to this strategy/activity are anticipated at this time.

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

Strategy/Activity 4
Instructional Materials & Supplemental Materials
Duplicating/Printshop
Status: We intend to keep this strategy/action.
Rationale: Annually there is a consistent need to provide supplemental instructional materials. We anticipate based on stakeholder feedback that this will continue to be a priority for next year. Being a newer high school, many materials needed are still being vetted as we continue to expand.

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

Strategy/Activity 6
*Outside Contracted Services
Status: We intend to keep this strategy/action.
Rationale: Funding will be maintained as our school continues to see a need to make use of suplemental professional development and consultant services. Students have shared a building interest and appreciation for guest speakers and other motivational assemblies. Additionally, supplemental instructional opportunities enhance student/parent interests and provide an expansion of resources to meet various learners' needs. No changes to this strategy/activity are anticipated except that should grant funding not be allocated, Title 1 funding would supplement these opportunities.

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

State Priorities: 1, 2, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

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)

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

State Priorities: 1, 2, 4, 5 ,7, 8
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

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	$399,733
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$399,733.00

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 ($)
Cert. Pupil Support 1200 (Title I)	$2,500.00
Certificated Extra Time 1190 (Title I)	$10,000.00
Certificated Subs 1125 (Title I)	$10,000.00
Clerk/Office Extra time 2490 (Title I)	$2,500.00
Comp. Hardware $500-$5,000 4485 (Title I)	$10,000.00
Comp. Hardware under $500 4385 (Title I)	$20,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$20,000.00
Duplicating/Print shop 5715 (Title I)	$2,500.00
Entry Fees 5808 (Title I)	$2,000.00
Field Trips 5716 (Parent Ed)	$10,000.00
Instructional Supplies 4310 (Parent Ed)	$6,000.00
Instructional Supplies 4310 (Title I)	$72,467.00
Intervention Specialist 1100 (Title I)	$85,287.00

Other classified 2990 (Parent Ed)	$3,000.00
Other classified 2990 (Title I)	$0.00
Outside Contracted Services 5800 (Title I)	$20,000.00
Student Advocate 2200 (Title I)	$89,479.00
Travel & Conference 5200 (Title I)	$34,000.00

Subtotal of state or local funds included for this school: $399,733.00

Total of federal, state, and/or local funds for this school: $399,733.00

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Sabrina Rodriquez	Principal
Kristen O'Berg	Classroom Teacher
Emily Ochoa	Classroom Teacher
Andrea McCord	Classroom Teacher
Maria Mujica	Classroom Teacher
Martha Soliz Ortega	Other School Staff
Mario Ruiz	Parent or Community Member
Sergio Franco	Parent or Community Member
Erica Ramos	Parent or Community Member
Nicolle Ruiz	Secondary Student
Eufrosina Cruz Gonzalez	Secondary Student
Elijah Xyong	Secondary Student

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 6/1/22 (budget only).

Attested:

Principal, Sabrina Rodriquez on 5/22/23

SSC Chairperson, Jose Eduardo Rodriguez Vargas on 5/22/23

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Matilda Torres High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,500.00		Strategy/Activity 2 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Substitute Release Time/Coverage *Certificated Pupil Support Extra Time *Parent Education -Observe high impact CCCS lessons/Participate in Instructional Rounds -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level -Time for testing, scheduling, and compiling information about students -Provide after school tutoring or other interventions for students -Provide training for parents to become better informed and involved in their student's education. -Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress. -Extra time for phone calls and messages home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. -Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to

better support and advocate for their children in school and how to get more involved with school events
-Provide childcare for parents attending meetings.

Who:
-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study, calibration time for rubric scoring
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards

				Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events. Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information -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, supplemental support for the registration process and financial aid Timeline: Continued throughout the academic year.

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,000.00		Strategy/Activity 2 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Substitute Release Time/Coverage *Certificated Pupil Support Extra Time *Parent Education -Observe high impact CCCS lessons/Participate in Instructional Rounds -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps

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

Who:
-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study, calibration time for rubric scoring
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities

-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.
Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information
-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, supplemental support for the registration process and financial aid

Timeline: Continued throughout the academic year.

$5,000.00

Strategy/Activity 2
Planned:
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Substitute Release Time/Coverage
*Certificated Pupil Support Extra Time
*Parent Education

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

Who:
-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study, calibration time for rubric scoring
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department
-Use student work samples, assessments, and quantitative data

in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
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-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.
Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information
-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, supplemental support for the registration process and financial aid

Timeline: Continued throughout the academic year.

Certificated Extra Time 1190 (Title I) Total Expenditures:	$10,000.00
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
		$5,000.00		Strategy/Activity 2 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Substitute Release Time/Coverage *Certificated Pupil Support Extra Time *Parent Education -Observe high impact CCCS lessons/Participate in Instructional Rounds -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level -Time for testing, scheduling, and compiling information about students -Provide after school tutoring or other interventions for students -Provide training for parents to become better informed and involved in their student's education. -Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress. -Extra time for phone calls and messages home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs,

SSTs, and 504s.
-Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events
-Provide childcare for parents attending meetings.

Who:
-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study, calibration time for rubric scoring
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students

		-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events. Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information -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, supplemental support for the registration process and financial aid Timeline: Continued throughout the academic year.
	$5,000.00	Strategy/Activity 2 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Substitute Release Time/Coverage *Certificated Pupil Support Extra Time *Parent Education -Observe high impact CCCS lessons/Participate in Instructional Rounds -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level -Time for testing, scheduling, and compiling information about students -Provide after school tutoring or other interventions for students -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.
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Tasks:
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-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling,

				At-Risk or Special Educationstudents to discuss academic progress and identify next steps. -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level -Time for testing, scheduling, and compiling information about students -Provide after school tutoring or other interventions for students -Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events. Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information -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, supplemental support for the registration process and financial aid Timeline: Continued throughout the academic year.

Certificated Subs 1125 (Title I) Total Expenditures:	$10,000.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Clerk/Office Extra time 2490 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,500.00		Strategy/Activity 2 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Substitute Release Time/Coverage

*Certificated Pupil Support Extra Time
*Parent Education

-Observe high impact CCCS lessons/Participate in Instructional Rounds
-Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide training for parents to become better informed and involved in their student's education.
-Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress.
-Extra time for phone calls and messages home to inform parents of the meetings.
-Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
-Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events
-Provide childcare for parents attending meetings.

Who:
-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study, calibration time for rubric scoring

-Establish Cycle of Inquiry protocol process and tools for data analysis within each department
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.
Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information
-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, supplemental support for the registration process and

financial aid

Timeline: Continued throughout the academic year.

$0.00

Strategy/Activity 2
Planned:
*Certificated/Classified Extra Time for Planning
*Certificated/Classified Extra Time for Translations
*Substitute Release Time/Coverage
*Certificated Pupil Support Extra Time
*Parent Education

-Observe high impact CCCS lessons/Participate in Instructional Rounds
-Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide training for parents to become better informed and involved in their student's education.
-Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress.
-Extra time for phone calls and messages home to inform parents of the meetings.
-Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
-Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events
-Provide childcare for parents attending meetings.

Who:

-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study, calibration time for rubric scoring
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.
Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual

phone calls home regarding student performance concerns and information
-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, supplemental support for the registration process and financial aid

Timeline: Continued throughout the academic year.

Clerk/Office Extra time 2490 (Title I) Total Expenditures:	$2,500.00
Clerk/Office Extra time 2490 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$10,000.00	Strategy/Activity 5 Planned: *Purchase Computer/Hardware under $500 *Purchase Computer/Hardware $500-$5,000 *Purchase Computer/Hardware/Software Maintenance & License -Purchase technology to support student achievement and instructional practices. -Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, apps, books, project boards, audio-visual equipment, presenters, teacher resources, etc. -Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Certificated/Classified Staff -Administration -Students -District IT Tasks: -Purchase software -Purchase hardware -Purchase/Replace technology utilized for the classroom -Utilize up-to-date technology programs Timeline: Continued throughout the academic year.

	$0.00	Strategy/Activity 5 Planned: *Purchase Computer/Hardware under $500 *Purchase Computer/Hardware $500-$5,000 *Purchase Computer/Hardware/Software Maintenance & License -Purchase technology to support student achievement and instructional practices. -Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, apps, books, project boards, audio-visual equipment, presenters, teacher resources, etc. -Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Certificated/Classified Staff -Administration -Students -District IT Tasks: -Purchase software -Purchase hardware -Purchase/Replace technology utilized for the classroom -Utilize up-to-date technology programs Timeline: Continued throughout the academic year.
Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures:	$10,000.00	
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

	$0.00	Strategy/Activity 5 Planned: *Purchase Computer/Hardware under $500 *Purchase Computer/Hardware $500-$5,000 *Purchase Computer/Hardware/Software Maintenance & License -Purchase technology to support student achievement and instructional practices. -Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, apps, books, project boards, audio-visual equipment, presenters, teacher resources, etc. -Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Certificated/Classified Staff -Administration -Students -District IT Tasks: -Purchase software -Purchase hardware -Purchase/Replace technology utilized for the classroom -Utilize up-to-date technology programs Timeline: Continued throughout the academic year.

	$20,000.00	Strategy/Activity 5 Planned: *Purchase Computer/Hardware under $500 *Purchase Computer/Hardware $500-$5,000 *Purchase Computer/Hardware/Software Maintenance & License -Purchase technology to support student achievement and instructional practices. -Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, apps, books, project boards, audio-visual equipment, presenters, teacher resources, etc. -Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Certificated/Classified Staff -Administration -Students -District IT Tasks: -Purchase software -Purchase hardware -Purchase/Replace technology utilized for the classroom -Utilize up-to-date technology programs Timeline: Continued throughout the academic year.
Comp. Hardware under $500 4385 (Title I) Total Expenditures:	$20,000.00	
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

	$20,000.00	Strategy/Activity 5 Planned: *Purchase Computer/Hardware under $500 *Purchase Computer/Hardware $500-$5,000 *Purchase Computer/Hardware/Software Maintenance & License -Purchase technology to support student achievement and instructional practices. -Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, apps, books, project boards, audio-visual equipment, presenters, teacher resources, etc. -Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Certificated/Classified Staff -Administration -Students -District IT Tasks: -Purchase software -Purchase hardware -Purchase/Replace technology utilized for the classroom -Utilize up-to-date technology programs Timeline: Continued throughout the academic year.

	$0.00	Strategy/Activity 5 Planned: *Purchase Computer/Hardware under $500 *Purchase Computer/Hardware $500-$5,000 *Purchase Computer/Hardware/Software Maintenance & License -Purchase technology to support student achievement and instructional practices. -Purchase supplemental technology materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, apps, books, project boards, audio-visual equipment, presenters, teacher resources, etc. -Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning. Who: -Certificated/Classified Staff -Administration -Students -District IT Tasks: -Purchase software -Purchase hardware -Purchase/Replace technology utilized for the classroom -Utilize up-to-date technology programs Timeline: Continued throughout the academic year.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$20,000.00
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	Strategy/Activity 4 Planned: *Purchase Instructional & Supplemental Materials *Duplicating/Printshop *Parent Ed Instructional & Supplemental Materials *Parent Ed Duplicating/Printshop -Purchase books, subscriptions, apps, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations -Utilize the district's print shop service to provide materials for student use as well as for parent education -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction -Purchase materials and supplies to support the implementation of advanced thinking skills -Purchase materials and supplies to support character education and the MTSS/PBIS Framework -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors -Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.) -Provide snacks, refreshments, and child care for attendees at trainings or parent educational opportunities Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year.

Duplicating/Print shop 5715 (Title I) Total Expenditures:	$2,500.00
Duplicating/Print shop 5715 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,000.00		Strategy/Activity 7 Planned: *Field Trips and Entrance/Conference Fees -Provide staff and students with learning opportunities that increase engagement and improve student achievement, as well as support positive behavior and promote positive community experiences. Who: -Certificated/Classified Staff -Administration -Students -Parents Tasks: -Based on identified need -May include: College visits, enrichment opportunities, educational opportunties, leadership conferences, parent education, competitions, entrance fees, etc. Timeline: Continued throughout the academic year.

Entry Fees 5808 (Title I) Total Expenditures:	$2,000.00
Entry Fees 5808 (Title I) Allocation Balance:	$0.00

Matilda Torres High School

Funding Source: Field Trips 5716 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,000.00		Strategy/Activity 7 Planned: *Field Trips and Entrance/Conference Fees -Provide staff and students with learning opportunities that increase engagement and improve student achievement, as well as support positive behavior and promote positive community experiences. Who: -Certificated/Classified Staff -Administration -Students -Parents Tasks: -Based on identified need -May include: College visits, enrichment opportunities, educational opportunties, leadership conferences, parent education, competitions, entrance fees, etc. Timeline: Continued throughout the academic year.

Field Trips 5716 (Parent Ed) Total Expenditures:	$10,000.00
Field Trips 5716 (Parent Ed) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$6,000.00	Strategy/Activity 4 Planned: *Purchase Instructional & Supplemental Materials *Duplicating/Printshop *Parent Ed Instructional & Supplemental Materials *Parent Ed Duplicating/Printshop -Purchase books, subscriptions, apps, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations -Utilize the district's print shop service to provide materials for student use as well as for parent education -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction -Purchase materials and supplies to support the implementation of advanced thinking skills -Purchase materials and supplies to support character education and the MTSS/PBIS Framework -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors -Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.) -Provide snacks, refreshments, and child care for attendees at trainings or parent educational opportunities Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year.

Instructional Supplies 4310 (Parent Ed) Total Expenditures:	$6,000.00
Instructional Supplies 4310 (Parent Ed) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$55,303.00	Strategy/Activity 4 Planned: *Purchase Instructional & Supplemental Materials *Duplicating/Printshop *Parent Ed Instructional & Supplemental Materials *Parent Ed Duplicating/Printshop -Purchase books, subscriptions, apps, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations -Utilize the district's print shop service to provide materials for student use as well as for parent education -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction -Purchase materials and supplies to support the implementation of advanced thinking skills -Purchase materials and supplies to support character education and the MTSS/PBIS Framework -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors -Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.) -Provide snacks, refreshments, and child care for attendees at trainings or parent educational opportunities Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year.

	$17,164.00	Strategy/Activity 4 Planned: *Purchase Instructional & Supplemental Materials *Duplicating/Printshop *Parent Ed Instructional & Supplemental Materials *Parent Ed Duplicating/Printshop -Purchase books, subscriptions, apps, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations -Utilize the district's print shop service to provide materials for student use as well as for parent education -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction -Purchase materials and supplies to support the implementation of advanced thinking skills -Purchase materials and supplies to support character education and the MTSS/PBIS Framework -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors -Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.) -Provide snacks, refreshments, and child care for attendees at trainings or parent educational opportunities Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year.

Instructional Supplies 4310 (Title I) Total Expenditures:	$72,467.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

Funding Source: Intervention Specialist 1100 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$85,287.00		Strategy/Activity: 1 Planned: *Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities (e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant. Certificated Salaries -Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing. Unfunded this year; covered by general fund. -Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners. Unfunded this year; covered by general fund. -Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness. Unfunded this year, covered by general fund. -Certificated Salary - Intervention Specialist to be split funded between Title 1 and Community School Grant. Intervention Specialist will facilitiate COST meetings, provide Tier 2/3 interventions, and serve as communication liaison for MTSS/PBIS framework. Classified Salary -1 Student Advocate to empower students to create healthy academic, behavioral, and social performance.

*Monitor the progress of identified "at-risk" students
*Review progress and missing assignments with students on a weekly or bi-weekly basis.
*Provide students with a packet of missing assignments, current grades/GPA, and attendance.
*Organize and schedule meetings with parents and students and relevant THS staff
*Establish progress and work with teachers to ensure implementation
*Provide academic and behavioral support
*Shadow students in class
*Conduct home visits
*Small group and individual interventions

Who:
-Principal
-Vice Principals in charge of PBIS & COST
-Student Advocate
-Intervention Specialist

Tasks:
-Identify students reading below grade level and create course rosters for Tier III students
-Teach daily support classes for "at-risk" students (Reading Lab & ELD courses)
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate variety of intervention support services
-Teach AVID election section to support students in developing skill sets needed for college/career readiness (WICOR strategies)
-Identify students that would benefit from taking these elective courses.
-Identify "at-risk" students for advocacy.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate a variety of intervention services
-Participate in COST meetings
-Provide ongoing tutoring
-Collect and report data

$0.00

Timeline: Continued throughout the academic year.
Strategy/Activity: 1
Planned:
*Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities (e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant.

*Certificated Salaries:
Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing. Unfunded this year; covered by general fund.
Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners. Unfunded this year; covered by general fund.
Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness. Unfunded this year, covered by general fund.
Certificated Salary - Intervention Specialist to be split funded between Title 1 and Community School Grant. Intervention Specialist will facilitiate COST meetings, provide Tier 2/3 interventions, and serve as communication liaison for MTSS/PBIS framework.

*Classified Salary
Student Advocate to empower students to create healthy academic, behavioral, and social performance.

Who:
-Principal
-Vice Principals in charge of PBIS & COST
-Student Advocate
-Intervention Specialist

Tasks:
-Identify students reading below grade level and create course

rosters for Tier III students
-Teach daily support classes for "at-risk" student (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)
-Identify students that would benefit from taking these elective courses.
-Identify "at-risk" students for advocacy.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate a variety of intervention services
-Participate in COST meetings
-Provide ongoing tutoring
-Collect and report data
-Monitor the progress of identified "at-risk" students
-Review progress and missing assignments with students on a weekly or bi-weekly basis.
-Provide students with a packet of missing assignments, current grades/GPA, and attendance.
-Organize and schedule meetings with parents and students and relevant THS staff
-Establish progress and work with teachers to ensure implementation
-Provide academic and behavioral support
-Shadow students in class
-Conduct home visits
-Small group and individual interventions

Timeline: Continued throughout the academic year.

Intervention Specialist 1100 (Title I) Total Expenditures:	$85,287.00
Intervention Specialist 1100 (Title I) Allocation Balance:	$0.00

Matilda Torres High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,000.00		Strategy/Activity 2 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Substitute Release Time/Coverage *Certificated Pupil Support Extra Time *Parent Education -Observe high impact CCCS lessons/Participate in Instructional Rounds -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level -Time for testing, scheduling, and compiling information about students -Provide after school tutoring or other interventions for students -Provide training for parents to become better informed and involved in their student's education. -Provide translation services to parents/students during meetings to discuss strategies to support their child's education at home/school, and discuss individual student progress. -Extra time for phone calls and messages home to inform parents of the meetings. -Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. -Other extra time may be needed to provide Parent Portal Trainings, Coordinate a PIQE program to teach parents how to better support and advocate for their children in school and how to get more involved with school events -Provide childcare for parents attending meetings.

Who:
-Certificated/Classified Staff
-Administration

Tasks:
-Development and analysis of norms, department vision/mission, and collective commitments
-Revise or create units of study, calibration time for rubric scoring
-Establish Cycle of Inquiry protocol process and tools for data analysis within each department
-Use student work samples, assessments, and quantitative data in order to better inform instructional decisions, provide timely intervention, and to design enriching learning experiences for all students
-Provide strategies for ELs that focus on the 5 Domains of Language w/ ELA, Soc Sci, Math & Electives; continue PD of EL Principles for all teachers
-Continue PD to foster effective professional learning communities
-Allow for translations services when meeting with families or offering parent education opportunities
-Create systems for MTSS/PBIS Framework, develop shared grading policies and practices, etc.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.
Provide translations for monthly updates at parent meetings;

				PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information -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, supplemental support for the registration process and financial aid Timeline: Continued throughout the academic year.

Other classified 2990 (Parent Ed) Total Expenditures: $3,000.00

Other classified 2990 (Parent Ed) Allocation Balance: $0.00

Funding Source: Other classified 2990 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity 2 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Substitute Release Time/Coverage *Certificated Pupil Support Extra Time *Parent Education -Observe high impact CCCS lessons/Participate in Instructional Rounds -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level -Time for testing, scheduling, and compiling information about students

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

Who:
-Certificated/Classified Staff
-Administration

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

-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions
-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Educationstudents to discuss academic progress and identify next steps.
-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level
-Time for testing, scheduling, and compiling information about students
-Provide after school tutoring or other interventions for students
-Provide Parent workshops for various parent needs including: PIQE, PTA Meetings, ELAC/DELAC Meetings, SSC Meetings, Back to School Night, 8th Grade Parent Night, 4.0 Awards Night, Scholarship Night, Student Recognition Night, CSF Night, Registration Nights, financial aid workshops, and any other relevant events.
Provide translations for monthly updates at parent meetings; PTA, SSC and ELAC, written information sent home, individual phone calls home regarding student performance concerns and information
-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, supplemental support for the registration process and financial aid

Timeline: Continued throughout the academic year.

Other classified 2990 (Title I) Total Expenditures:	$0.00
Other classified 2990 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$10,000.00	Strategy/Activity 4 Planned: *Purchase Instructional & Supplemental Materials *Duplicating/Printshop *Parent Ed Instructional & Supplemental Materials *Parent Ed Duplicating/Printshop -Purchase books, subscriptions, apps, and/or monthly student magazines to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations -Utilize the district's print shop service to provide materials for student use as well as for parent education -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction -Purchase materials and supplies to support the implementation of advanced thinking skills -Purchase materials and supplies to support character education and the MTSS/PBIS Framework -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors -Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.) -Provide snacks, refreshments, and child care for attendees at trainings or parent educational opportunities Who: -Certificated/Classified Staff -Administration Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials Timeline: Continued throughout the academic year.

	$0.00	Strategy/Activity: 6 Planned: *Outside Contracted Services *Annual Copy Machine Supplemental Supplies & Maintenance/Copy Machines Who: -Certificated/Classified Staff -Administration -Students Tasks: -Contract with outside resources to enhance the education of our students -Improve student educational outcomes -Build motivation and confidence of students who may struggle in school -Support learning through a variety of modalities -Provide authentic experiences to promote writing, reading, listening & speaking -Provide instructional training including guest speakers and consultants to facilitate professional development opportunities for staff and students -Provide installation services -Supplement duplicaton needs for supplemental instructional materials Timeline: Continued throughout the academic year.

		$10,000.00		Strategy/Activity: 6 Planned: *Outside Contracted Services *Annual Copy Machine Supplemental Supplies & Maintenance/Copy Machines Who: -Certificated/Classified Staff -Administration -Students Tasks: -Contract with outside resources to enhance the education of our students -Improve student educational outcomes -Build motivation and confidence of students who may struggle in school -Support learning through a variety of modalities -Provide authentic experiences to promote writing, reading, listening & speaking -Provide instructional training including guest speakers and consultants to facilitate professional development opportunities for staff and students -Provide installation services -Supplement duplicaton needs for supplemental instructional materials Timeline: Continued throughout the academic year.

Outside Contracted Services 5800 (Title I) Total Expenditures:	$20,000.00
Outside Contracted Services 5800 (Title I) Allocation Balance:	$0.00

Funding Source: Student Advocate 2200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity: 1 Planned: *Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities

(e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant.

*Certificated Salaries:
Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing. Unfunded this year; covered by general fund.
Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners. Unfunded this year; covered by general fund.
Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness. Unfunded this year, covered by general fund.
Certificated Salary - Intervention Specialist to be split funded between Title 1 and Community School Grant. Intervention Specialist will facilitiate COST meetings, provide Tier 2/3 interventions, and serve as communication liaison for MTSS/PBIS framework.

*Classified Salary
Student Advocate to empower students to create healthy academic, behavioral, and social performance.

Who:
-Principal
-Vice Principals in charge of PBIS & COST
-Student Advocate
-Intervention Specialist

Tasks:
-Identify students reading below grade level and create course rosters for Tier III students
-Teach daily support classes for “at-risk” student (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)
-Identify students that would benefit from taking these elective courses.
-Identify "at-risk" students for advocacy.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate a variety of intervention services
-Participate in COST meetings
-Provide ongoing tutoring
-Collect and report data
-Monitor the progress of identified "at-risk" students
-Review progress and missing assignments with students on a weekly or bi-weekly basis.
-Provide students with a packet of missing assignments, current grades/GPA, and attendance.
-Organize and schedule meetings with parents and students and relevant THS staff
-Establish progress and work with teachers to ensure implementation
-Provide academic and behavioral support
-Shadow students in class
-Conduct home visits
-Small group and individual interventions

Timeline: Continued throughout the academic year.

$89,479.00

Strategy/Activity: 1
Planned:
*Salaries for supplementing our Multi-Tiered System of Support (MTSS) which may include additional intervention opportunities (e.g. Reading Lab, AVID, ELD sections, etc.), Student Advocate salary, and split funded Intervention Specialist with the California Community Schools Grant.

Certificated Salaries
-Certificated Salaries - Reading Intervention teacher salary for Tier III reading support sections. The reading lab course is focused on building students' mastery of reading, spelling, comprehension, and language expression through a

combination of lessons that strengthen phonetic awareness, spelling, comprehension, and phonological processing. Unfunded this year; covered by general fund.
-Certificated Salaries - ELD teacher salary to provide support classes for English Language Learners. Unfunded this year; covered by general fund.
-Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness. Unfunded this year, covered by general fund.
-Certificated Salary - Intervention Specialist to be split funded between Title 1 and Community School Grant. Intervention Specialist will facilitiate COST meetings, provide Tier 2/3 interventions, and serve as communication liaison for MTSS/PBIS framework.

Classified Salary
-1 Student Advocate to empower students to create healthy academic, behavioral, and social performance.
*Monitor the progress of identified "at-risk" students
*Review progress and missing assignments with students on a weekly or bi-weekly basis.
*Provide students with a packet of missing assignments, current grades/GPA, and attendance.
*Organize and schedule meetings with parents and students and relevant THS staff
*Establish progress and work with teachers to ensure implementation
*Provide academic and behavioral support
*Shadow students in class
*Conduct home visits
*Small group and individual interventions

Who:
-Principal
-Vice Principals in charge of PBIS & COST
-Student Advocate
-Intervention Specialist

Tasks:
-Identify students reading below grade level and create course rosters for Tier III students
-Teach daily support classes for "at-risk" students (Reading Lab

& ELD courses)
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate variety of intervention support services
-Teach AVID election section to support students in developing skill sets needed for college/career readiness (WICOR strategies)
-Identify students that would benefit from taking these elective courses.
-Identify "at-risk" students for advocacy.
-Review and analyze data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions.
-Monitor the progress of identified students
-Encourage educational support and parental involvement
-Coordinate a variety of intervention services
-Participate in COST meetings
-Provide ongoing tutoring
-Collect and report data

Timeline: Continued throughout the academic year.

Student Advocate 2200 (Title I) Total Expenditures:	$89,479.00
Student Advocate 2200 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$15,500.00	Strategy/Activity 3 Planned: *Professional Development, Travel & Conference -Substitute coverage for conference attendance -Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, MTSS/PBIS Framework Conference, Character Strong Conference, CADA Conference, MTSS conference, Kagan Conference, etc.) -Attend other supplemental trainings on research based best practices -Seek the services of outside consultants to provide additional specialized trainings to improve pedagogical practices (5800); such as, learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in various academic areas, provide authentic experiences to promote writing, allow for guest speakers Who: -Certificated/Classified Staff -Administration -Students Tasks: -Attend trainings/conferences related to Response to Intervention and MTSS systems, Climate & Culture, etc. -Continue working with consultants for PBIS Framework -Summer Institute with Solution Tree for Professional Learning Communities Conference -Character Strong Conference -Trainings held by District Academic Coaches and other outside consultants -Professional development by master teachers or other certificated staff with expertise -CADA, AVID, Math CMC conference, and others as identified by need Timeline: Continued throughout the academic year.

	$18,500.00	Strategy/Activity 3 Planned: *Professional Development, Travel & Conference -Substitute coverage for conference attendance -Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, MTSS/PBIS Framework Conference, Character Strong Conference, CADA Conference, MTSS conference, Kagan Conference, etc.) -Attend other supplemental trainings on research based best practices -Seek the services of outside consultants to provide additional specialized trainings to improve pedagogical practices (5800); such as, learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in various academic areas, provide authentic experiences to promote writing, allow for guest speakers Who: -Certificated/Classified Staff -Administration -Students Tasks: -Attend trainings/conferences related to Response to Intervention and MTSS systems, Climate & Culture, etc. -Continue working with consultants for PBIS Framework -Summer Institute with Solution Tree for Professional Learning Communities Conference -Character Strong Conference -Trainings held by District Academic Coaches and other outside consultants -Professional development by master teachers or other certificated staff with expertise -CADA, AVID, Math CMC conference, and others as identified by need Timeline: Continued throughout the academic year.

Travel & Conference 5200 (Title I) Total Expenditures:	$34,000.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00
Matilda Torres High School Total Expenditures:	$399,733.00