

School Year:

2022-23



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	09/20/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

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 including. Panorama surveys were also used to gather qualitative feedback from our various stakeholders including students, parents, teachers, and staff. The Spring Panorama survey results will be analyzed at the beginning of the 2022-23 school year during our Strategic Action Planning (SAP) day and during our staff Collaboration Institute day. Additionally, student listening sessions were periodically held throughout the school year with student class representatives from each 4th period. During these listening sessions, 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 student 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 2021-22 school year were primarily unannounced with the exception of those faculty that were in a formal evaluation cycle. In previous years many of our faculty, 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.

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 2021-2022 academic school year, THS students were administered the CAASPP or CAST. Additionally, the ELPAC was administered to all our EL students during the year with results likely to be finalized during the summer. Due to the pandemic and given we are a new facility, no state-wide assessment scores within the last school year are available to us. As a result, our school has continued to rely heavily on teacher-created assessments and other district-approved assessment tools including those listed below:

I. Site-based Common Formative Assessment (CFA) - Each subject area is organized into Professional Learning Communities (PLC) which collaborate in the design, implementation, and analysis of CFAs. CFAs are based on the California Common Core Standards (CCSS) and Next Generation Science Standards (NGSS) and are aligned with district approved learning targets for each core subject area. PLCs utilize a Cycle of Inquiry (COI) process to analyze CFA results, which guides collective decision-making and informs instructional adjustments/practices. 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.

At this time, there are no California Dashboard indicators applicable to THS until we data from the state assessments given during the 2021-2022 school year. The California Dashboard indicators from our other 2 comprehensive high schools (MHS & MSHS) have been reviewed with our site leadership team to set interim baseline performance goals. Additionally, time was also spent reviewing the California Dashboard results from our feeder middle school sites as well.

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

Teachers at THS use a variety of assessments (data sets) to monitor student progress. Teachers keep track of student progress using different 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 refining 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 measuring 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. THS has no faculty on staff teaching outside of their major or minor preparation at this time.

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

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

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 via virtual conferences. We know that professional development is about theory and application; as such, we look to align our resources to allow for professional development that is differentiated and also targeted. At the end of our 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 year all staff members participated in a book study on this topic (*Equity in Grading: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*). Our site will continue completing this book study along with a schoolwide initiative to have all faculty familiarized with the research presented to begin the development of grading policies by the start of the 2022-2023 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, site administration, department chairs, and outside consultants. District Academic Coaches (DACs) and administrators will be strategically assigned to provide additional support to PLCs as needs are identified throughout the year. DACs will also provide various professional development opportunities during staff institute days and throughout the school year. Teacher mentors will be used to support new teachers or teachers with specific areas of support (e.g. content, classroom management, questioning, engagement strategies, etc.). Additionally, the administration will plan to take teachers on instructional rounds with the goal of improving instructional capacity across the campus.

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

Torres High School has developed a master schedule that provides for regular PLC opportunities by ensuring all 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?

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, Math, (Math I, II, and are now beginning Math III), Science (9, 10, Physics), History (10) and English Language Development (levels I, II, III and IV). These teams have representation from each secondary school site. Each CDT is charged with creating their course units of study and pre/post summative assessments. Each team is directed to prioritize our district-adopted core instructional materials in English, Math, and History which were selected from a list of approved texts by the California Board of Education. Supplemental resources are used when needs are identified.

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

After the completion of this process, our CDT members take this work and design daily lesson plans and common formative assessments in collaboration with their department grade level PLCs. The curriculum frameworks developed by the CDT teams are intended to be cohesive, rigorous, and culturally relevant. Each CDT framework is a living document that is regularly 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 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 Stadd Bulletin and a Student Broadcast (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 Club, 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 classman. Supplemental materials such as books, computer software, computer hardware, and other materials that scaffold grade level standards will be made use of to support students achievement. Categorical funds will be set aside to support teachers professional development and student participation in extended learning opportunities.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Critical stakeholders will annually review our school site's state performance data and will analyze our progress monitoring data quarterly. Stakeholders will monitor SPSA actions and expenditures in order to determine program effectiveness and SPSA revisions needed. Our SPSA is reviewed periodically throughout the year and modified accordingly when needs are identified. Our 2022-23 Single Plan for Achievement has been drafted based upon researched-based best practices in alignment with our District's LCAP and the 9 Building Blocks of High Performing Educational Systems.

The following committees help inform the development of our SPSA:

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

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

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	%	0.8%	%		7	
African American	%	0.7%	%		6	
Asian	%	0.4%	%		4	
Filipino	%	0.3%	%		3	
Hispanic/Latino	%	92.3%	%		858	
White	%	5.1%	%		47	
Multiple/No Response	%	0.3%	%		3	
Total Enrollment					930	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9		571	
Grade 10		359	
Total Enrollment		930	

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners			155			16.7%
Fluent English Proficient (FEP)			448			48.2%
Reclassified Fluent English Proficient (RFEP)			10			#N/A

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			1543.8			1541.6			1545.4			98
10			1566.5			1570.8			1561.7			41
All Grades												139

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			11.46			36.46			35.42			16.67			96
10			20.51			38.46			20.51			20.51			39
All Grades			14.07			37.04			31.11			17.78			135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			26.04			36.46			17.71			19.79			96
10			46.15			23.08			15.38			15.38			39
All Grades			31.85			32.59			17.04			18.52			135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			3.13			20.83			43.75			32.29			96
10			5.13			41.03			28.21			25.64			39
All Grades			3.70			26.67			39.26			30.37			135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			7.29			70.83			21.88			96
10			10.26			66.67			23.08			39
All Grades			8.15			69.63			22.22			135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			57.45			28.72			13.83			94
10			74.36			15.38			10.26			39
All Grades			62.41			24.81			12.78			133

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			8.33			48.96			42.71			96
10			7.69			64.10			28.21			39
All Grades			8.15			53.33			38.52			135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9			2.08			84.38			13.54			96
10			2.56			84.62			12.82			39
All Grades			2.22			84.44			13.33			135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
930	92.6	16.7	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	155	16.7
Foster Youth	8	0.9
Homeless	15	1.6
Socioeconomically Disadvantaged	861	92.6
Students with Disabilities	96	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.6
American Indian or Alaska Native	7	0.8
Asian	4	0.4
Filipino	3	0.3
Hispanic	858	92.3
Two or More Races	3	0.3
Native Hawaiian or Pacific Islander		
White	47	5.1

Conclusions based on this data:

- 1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

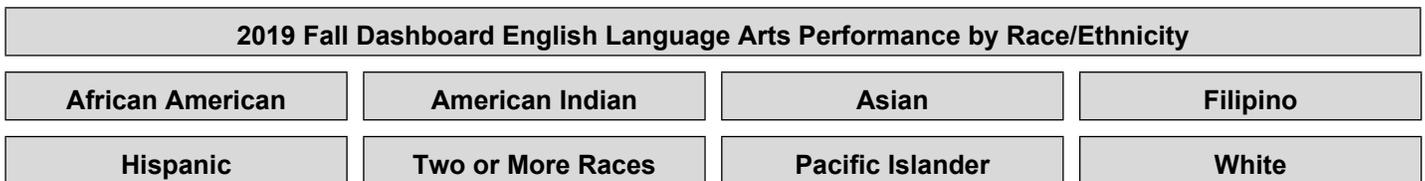
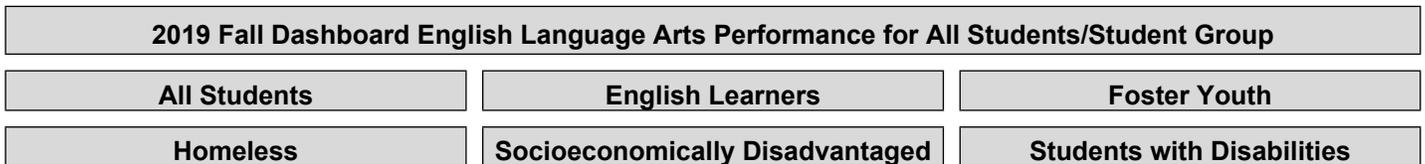
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

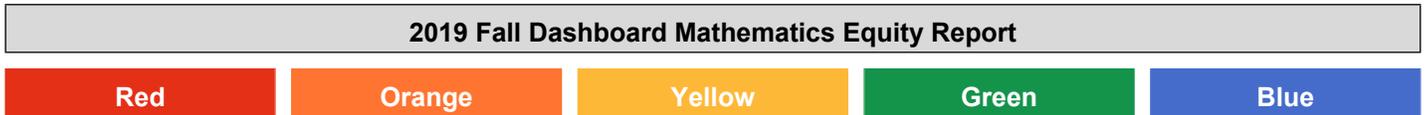
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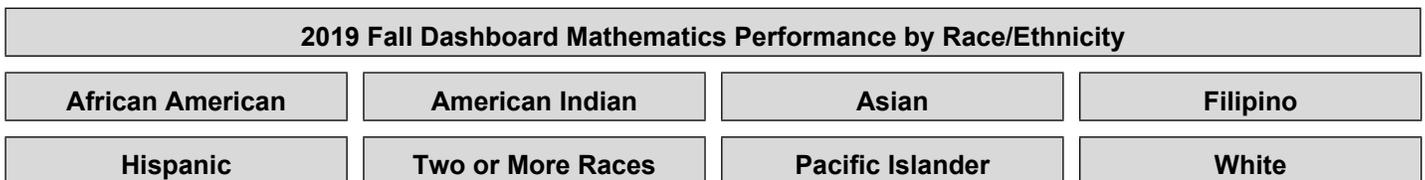
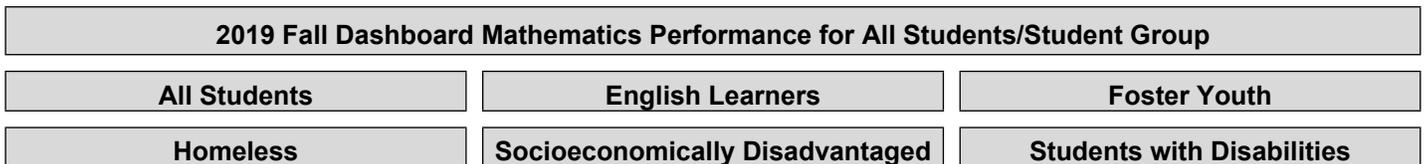
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

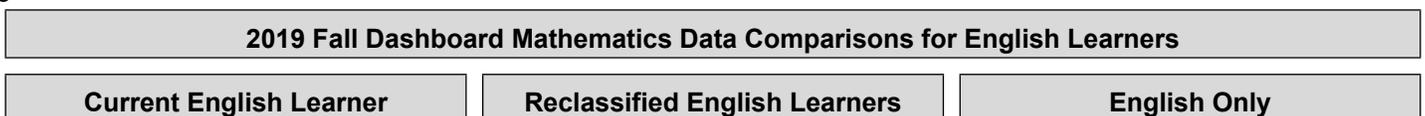
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

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

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

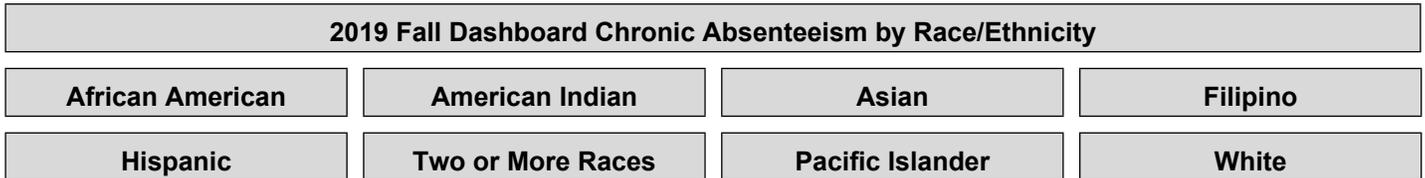
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

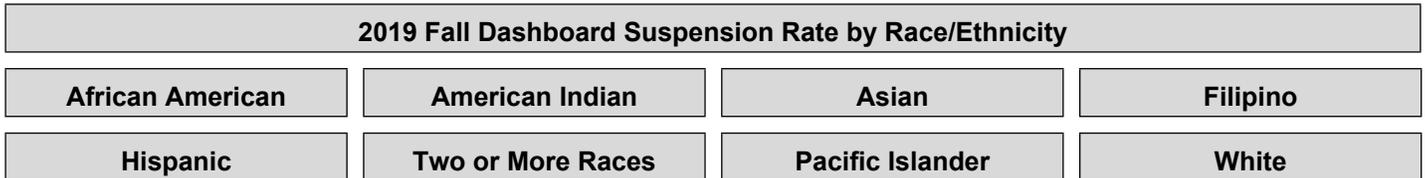
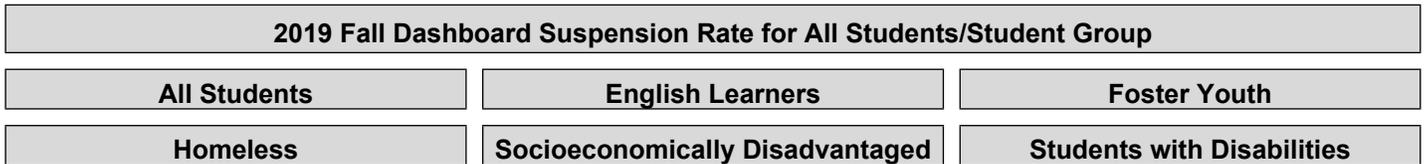
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



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



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

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Goal 1

Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college, and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders, and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 11: 45%	2022-2023 Percent of Students that Meet or Exceed ELA Standard will be 49% Grade 11: Distance from Standard (DFS) in English on the CAASPP; Grade 11 will increase by 15 points in both English
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 29.8% Winter 2022: 28.1% Spring 2022: 28.1% Fall to Spring % Met Best Growth Target 38.09%	NWEA Reading BEST Growth Target Fall 2021/2022: 32.05% Fall 2022/2023: 48.03% Fall 2023/2024: 64.02% Fall 2024/2025: 80%
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard Grade 11: 11%	2022-2023 Percent of Students that Meet or Exceed ELA Standard will be 15% Grade 11:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Distance from Standard (DFS) in Math on the CAASPP; Grade 11 will increase by 15 points in Math
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 20.2% Winter 2022: 18.6% Spring 2022: 19% Fall to Spring % Met Best Growth Target 36.63%	NWEA Math BEST Growth Target Fall 2021/2022: 22.10% Fall 2022/2023: 41.40% Fall 2023/2024: 60.70% Fall 2024/2025: 80%
English Learner progress (ELPAC)	Percent of students that scored a Level 4: 18.64%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 20%
Reclassification Rate	2021-2022 Reclassified Students: 33	2022-2023: 35 2023-2024: 2024-2025:
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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity 1

Planned:

*Certificated Extra Time

*Substitute Release/Coverage

*Certificated Pupil Support

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

Who:

- Certificated/Classified Staff
- Administration

Tasks:

- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study, 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

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)
25539.00	Certificated Extra Time 1190 (Title I)
11468.00	Certificated Subs 1125 (Title I)
6169.00	Cert. Pupil Support 1200 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity 2

Planned:

*Instructional & Supplemental Materials

*Duplicating/Printshop

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

Who:

- Certificated/Classified Staff
- Administration

Tasks:

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

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

44516.00

Source(s)

Instructional Supplies 4310 (Title I)

15000.00

Duplicating/Print shop 5715 (Title I)

0.00

Instructional Supplies 4310 (Carryover)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity 3

Planned:

*Travel & Conference

*Outside Contracted Services

- Substitute coverage (5100) for conference attendance
- Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, 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)
47000.00	Travel & Conference 5200 (Title I)
0.00	Outside Contracted Services 5800 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity 4

Planned:

*Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

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

Who:

- Reading Lab teacher
- ELD teacher
- AVID teacher

Tasks:

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

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

45155

Source(s)

Support Teacher 1100 (Title I)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

Who:

- Certificated/Classified Staff
- Administration
- Students

Tasks:

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

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000.00

Source(s)

Entry Fees 5808 (Title I)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy/Activity 6

Planned:

*Comp. Hardware under \$500

*Comp. Hardware \$500-\$5,000

*Comp. Hardware/Software Maintenance & License

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

Who:

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

Tasks:

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

Timeline: Continued throughout the academic year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30000.00

20000.00

15000.00

Source(s)

Comp. Hardware under \$500 4385 (Title I)

Comp. Hardware \$500-\$5,000 4485 (Title I)

Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1

Certificated Extra Time

Substitute Release/Coverage

Certificated Pupil Support

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Release time/Extra time was significantly more than initially anticipated due to substitute shortages the first semester. After school tutoring was minimal except through our After School Program due to challenges with securing interest as many faculty were already encumbered with extra additional supplemental classes for credit recovery.

What was the overall effectiveness?

Funding was available, but exhaustion and high rates of illness were still a detriment to effectiveness.

Strategy/Activity 2

Instructional Materials & Supplemental Materials

Duplicating/Printshop

What were the activities implemented?

A variety of instructional and supplemental materials were purchased to support students in their homes and as they returned back to classrooms. Professional Development materials were created for staff through our Printshop and additional reading materials were also ordered to expand our existing circulation options in our school library. Resources were also supplemented using COVID funding; thereby, reducing materials purchased categorically (using Title I funds).

What was not implemented that was in the 202-22 site plan?

All actions were implemented, but not to the extent initially anticipated due to the pandemic.

What was the overall effectiveness?

Based on limited feedback the effectiveness of the strategy was still considered high and is a continued funding priority.

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, etc. A significant amount of funds were set aside for outside contracted services for our PBIS Framework. PBIS signage and branding of our schoolwide learner outcomes took nearly the entire year to finalize and have installed.

What was not implemented that was in the 2021-22 site plan?

Math CMC conference, Rtl Conference, Cognitive Coaching Conference, and a few others due to the pandemic.

What was the overall effectiveness?

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

Strategy/Activity 4

Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

What were the activities implemented?

No activities were implemented that were paid from via Categorical funds.

What was not implemented that was in the 2021-22 site plan?

Salaries for the Reading Lab, AVID, and ELD sections we offered did not end up being necessary this year. Funds originally allocated were moved into other areas of identified need.

What was the overall effectiveness?

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

Strategy/Activity 5

Field Trips and Entrance/Conference fees (5808)

What were the activities implemented?

Field trips were all held virtually and in person. Students attended CADA, Academic Decathlon, Mock Trial, and other CTSO field trips.

What was not implemented that was in the 2021-22 site plan?

Many regularly scheduled field trips and conferences were reinstated.

What was the overall effectiveness?

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

Strategy/Activity 6

Comp. Hardware under \$500

Comp. Hardware \$500-\$5,000

Comp. Hardware/Software Maintenance & License

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Smart display boards were not purchased for all buildings or Sped classrooms. Funding was not sufficient to cover all content areas.

What was the overall effectiveness?

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

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

Strategy/Activity 1

Certificated Extra Time

Substitute Release/Coverage

Certificated Pupil Support

Rationale: Extra time for planning and the creation of a variety of systems (as we expanded with another grade level addition) were significantly more time consuming than initially anticipated especially given the pandemic. Carryover funds were added to this action based on identified need.

Strategy/Activity 2

Instructional Materials & Supplemental Materials

Duplicating/Printshop

Rational: COVID funding was used to supplement instructional and supplemental materials needed this year. As a result, there were fewer expenditures in this area.

Strategy/Activity 3

Travel & Conference

Outside Contracted Services.

Rationale: PBIS signage was also expanded to support the teaching and branding of our PBIS Vision Statement/Core Values. Expenditures for these materials were significantly higher than originally estimated.

Strategy/Activity 4

Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

The salaries for teachers in these sections were all covered using district general funds.

Strategy/Activity 5

Field Trips and Entrance/Conference fees (5808)

Rationale: Due to pandemic restrictions for field trips and conferences opportunities were limited at first and then reopened to normal levels.

Strategy/Activity 6

Comp. Hardware under \$500

Comp. Hardware \$500-\$5,000

Comp. Hardware/Software Maintenance & License

Rationale: Movement from the salaries originally set aside to be covered by Title 1 funds were moved into technology to purchase supplemental technology items as the teacher salaries were covered by district general funds.

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

Strategy/Activity 1

Certificated Extra Time

Substitute Release/Coverage

Certificated Pupil Support

Status: We intend to keep this strategy/action.

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

Strategy/Activity 2

Instructional Materials & Supplemental Materials

Duplicating/Printshop

Status: We intend to keep this strategy/action.

Rationale: Annually there is a consistent need to supplement instructional materials. We anticipate based on stakeholder feedback that this will continue to be a priority for next year.

Strategy/Activity 3

Travel & Conference

Outside Contracted Services

Status: We intend to keep this strategy/action.

Rationale: The need for ongoing differentiated professional development opportunities will continue to be a priority for next year. Based on stakeholder feedback, in order to improve instructional practices, engagement, classroom management, etc. certificated and classified staff need to be provided opportunities to further develop their skill sets.

Strategy/Activity 4

Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

Status: We intend to keep this strategy/action.

Rationale: In an effort to provide additional support to our students in tier III, we will continue to prioritize this action/strategy for next year. This action/strategy may be modified to include

additional personnel such as a student advocate if alternative funding is secured for these section offerings.

Strategy/Activity 5

Field Trips and Entrance/Conference fees (5808)

Status: We intend to keep this strategy/action.

Rationale: Funding may be adjusted should restrictions still be imposed related to the pandemic. However, it is our intent to plan for field trips that include student/parent educational opportunities or real-world experiences that are tied to core standards.

Strategy/Activity 6

Comp. Hardware under \$500

Comp. Hardware \$500-\$5,000

Comp. Hardware/Software Maintenance & License

Status: We intend to keep this strategy/action.

Rationale: Funding will be maintained as our school continues to expand another grade level next year. No changes to this strategy/activity are anticipated.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

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

Goal 2

Safe, Caring, and Respectful Environment-Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health, and recreational agencies, and community-based organizations. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	.1%	Low (Dashboard)
Panorama Climate Survey	To be determined	Favorable (Panorama)
Graduation Rate	To be determined	98% graduation rate

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Goal 2 Strategy/Activity 1

Planned:

- *Certificated Extra Time
- *Substitute Release/Coverage
- *Certificated Pupil Support

See Goal 1 Action 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Goal 2 Strategy/Activity 2

Planned:

- *Instructional & Supplemental Materials
- *Duplicating/Printshop

See Goal 1 Action 2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth

Low Income

Strategy/Activity

Goal 2 Strategy/Activity 3

Planned:

*Travel & Conference

*Outside Contracted Services

See Goal 1 Action 3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20000.00

Outside Contracted Services 5800 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

School-wide

Students with Disabilities

English Learners

Foster Youth

Low Income

Strategy/Activity

Goal 2 Strategy/Activity 4

Planned:

*Supplemental Support: Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD IV sections

See Goal 1 Action 4

*Supplemental Support: Student Advocate salary for intervention support of Tier III students.

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)

90981.00

Student Advocate 2200 (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

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

See Goal 1 Action 5

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

See Goal 1 Action 6

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Release time for substitute coverage was significantly lower than initially anticipated due to the pandemic. After school tutoring did not occur as originally intended except through our After School Program due to many faculty who were already committed to credit recovery instructional opportunities that they were offering or work exhaustion.

What was the overall effectiveness?

Without the additional planning time, we know that students would be far less familiar with our PBIS/MTSS framework, Character Strong curriculum or other possible interventions. The need for supplemental planning time was imperative during our opening year especially when exacerbated by the pandemic. This year extra time was significantly higher as many teachers lost their prep during the first half of the year due to substitute shortages. Despite, these challenges, stakeholder (teacher and student) feedback regarding the effectiveness of the strategy continued to be high.

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

What were the activities implemented?

A variety of instructional and supplemental materials were purchased to support students in their homes and additional supplies were ordered as our high school continued to expand another grade level. Supplemental instructional resources were needed to support the implementation of our PBIS/MTSS framework, as well as the branding and marketing of our schoolwide learner outcomes. Professional Development materials were created for staff through our Printshop and additional reading materials were also ordered to expand our existing circulation options in our school library.

What was not implemented that was in the 2020-21 site plan?

All actions were implemented, but signage installation did not get completed until the end of the fiscal year.

What was the overall effectiveness?

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

Goal 2 Strategy/Activity 3

Travel & Conference

Outside Contracted Services

What were the activities implemented?

Attendance at several virtual and in person conferences including PBIS, Character Strong, CADA, AVID, Link Crew, Safe School Ambassadors, etc. A significant amount of funds were set aside for outside contracted services for our PBIS Framework. PBIS signage and branding of our schoolwide learner outcomes took nearly the entire year to finalize and have installed.

What was not implemented that was in the 2020-21 site plan?

Restorative Justice training, Youth Empowerment, Leadership & Character Development, and a few others due to the pandemic limitations initially. CTSO travel and conferences resumed second semester with fewer restrictions.

What was the overall effectiveness?

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

Goal 2 Strategy/Activity 4

Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections were not paid for categorically through Title 1, but through other district categorical funding sources.

What were the activities implemented?

No activities were implemented that were paid from via Categorical funds.

What was not implemented that was in the 2020-21 site plan?

Salaries for the Reading Lab, AVID, and ELD sections we offered did not end up being necessary this year. Funds originally allocated were moved into other areas of identified need.

What was the overall effectiveness?

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

Goal 2 Strategy/Activity 5

Field Trips and Entrance/Conference fees (5808)

What were the activities implemented?

Field trips were minimal 1st semester and increased as restrictions were removed. Students attended CADA, Academic Decathlon, and other CTSO field trips.

What was not implemented that was in the 2021-22 site plan?

All items were implemented.

What was the overall effectiveness?

The overall effectiveness varied by field trip/conference. Student participant feedback was mixed. Some participants indicated the opportunities were incredibly meaningful; whereas, others indicated the experiences were less meaningful.

Goal 2 Strategy/Activity 6

Comp. Hardware under \$500

Comp. Hardware \$500-\$5,000

Comp. Hardware/Software Maintenance & License

What were the activities implemented?

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

What was not implemented that was in the 2021-22 site plan?

Smart display boards were not purchased for Sped or Building H classrooms. Funding was not sufficient to cover all content areas.

What was the overall effectiveness?

The purchasing of supplemental technology was of high importance to stakeholders, but has not yet yielded any direct measure of effectiveness as the boards were not all installed until the latter part of the academic year.

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

See Goal 1

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

See Goal 1

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7

Local Priorities: None

Goal 3

Proactive Outreach and Communication to Parents and Community Partners - Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Meeting	15 2020-2021 15 2021-2022	100 2022-2023
Back-to-School Attendance	45 2020-2021 200 2021-2022	400 2022-2023
SSC Average Attendance	15 2020-2021 18 2021-2022	15 2022-2023
ELAC Average Attendance	20 2020-2021 25 2021-2022	30 2022-2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Goal 3 Strategy/Activity 1

Planned:

*Certificated/Classified Extra Time for Planning

*Certificated/Classified Extra Time for Translations

*Certificated Pupil Support

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

Who:

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

Tasks:

- Parent Workshops
- PIQE
- PTA Meetings
- ELAC Meetings
- DELAC Meetings
- SSC Meetings
- Back to School Night
- 8th Grade Parent Night
- 4.0 Awards Night
- Scholarship Night
- Student Recognition Night
- CSF Night

- Registration Night
- Any other relevant events

Timeline: Continued throughout the academic year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1234.00	Cert. Pupil Support 1200 (Parent Ed)
5524.00	Other classified 2990 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Goal 3 Strategy/Activity 2

Planned:

*Instructional & Supplemental Materials

*Duplicating/Printshop

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

Who:

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

Tasks:

- Follow up calls to inform parents of events
- Monthly updates at parent meetings; PTA, SSC and ELAC
- Updated information on the school website
- Individual phone calls home regarding student performance concerns and information

- Promote participation in Parent Club/Boosters/ELAC/SSC
- Provide interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings
- Assist THS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home

Timeline: Continued throughout the academic year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000.00

Supplies 4300 (Parent Ed)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Goal 3 Strategy/Activity 3

Planned:

*Field Trips and Entrance/Conference Fees (5808)

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

Who:

- Parents
- Students

Tasks:

- Based on need
- Workshops
- Events
- College visits

Timeline: Continued throughout the academic year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 3 Strategy/Activity 1

Planned:

- *Certificated/Classified Extra Time for Planning
- *Certificated/Classified Extra Time for Translations
- *Certificated Pupil Support

What were the activities implemented and to what level?

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

What was not implemented that was in the 2020-21 site plan and why?

Child care was not provided at this year as most meetings continued to be held virtually and some in person due to the pandemic restrictions.

What was the overall effectiveness of this action?

Parent involvement was not as effective as we would like it to be. The pandemic and digital platforms created additional barriers related to communication and recruitment of parent involvement. However, the additional time spent on outreaching greatly improved meeting attendance. We must be more effective in this area as this is an area of identified need.

Goal 3 Strategy/Activity 2

Planned:

- *Instructional & Supplemental Materials
- *Duplicating/Printshop
- Instructional Materials & Supplemental Materials/Duplication & Print Shop

What were the activities implemented and to what level?

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

What was not implemented that was in the 2021-22 site plan and why?

All items were implemented for the 2021-22 school year.

What was the overall effectiveness of this action?

The overall effectiveness was mediocre at best. The need to supplement materials based on individual needs is still a priority.

Goal 3 Strategy/Activity 3

Planned:

*Field Trips and Entrance/Conference Fees (5808)

What were the activities implemented and to what level?

Due to continued health concerns activities in person were minimal the first semester, but improved the second semester.

What was not implemented that was in the 2021-22 site plan and why?

Most field trips/conference fees were cancelled or postponed (or changed to a virtual setting) due to COVID restrictions.

What was the overall effectiveness of this action?

The action was not something that could be truly measured given the pandemic. The few events attended were held virtually or were in person with small numbers of participants. Stakeholder feedback was mixed as many were still very concerned about health issues and spread of illness. Some were pleased any opportunity existed so that they could select the forum that fit their needs best.

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

Goal 3 Strategy/Activity 1

Planned:

*Certificated/Classified Extra Time for Planning

*Certificated/Classified Extra Time for Translations

*Certificated Pupil Support

We are under budget because many of these needs were met using COVID funding or start up funds.

Goal 3 Strategy/Activity 2

Planned:

*Instructional & Supplemental Materials

*Duplicating/Printshop

Instructional and supplemental materials to send home with students and families in need were higher than originally anticipated as we continued to expand another grade level.

Goal 3 Strategy/Activity 3

Planned:

Budgeted amount was more than was able to be used due to continued COVID travel restrictions.

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

Goal 3 Strategy/Activity 1

*Certificated/Classified Extra Time for Planning

*Certificated/Classified Extra Time for Translations

*Certificated Pupil Support

Status: We intend to keep this strategy/action.

Rationale: As we continue to refine our policies and develop our school systems the need for additional time for translation services to elicit parent and family feedback is imperative.

Recruitment of families to get more involved in the school setting and the need extra time to increase involvement efforts will continue to be a priority for us.

Goal 3 Strategy/Activity 2

Instructional Materials & Supplemental Materials

Duplicating/Printshop

Status: We intend to keep this strategy/action.

Rationale: Annually there is a consistent need to supplement instructional materials. We anticipate based on stakeholder feedback that this will continue to be a priority for next year. Additionally, the need to reinstate childcare opportunities and offer refreshments will be greater once we return to providing all opportunities in the in-person setting.

Goal 3 Strategy/Activity 3

*Field Trips and Entrance/Conference Fees (5808)

Status: We intend to keep this strategy/action.

Rationale: This will continue to be a priority based on stakeholder feedback. Our hope is that restrictions placed on field trips and conference participation will continue to ease and these opportunities will be able to fully resume with the new academic year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1
Local Priorities None

Goal 4

Statement of Goal:
Increase and improve technology.
District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Goal 4 Strategy/Activity 1
Planned:
*Comp. Hardware under \$500
*Comp. Hardware \$500-\$5,000

*Comp. Hardware/Software Maintenance & License

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

Who:

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

Tasks:

- Purchase software
- Purchase hardware
- Purchase/Replace Technology utilized for the classroom
- Utilize up-to-date technology programs
- Maintenance Machine Contract (Copy machines 60:40)

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)

6000.00

Source(s)

Rental/Leases/Non-Cap 5600 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 4 Strategy/Activity 1

Comp. Hardware under \$500

Comp. Hardware \$500-\$5,000

Comp. Hardware/Software Maintenance & License

What were the activities implemented and to what level?

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

What was not implemented that was in the 2021-22 site plan and why?

Smart display boards were not purchased for Building H or all Sped classrooms. Funding was not sufficient to cover all content areas.

What was the overall effectiveness of this action?

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

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

Strategy/Activity 1

Comp. Hardware under \$500

Comp. Hardware \$500-\$5,000

Comp. Hardware/Software Maintenance & License

Rationale: Movement from the salaries originally set aside to be covered by Title 1 funds were moved into technology to purchase supplemental technology items as the teacher salaries were covered by district general funds.

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

Strategy/Activity 1

Comp. Hardware under \$500

Comp. Hardware \$500-\$5,000

Comp. Hardware/Software Maintenance & License

Status: We intend to keep this strategy/action.

Rationale: Funding will be maintained as our school continues to expand a grade level next year. No changes to this strategy/activity are anticipated.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$401,586
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,586.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
Cert. Pupil Support 1200 (Parent Ed)	\$1,234.00
Cert. Pupil Support 1200 (Title I)	\$6,169.00
Certificated Extra Time 1190 (Title I)	\$25,539.00
Certificated Subs 1125 (Title I)	\$11,468.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$20,000.00
Comp. Hardware under \$500 4385 (Title I)	\$30,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$15,000.00
Duplicating/Print shop 5715 (Title I)	\$15,000.00
Entry Fees 5808 (Title I)	\$15,000.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$44,516.00

Other classified 2990 (Parent Ed)	\$5,524.00
Outside Contracted Services 5800 (Title I)	\$20,000.00
Rental/Leases/Non-Cap 5600 (Title I)	\$6,000.00
Student Advocate 2200 (Title I)	\$90,981.00
Supplies 4300 (Parent Ed)	\$3,000.00
Support Teacher 1100 (Title I)	\$45,155.00
Travel & Conference 5200 (Title I)	\$47,000.00

Subtotal of state or local funds included for this school: \$401,586.00

Total of federal, state, and/or local funds for this school: \$401,586.00

Budget By Expenditures

Matilda Torres High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,234.00		<p>Goal 3 Strategy/Activity 1 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Certificated Pupil Support</p> <p>-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.</p> <p>Who: -Certificated/Classified Staff -Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate</p> <p>Tasks: -Parent Workshops -PIQE -PTA Meetings -ELAC Meetings -DELAC Meetings -SSC Meetings</p>

Matilda Torres High School

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

Timeline: Continued throughout the academic year.

Cert. Pupil Support 1200 (Parent Ed) Total Expenditures: \$1,234.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$6,169.00		<p>Strategy/Activity 1 Planned: *Certificated Extra Time *Substitute Release/Coverage *Certificated Pupil Support</p> <ul style="list-style-type: none"> - 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 <p>Who:</p>

- 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

Timeline: Continued throughout the academic year

Cert. Pupil Support 1200 (Title I) Total Expenditures: \$6,169.00

Cert. Pupil Support 1200 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$25,539.00		Strategy/Activity 1 Planned: *Certificated Extra Time *Substitute Release/Coverage

*Certificated Pupil Support

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

Who:

- Certificated/Classified Staff
- Administration

Tasks:

- Development and analysis of norms, department vision/mission, and collective commitments
- Revise or create units of study, 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

Timeline: Continued throughout the academic year

Certificated Extra Time 1190 (Title I) Total Expenditures: \$25,539.00

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
		\$11,468.00		<p>Strategy/Activity 1 Planned: *Certificated Extra Time *Substitute Release/Coverage *Certificated Pupil Support</p> <ul style="list-style-type: none"> - 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 <p>Who: -Certificated/Classified Staff -Administration</p> <p>Tasks: -Development and analysis of norms, department vision/mission, and collective commitments -Revise or create units of study, calibration time for rubric</p>

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

Timeline: Continued throughout the academic year

Certificated Subs 1125 (Title I) Total Expenditures: \$11,468.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Matilda Torres High School

\$20,000.00

Strategy/Activity 6

Planned:

*Comp. Hardware under \$500

*Comp. Hardware \$500-\$5,000

*Comp. Hardware/Software Maintenance & License

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

Who:

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

Tasks:

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

Timeline: Continued throughout the academic year

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$20,000.00

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
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Matilda Torres High School

\$30,000.00

Strategy/Activity 6

Planned:

*Comp. Hardware under \$500

*Comp. Hardware \$500-\$5,000

*Comp. Hardware/Software Maintenance & License

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

Who:

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

Tasks:

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

Timeline: Continued throughout the academic year

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$30,000.00

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
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Matilda Torres High School

\$15,000.00

Strategy/Activity 6

Planned:

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

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

Who:

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

Tasks:

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

Timeline: Continued throughout the academic year

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$15,000.00

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
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\$15,000.00

Strategy/Activity 2

Planned:

*Instructional & Supplemental Materials

*Duplicating/Printshop

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

Who:

-Certificated/Classified Staff

-Administration

Tasks:

-Ongoing based on need

-Supplemental classroom resources & supplies

-Supplemental Library/Media resources & supplies

-Printing materials

Timeline: Continued throughout the academic year

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$15,000.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

Matilda Torres High School

Funding Source: Entry Fees 5808 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$15,000.00		Strategy/Activity 5 Planned: *Field Trips and Entrance/Conference Fees (5808) -Provide staff and students with learning opportunities that increase engagement and improve student achievement, as well as support positive behavior and promote positive community experiences. Who: -Certificated/Classified Staff -Administration -Students Tasks: -Based on need -College visits -Classroom enrichment trips -Leadership conferences Timeline: Continued throughout the academic year

Entry Fees 5808 (Title I) Total Expenditures: \$15,000.00

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

Funding Source: Instructional Supplies 4310 (Carryover)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Strategy/Activity 2

Planned:

*Instructional & Supplemental Materials

*Duplicating/Printshop

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

Who:

-Certificated/Classified Staff

-Administration

Tasks:

-Ongoing based on need

-Supplemental classroom resources & supplies

-Supplemental Library/Media resources & supplies

-Printing materials

Timeline: Continued throughout the academic year

Instructional Supplies 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

Matilda Torres High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$44,516.00		<p>Strategy/Activity 2 Planned: *Instructional & Supplemental Materials *Duplicating/Printshop</p> <p>-Purchase books, subscriptions, and/or monthly student magazines to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations -Utilize the district’s print shop service to provide materials for student use as well as for parent education -Purchase supplemental materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction -Purchase materials and supplies to support the implementation of advanced thinking skills -Purchase materials and supplies to support character education and the MTSS/PBIS Framework -Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas: PBIS, Restorative Justice, Safe School Ambassador, Youth Empowerment, Leadership and Character Development, Attendance, Link Crew, Community Mentors</p> <p>Who: -Certificated/Classified Staff -Administration</p> <p>Tasks: -Ongoing based on need -Supplemental classroom resources & supplies -Supplemental Library/Media resources & supplies -Printing materials</p> <p>Timeline: Continued throughout the academic year</p>

Matilda Torres High School

Instructional Supplies 4310 (Title I) Total Expenditures: \$44,516.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,524.00		<p>Goal 3 Strategy/Activity 1 Planned: *Certificated/Classified Extra Time for Planning *Certificated/Classified Extra Time for Translations *Certificated Pupil Support</p> <p>-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.</p> <p>Who: -Certificated/Classified Staff -Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate</p> <p>Tasks: -Parent Workshops -PIQE -PTA Meetings</p>

Matilda Torres High School

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

Timeline: Continued throughout the academic year.

Other classified 2990 (Parent Ed) Total Expenditures: \$5,524.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$20,000.00		Goal 2 Strategy/Activity 3 Planned: *Travel & Conference *Outside Contracted Services See Goal 1 Action 3

\$0.00

Strategy/Activity 3

Planned:

*Travel & Conference

*Outside Contracted Services

- Substitute coverage (5100) for conference attendance
- Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, 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

Matilda Torres High School

Outside Contracted Services 5800 (Title I) Total Expenditures: \$20,000.00

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

Funding Source: Rental/Leases/Non-Cap 5600 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$6,000.00		<p>Goal 4 Strategy/Activity 1 Planned: *Comp. Hardware under \$500 *Comp. Hardware \$500-\$5,000 *Comp. Hardware/Software Maintenance & License</p> <p>-Purchase technology, supplemental materials, and resources. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, ebooks, project boards, audio-visual equipment, presenters, teacher digital resources, or other items that support technology. -Provide for repairs as needed to keep equipment in working order. -Purchase hardware and software programs to facilitate and support technology use and learning.</p> <p>Who: -Certificated/Classified Staff -Administration -Students -District IT</p> <p>Tasks: -Purchase software -Purchase hardware -Purchase/Replace Technology utilized for the classroom -Utilize up-to-date technology programs -Maintenance Machine Contract (Copy machines 60:40)</p> <p>Timeline: Continued throughout the academic year.</p>

Matilda Torres High School

Rental/Leases/Non-Cap 5600 (Title I) Total Expenditures: \$6,000.00

Rental/Leases/Non-Cap 5600 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$90,981.00		Goal 2 Strategy/Activity 4 Planned: *Supplemental Support: Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD IV sections See Goal 1 Action 4 *Supplemental Support: Student Advocate salary for intervention support of Tier III students.

Student Advocate 2200 (Title I) Total Expenditures: \$90,981.00

Student Advocate 2200 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$3,000.00

Goal 3 Strategy/Activity 2

Planned:

*Instructional & Supplemental Materials

*Duplicating/Printshop

-Instructional Materials & Supplemental Materials/Duplication & Print Shop

-Purchase books and other reference materials, utilize the district's print shop service to provide materials for student use as well as for parent education

-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, project boards, audio-visual equipment

-Purchase materials and supplies to support character education and PBIS implementation. Cover for expenses related to parent education trainings requested by families (e.g. PIQE, English Support Classes, Parenting support classes, etc.)

-Provide refreshments for attendees

Who:

-Certificated/Classified Staff

-Administration, Counselors, Child Welfare & Attendance Liaison, Student Advocate

Tasks:

-Follow up calls to inform parents of events

-Monthly updates at parent meetings; PTA, SSC and ELAC

-Updated information on the school website

-Individual phone calls home regarding student performance concerns and information

-Promote participation in Parent Club/Boosters/ELAC/SSC

-Provide interpreting devices to provide simultaneous interpretation for Spanish speaking parents during parent information nights and other meetings

-Assist THS parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home

Timeline: Continued throughout the academic year.

Matilda Torres High School

Supplies 4300 (Parent Ed) Total Expenditures: \$3,000.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$45,155.00

Strategy/Activity 4

Planned:

*Supplemental Support Teacher salaries for Intervention course sections including Reading Labs, AVID, and ELD sections

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

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

-Certificated Salaries - Advancement Via Individual Determination (AVID) teacher salary for elective course to improve students academic achievement and college/career readiness

Who:

-Reading Lab teacher

-ELD teacher

-AVID teacher

Tasks:

-Identify students reading below grade level and create course rosters for Tier III students

-Teach daily support classes for "at-risk" students (Reading Lab & ELD courses)

-Monitor the progress of identified students

-Encourage educational support and parental involvement

-Coordinate variety of intervention support services

-Teach AVID election section to support students in developing skill sets needed for college/career readiness (WICOR strategies)

Timeline: Continued throughout the academic year

Support Teacher 1100 (Title I) Total Expenditures: \$45,155.00

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

Matilda Torres High School

Funding Source: Travel & Conference 5200 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$47,000.00

Strategy/Activity 3

Planned:

*Travel & Conference

*Outside Contracted Services

- Substitute coverage (5100) for conference attendance
- Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, 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

Matilda Torres High School

Travel & Conference 5200 (Title I) Total Expenditures: \$47,000.00

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

Matilda Torres High School Total Expenditures: \$401,586.00