

Torrance High School

Single Plan for Student Achievement (SPSA)

2019 - 2020

March 12, 2019

Stakeholder Input Timeline

Torrance High School 2019 - 2020

EVENT	LOCATION	DATE
THS Faculty Meeting	Auditorium	4/22/19
PTSA Meeting	Library	5/8/19
School Site Council	Library	5/1/19
ELMAC Meeting	Room D	5/23/19
School Site Council	Library	5/29/19

TUSD LCAP Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

Torrance High School Goal 1: All students have open access to all courses and resources in preparation to meet their postsecondary and career aspirations.

Identified Need: Increase access to college and career preparatory courses.

What will be different/improved for students in 2019-20? Additional course offerings in the master schedule to increase availability for college and career readiness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-2017 Data	2017-2018 Data	Goal for 2018-2019	2018-2019 Data	Goal for 2019-2020
ELA CAASPP (Met/Exceeded %)	74%	72%	72%	61%	66%
Math CAASPP (Met/Exceeded %)	50%	53%	55%	51%	55%
College and Career Indicator (CCI)	48%	58%	60%		
Graduation Rate	98%	98%	98%	98%	98%
AP Exam Pass Rate	58%	57%	59%	62%	65%
CSU/UC A-G Rate	57%	57%	59%	62%	64%

Additional outcomes for students in 2019-20

- CCI: English Learners will increase by 2% to transition from Orange to Yellow.
- ELA Dashboard: English Learner's will increase by 3 points to transition from Red to Yellow.
- Math Dashboard: English Learner's will increase by 3 points to transition from Orange to Yellow.

1.1 - Actions and Services: All core-subject area teachers will continue to develop and strengthen their Tier 1 instructional programs.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Response to Intervention (RTI)	\$21,500	Supp	Summer collaboration and release time during the school year to develop and enhance Tier 1 daily instruction and campus-wide Tier 2 (no new teaching - tutorial period) support with targeted instruction in math. All subject areas will have completed curricular maps, identified essential standards, create learning targets, create and implement CFA's, analyze data by subject area teams and make data-driven instructional decisions.	SBAC Data, Grad rates, A-G rate, curricular maps and pacing guides, track pre and post assessment data
Identify essential standards				
Create learning targets				
Develop and implement CFA's				
Analyze data by subject area teams				
Make data-driven instructional decisions				

1.2 - Actions and Services: Ensure all students have access to all aspects of our instructional programs, counseling services, and college/career opportunities.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Counseling Services	NA		Monitor A-G completions, 4 year plans, track students' course selections, parent nights (financial aid, grade level, college applications, etc.), Mental health awareness (Signs Of Suicide classroom visits), Random Acts of Kindness Club (SAVE), small groups. College and Career Day, Guest Speakers, College Rep visits, and college fairs.	A-G completion, social/emotional logs.
Mental Health Therapist	\$45,000	Supp	Support students with social/emotional issues, small groups, Student Center activities, counselor parent nights. Additional responsibilities see 2.1	Building Bridges referrals
ELL Support - Intervention Courses	\$30,000	Supp	EL workshop & intervention classes, ELPAC testing, Guided Reading, 4-year planning, college and career exploration, EL coordinator meetings.	Guided Reading scores, ELPAC scores, CCI, A-G
College/Career Readiness (CCI)	\$35,500	CCI	Pre-ACT to all 10th graders, college visits, local business visits, motivational speakers, AP funding, and CTE pathway support and development.	A-G completion rates, CCI

Goal 2: All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science, social science, and other disciplines such as career technical subjects and physical education

Torrance High School Goal 2: All students will attain proficiency or better in English Language Arts and Mathematics.

Identified Need: Significant subgroups will increase by 5% in English Language Arts and by 4% in Mathematics on the SBAC.

Subgroups under 50% standard met or above:

ELA - Increase EL 5%, Increase SWD by 5%, Increase Hispanic by 8%

Math - Increase Hispanic by 5%, Increase SED 4%, Increase EL by 3%, and increase SWD by 3%

What will be different/improved for students in 2019-20? Students will have increased access to support specific to their needs and growth areas through data-driven instructional decisions with the use of CFA's as a vehicle.

2.1 - Actions and Services: Students will receive high quality Tier 1 (daily core instruction) core instruction while being provided the opportunity for various Tier 1 and Tier 2 supplemental supports during the school day to attain increased proficiency.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
RTI implementation including our tutorial period	See 1.1	Supp	Tier 1 daily instruction and campus-wide Tier 2 (no new teaching - tutorial period) support with targeted instruction in math	Pre and post assessment data
Faculty tutoring (before and after school)	\$25,000		Core subject areas (with emphasis in math) by certificated staff	Quarterly and Semester Grades
ELL Support - ELD Coordinator	See 1.2		Assist students with their 4-year plan, which includes college coursework paths, ensure proper course selections for supporting academic achievement/success.	ELA & Mathematics SBAC scores, D/F rates
EL	\$25,400		EL students will utilize Learning Together, a new instructional program, to enhance EL workshop course curriculum and students' life skills (i.e. working with peers, learning to support and collaborate with peers, self monitoring, etc.). EL Coordinator will utilize funds to increase parent involvement for ELMAC, DELMAC and ongoing support including college visits and motivational presentations.	Sign in sheets at ELMAC/DELMAC, running record for workshops, Guided Reading scores, ELPAC Scores
English 2 Essentials Class	\$22,000	LPSBG	While utilizing the State Framework for Eng 2, students will focus on literacy. Population will include students who underperformed in Eng 1.	ELA SBAC scores, D/F rates

2.2 - Actions and Services: Students can maximize their A-G completion through credit recovery opportunities during Semester 1, Semester 2 and summer.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Online Credit Recovery (CRE)	\$35,000	Supp	Students have weekly CRE labs with small group support in ELA, Math and Social Sciences.	Subject area teachers will post progress and contact parents/students regularly.

2.3 - Actions and Services: Torrance High School will continue to provide Chromebooks and other technology/accessories to facilitate students access to a rigorous, technology-enhanced curriculum, as well as provide credit recovery opportunities.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Chromebooks	\$41,400	Supp	Teachers will utilize chromebooks to enhance Tier 1 daily core instruction.	Chromebook check out calendars.
Technology Accessories	\$6,661	Supp	Teachers will utilize LCD's and ELMO's to enhance Tier 1 daily core instruction.	Administration observations.
	\$2,969	LPSBG	Teachers will utilize LCD's, ELMO's and online resources.	Administration observations.

2.4 - Actions and Services: Provide Effective Integrated and Designated Instruction and Supports for EL Students

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Integrated Instruction Aligned with EL Standards	0	N/A	All EL students will fully participate in general education courses and receive integrated EL instruction in all courses.	Academic Performance, F+P Reading Levels, CAASPP Proficiency, ELPAC Performance, Releveling Rates, Reclassification Rates, and CCI Indicator
Designated Instruction Aligned with EL Standards	See Action 1.2	N/A	All EL Students who have not made satisfactory progress in releveling, are not academically succeeding, and/or are reading below grade level, are placed into support/workshop	Academic Performance, F+P Reading Levels, CAASPP Proficiency, ELPAC

			classes where they will receive Designated EL instruction and opportunities to take Credit Recovery through Odysseyware during workshop time.	Performance, Releveling Rates, Reclassification Rates, and CCI Indicator
Access to Intervention Supports (Tier 2 Intervention)	See Action 2.1	N/A	All EL Students fully participate in Tier 2 Intervention opportunities through tutorial period.	Academic Performance, F+P Reading Levels, CAASPP Proficiency, ELPAC Performance, Releveling Rates, Reclassification Rates, and CCI Indicator

Goal 3: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

Torrance High School Goal 3: Torrance High School will maintain an effective Professional Development model that enhances learning for all students through PLC's.

Identified Need: To continue to implement RTI through our PLC model by refining Tier 1 CFA's in all core subject areas specific to essential skills, standards and content.

What will be different/improved for students in 2019-20? Students will have increased access to support specific to their needs and growth areas through data-driven instructional decisions.

3.1 - Actions and Services: All core-subject area teachers will continue to develop and strengthen their instructional programs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Response to Intervention (RTI)	See 1.1	Supp	Teachers will use data from CFA's to analyze effectiveness of instructional practices, share best practices, and make data-driven instructional decisions.	SBAC Data, Grad rates, D/F rates
NGSS, CMAST, AP, PLTW	\$3,500		Trainings, coaching, conferences, workshops.	Identify trends and continue to strengthen instructional practices
Conferences and/or release time	\$16,000		Content/subject matter learning opportunities.	Curriculum, Instruction, Assessment, and unit designs.

3.2 - Actions and Services: All core-subject area teachers will continue to develop and strengthen their Tier 1 instructional programs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Identify essential standards	See 1.1	Supp	All subject areas will have completed curricular maps, identified essential standards, create learning targets, create CFA's, analyze data by subject area teams, share best practices, and make data-driven instructional decisions.	Curricular maps and pacing guides.
Create learning targets				Track pre and post assessment data.
Develop CFA's				
Analyze data by subject area teams				
Make data-driven instructional decisions				

Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

Torrance High School Goal 4: Torrance High School will establish a physically, socially and emotionally safe school environment for all students.

Identified Need: Address students' physical safety, and social and emotional needs.

What will be different/improved for students in 2019-20? Increase faculty and staff awareness of student mental health issues.

4.1 - Actions and Services: Administration will equip faculty and staff with tools to address students' physical safety, and social and emotional needs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
PD's	NA		Mental health awareness, Governance Packet which includes child abuse procedures, non-fraternization policy, threat/risk assessment protocol training.	Faculty and staff inservices.
Emergency Preparation			Training and planning for: evacuation drills, shelter-in-place, Great CA Shakeout.	Through drills during the school year.
Administration Communication			Consistent communication via emails, faculty bulletin, Leadership Meetings, TTA, Department Chair Meetings, Remind app.	Agendas, minutes, bulletins.
Discipline Interventions			Discipline assembly, Sandy Hook Promise, Screenagers (PTA), other means of corrections to support student growth.	Referral and Suspension data.

4.2 - Actions and Services: Faculty and staff will address students' physical safety, and social and emotional needs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Counseling Services	NA		Small Groups, 1:1 meetings, Student Center	Number of attendees, appt calendars.
Faculty Support			Club sponsors create opportunities for students to connect with school, identification of students in need.	Number of clubs and participants.
Emergency Plan Implementation			Execution of emergency plans.	Through drills during the school year.

Additional outcomes for students 2019-20

- Suspension Rate Dashboard: Data from suspension rate will decrease by .3% and improve from Orange to Yellow in subgroups including EL's, African American, Hispanic, White, & Socially Economically Disadvantaged. The Special Education subgroup suspension rate will decrease by .3% and improve from Red to Yellow.

Goal 5: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

Torrance High School Goal 5: Continue to provide multiple communications to our school community, including our significant and underperforming subgroups.

Identified Need: Continue to develop the partnership between parents, teachers, and school to improve student achievement.

What will be different/improved for students in 2019-20? A new school website and SwiftK12 to communicate with targeted members of the school community.

5.1 - Actions and Services: Torrance High School will build a positive school connection with families and parents that helps support student achievement and learning.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
New school website, daily video bulletin, naviance, eblast, parent nights, SSC, ELMAC, DELMAC, PTSA, extracurricular community events, PowerSchool	NA		Consistent communication with the school community via multiple avenues regarding school activities, student programs and progress.	Attendance at community events

ELMAC, DELMAC		English Language Learner students and parents will become actively involved in the school.	Attendance at meetings and events
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APPENDIX A

Annual Review and Analysis of Progress (for 2018-2019 SPSA)

Torrance High School Goal 1: All students have open access to all courses and resources in preparation to meet their postsecondary and career aspirations.

Identified Need: Increase access to college and career preparatory courses.

What will be different/improved for students in 2018-19? Additional course offerings in the master schedule to increase availability for college and career readiness.

1.1 - Actions and Services: All core-subject area teachers will continue to develop and strengthen their Tier 1 instructional programs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Triad meetings	NA		Support through observations and debriefing with assigned coaches.	BTSA coach benchmarks progress
Weekly PLC			Grade level/subject area collaboration, development of curriculum, instruction and assessments	Administration observations
Release time	See 2.1	Supp	Classroom observations, 1:1 support, subject area collaboration	Goals, Curriculum, Instruction, Assessment, and unit designs.

1.2 - Actions and Services: Ensure all students have access to all aspects of our instructional programs and counseling services.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Counseling Services	NA	Supp	Monitor A-G completions, 4 year plans, track students' course selections, parent nights (financial aid, grade level, college applications, etc.), Student Center, mental health awareness (class visits), Random Acts of Kindness Club (SAVE), small groups. College and Career Day, Guest Speakers, College Rep visits, college fairs, student interest surveys.	A-G completion, club/student center participation log.
Intervention Counselor	\$90,000		Individualize EL students' schedules to provide them opportunities to complete A-G requirements while receiving EL support, ELMAC/DELMAC liaison, college visits, career/business visits. Additional responsibilities see 2.1 & 5.1	Student report cards, EL graduation and A-G completion rate, SBAC data

GOAL #1:

Identified Need	Action/Service	Expenditure	Expected Outcomes
To provide newly hired teachers support to develop capacity and growth to become highly effective instructors.	Torrance High School and TUSD will provide opportunities for newly hired teachers to develop and grow through BTSA coaches, Department Chair support, our PLC model, and professional development.	Triad Meetings, Weekly PLC, Release Time	Students will have more robust and improved RTI support including ELA and science creating common units and assessments.

Torrance High School Goal 2: All students will attain proficiency or better in English Language Arts and Mathematics.

Identified Need: Significant subgroups will increase by 3% in English Language Arts and by 3% in Mathematics on the SBAC.

Subgroups under 50% standard met or above:

ELA - Increase EL 3%, Increase SWD by 3%

Math - Increase Hispanic by 3%, Increase SED 3%, Increase EL by 3%, and increase SWD by 3%

What will be different/improved for students in 2018-19? Students will have increased access to support specific to their needs and growth areas through data-driven instructional decisions with the use of CFA's as a vehicle.

2.1 - Actions and Services: Students will receive high quality Tier 1 (daily core instruction) core instruction while being provided the opportunity for various Tier 1 and Tier 2 supplemental supports during the school day to attain increased proficiency.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
RTI implementation including our tutorial period	See 1.1	Supp	Tier 1 daily instruction and campus-wide Tier 2 (no new teaching - tutorial period) support with targeted instruction in math	Pre and post assessment data
Faculty tutoring (before and after school)	\$25,000		Core subject areas (with emphasis in math) by certificated staff	Quarterly and Semester Grades
Counselor - Intervention Specialist	See 1.2		Support targeted population groups in academic, social and emotional areas for post high school college and career success	A-G completion rate
EL	\$25,000		EL students will utilize Learning Together, a new instructional program, to enhance EL workshop course curriculum and students' life skills (i.e. working with peers, learning to support and collaborate with peers, self monitoring, etc.). EL tools such as electronic translators and dictionaries will be purchased. EL Coordinator will utilize funds to increase parent involvement for ELMAC, DELMAC and ongoing support including college visits and motivational presentations.	Sign in sheets at ELMAC/DELMAC, running record for workshops, Guided Reading scores

2.2 - Actions and Services: Students can maximize their A-G completion through credit recovery opportunities during Semester 1, Semester 2 and summer.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Online Credit Recovery (CRE)	\$40,000	Supp	Students have weekly CRE labs with small group support in ELA, Math and Social Sciences.	Subject area teachers will post progress and contact parents/students regularly.

2.3 - Actions and Services: Torrance High School will continue to provide Chromebooks and other technology/accessories to facilitate students access to a rigorous, technology-enhanced curriculum, as well as provide credit recovery opportunities.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Chromebooks	\$15,000	Supp	Teachers will utilize chromebooks to enhance Tier 1 daily core instruction.	Chromebook check out calendars.
Technology Accessories	\$8,761	Supp	Teachers will utilize LCD's and ELMO's to enhance Tier 1 daily core instruction.	Administration observations.

GOAL #2:

Identified Need	Action/Service	Expenditure	Expected Outcomes
To continue to implement RTI through our PLC model by refining Tier 2 CFA's in all core subject areas specific to essential skills, standards and content. To continue to maintain Tier 3 (faculty tutoring) by subject area. The science department will continue to enhance Tier 1 instruction by strengthening their capacity and knowledge of NGSS.	All core-subject area teachers will continue to develop and strengthen their instructional programs.	Response to Intervention (RTI), NGSS, CMAST, AP, PLTW, Conference and/or release time, identify essential standards, create learning targets, develop CFA's, analyze data by subject area teams, make data-driven instructional decisions.	Students will have increased access to support specific to their needs and growth areas through data-driven instructional decisions.
Analysis of Results. What happened and why? What else did you notice?	All subject areas created curricular maps, identified essential standards, created common formative assessments (core subject areas), teachers informally collected data and some subject area teams analyzed data to determine next instructional steps (Tier 1) and/or Tier 2 interventions.		

	Faculty Tutoring Math Data (Before and after school): GPA increased 10.5% (0.3 GPA) from Quarter 1 to the end of Semester 1 (2017-2018). GPA increased 8.826% (0.2 GPA) from Quarter 3 to the end of Semester 2 (2017-2018). GPA increased 3.7% (0.08 GPA) from Quarter 1 to the end of Semester 1 (2018-2019).
Changes in actions/ services as a result of these outcomes.	Campus wide, all subject areas will be collecting, documenting and analyzing data on CFA's to determine next instructional steps (Tier 1 core instruction).

Torrance High School Goal 3: Torrance High School will maintain an effective Professional Development model that enhances learning for all students through PLC's.

Identified Need: To continue to implement RTI through our PLC model by refining Tier 2 CFA's in all core subject areas specific to essential skills, standards and content. To continue to maintain Tier 3 (faculty tutoring) by subject area. The science department will continue to enhance Tier 1 instruction by strengthening their capacity and knowledge of NGSS.

What will be different/improved for students in 2018-19? Students will have increased access to support specific to their needs and growth areas through data-driven instructional decisions.

3.1 - Actions and Services: All core-subject area teachers will continue to develop and strengthen their instructional programs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Response to Intervention (RTI)	See 1.1	Supp	Teachers will use data from CFA's to analyze effectiveness of instructional practices and make data-driven instructional decisions.	SBAC Data, Grad rates, D/F rates
NGSS, CMAST, AP, PLTW	\$3,500		Trainings, coaching, conferences, workshops.	Identify Trends, etc.
Conferences and/or release time	\$8,000		Content/subject matter learning opportunities.	Curriculum, Instruction, Assessment, and unit designs.

3.2 - Actions and Services: All core-subject area teachers will continue to develop and strengthen their Tier 1 instructional programs.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Identify essential standards	See 1.1	Supp	All subject areas will have completed curricular maps, identified essential standards, create learning targets, create CFA's, analyze data by subject area teams and make data-driven instructional decisions.	Curricular maps and pacing guides.
Create learning targets				Track pre and post assessment data.
Develop CFA's				
Analyze data by subject area teams				
Make data-driven instructional decisions				

GOAL #3:

Identified Need	Action/Service	Expenditure	Expected Outcomes
<p>Significant subgroups will increase by 2% in English Language Arts and by 4% in Mathematics on the SBAC.</p> <p><u>Subgroups under 50% standard met or above:</u> ELA - Increase EL by 6%, Increase SWD by 6% Math - Increase Hispanic by 6%, Increase SED 4%, Increase EL by 6%, and increase SWD by 6%</p>	<p>Students will receive high quality Tier 1 (daily core instruction) core instruction while being provided the opportunity for various Tier 1 and Tier 2 supplemental supports during the school day and before and after school to attain increased proficiency. Students can maximize their A-G completion through credit recovery opportunities during Semester 2 and summer. Torrance High School will continue to provide Chromebooks and other technology/accessories to facilitate students access to a rigorous, technology-enhanced curriculum, as well as provide credit recovery opportunities.</p>	<p>RTI implementation including our tutorial period, Faculty tutoring, Counselor - Intervention Specialist, EL, Online Credit Recovery (CRE), Chromebooks, Technology Accessories</p>	<p>Students will have increased access to support specific to their needs and growth areas through data-driven instructional decisions with the use of CFA's as a vehicle.</p>
<p>Analysis of Results. What happened and why? What else did you notice?</p>	<p>SBAC DATA:</p> <p><u>EL</u> (9% of our student population) Annual ELA +7% / 4-yr Longitudinal +6% Annual Math +3% / 4-yr Longitudinal +5%</p> <p><u>Socioeconomically Disadvantaged Students</u> (31% of our student population) Annual ELA -2% / 4-yr Longitudinal +21% Annual Math +1% / 4-yr Longitudinal +20%</p>		

	<p>Hispanic (41% of our student population) Annual ELA -2% / 4-yr Longitudinal +18% Annual Math +0% / 4-yr Longitudinal +10%</p> <p>SWD (% of our student population) Annual ELA % / 4-yr Longitudinal Annual Math % / 4-yr Longitudinal</p> <p>A-G Data: Annual +1.5% / 7-yr Longitudinal (2011-2017) +12.7%</p> <p>We attribute our longitudinal growth to these factors:</p> <ul style="list-style-type: none"> ● Strengthening Tier 1 Instruction while providing additional access to curriculum during the Tutorial period and faculty tutoring. ● Intervention Counselor individualizes student schedules in order to gain access to campus wide courses. ● Learning Together - student led academic mentorship program with a focus on literacy, fluency and teamwork in a collaborative setting. ● Credit Recovery - Odysseyware (year around)
<p>Changes in actions/ services as a result of these outcomes.</p>	<p>Open access to <u>all teachers</u> for Tier 2 interventions during our tutorial period.</p> <p>Campus wide, all subject areas will be collecting, documenting and analyzing data on CFA's to determine next instructional steps (Tier 1 core instruction).</p>

Torrance High School Goal 4: Torrance High School will establish a physically, socially and emotionally safe school environment for all students.

Identified Need: Address students' physical safety, and social and emotional needs.

What will be different/improved for students in 2018-19? Increase faculty and staff awareness of student mental health issues.

4.1 - Actions and Services: Administration will equip faculty and staff with tools to address students' physical safety, and social and emotional needs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
PD's	NA		Mental health awareness, Governance Packet which includes child abuse procedures, non-fraternization policy, threat/risk assessment protocol training.	Faculty and staff inservices.
Emergency Preparation			Training and planning for: evacuation drills, shelter-in-place, Great CA Shakeout.	Through drills during the school year.
Administration Communication			Consistent communication via emails, faculty bulletin, Leadership Meetings, TTA, Department Chair Meetings, Remind app.	Agendas, minutes, bulletins.
Discipline Interventions			Discipline assembly, Sandy Hook Promise, Screenagers (PTA), other means of corrections to support student growth.	Referral and Suspension data.

4.2 - Actions and Services: Faculty and staff will address students' physical safety, and social and emotional needs.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Counseling Services	NA		Small Groups, 1:1 meetings, Student Center	Number of attendees, appt calendars.
Faculty Support			Club sponsors create opportunities for students to connect with school, identification of students in need.	Number of clubs and participants.
Emergency Plan Implementation			Execution of emergency plans.	Through drills during the school year.

GOAL #4:

Identified Need	Action/Service	Expenditure	Expected Outcomes
Address students' physical safety, and social and emotional needs.	Administration will equip faculty and staff with tools to address students' physical safety, and social and emotional needs. Faculty and staff will address students' physical safety, and social and emotional needs.	PD's, Emergency Preparation, Administration Communication, Discipline Interventions, Counseling Services, Faculty Support, Emergency Plan Implementation.	Increase faculty and staff awareness of student mental health issues and protocols for the special education population.
Analysis of Results. What happened and why? What else did you notice?	Students have additional adult outlets on campus. Each classroom implemented a shelter in place plan. Each Classroom was provided safety supplies.		
Changes in actions/ services as a result of these outcomes.	Staff Development on Emergency Prep, Mental Health, and Threat/Risk assessment. Students Assemblies - Discipline Assembly, Signs of Suicide presentations, Anti-Vaping Assembly, Targeted Anti-Vaping tutorial sessions, Student video bulletin Public Announcements (PA's) for anti-vaping.		

APPENDIX B
Torrance High School
Budget Summary Worksheet 2019-2020

Funding Source:		Supp.	SA	LPSBG	CCI	Total
2019-2020 Allocation:		\$249,461	\$22,000	\$46,969	\$35,500	\$353,930
Focus Area Category #1 - Enrichment/Intervention Support	Goal #					
Intervention Counselor	1	\$45,000				\$45,000
Online Credit Recovery - Odysseyware	2	\$35,000				\$35,000
Faculty Tutoring	2	\$25,000				\$25,000
ELD Sections	1 & 2	\$30,000				\$30,000
College / Career Readiness	1				\$35,500	\$35,500
English 2 Essentials class	2			\$22,000		\$22,000
Focus Area Category #2 - Professional Development	Goal #					
Response to Intervention (RTI)	1 & 3	\$21,500	\$4,000			\$25,500
Professional Learning Communities (PLC)	3					
NGSS, CMAST, AP, PLTW	3	\$3,500				\$3,500
Conferences and/or release time	1 & 3	\$16,000				\$16,000
Focus Area Category #3 - Technology	Goal #					
Chromebooks	2	\$41,400	\$13,800			\$55,200
Technology Accessories	2	\$6,661	\$4,200	\$2,969		\$13,830
Focus Area Category #4 - English Language Learners	Goal #					
EL Program	2	\$25,400				\$25,400
TOTAL BALANCE:		\$249,461	\$22,000	\$24,969 (\$22k reserved)	\$35,500	\$331,930

APPENDIX C

Torrance High School School Site Council Membership 2019-2020

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Names of Members	Principal	Teacher	Staff	Parent or Community	Student
Karim Girgis	X				
Teresa Brown		X			
Paula Fox		X			
Alison Glaeser		X			
Theresa Hollis			X		
Ollie Turner		X			
Danny Yee		X			
Shari Kaku				X	
Carie Mendoza				X	
Debbie Simpson-Hays				X	
Jean Welsome				X	
Nicolette Bothwell					X
Vincent Cabrera					X
Hannah Chimpampwe					X

Chris Eguchi					X
Andrew Santamaria					X
William Yeo					X
Category Totals	1	5	1	4	6

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

APPENDIX D

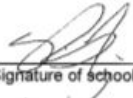
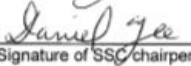
Torrance High School Recommendations and Assurances 2019-2020

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the District Local Control Accountability Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 5/29/19.

Attested:

<u>Karim Girgis</u> Typed name of school principal	 Signature of school principal	<u>5/29/19</u> Date
<u>DANIEL YEE</u> Typed name of SSC chairperson	 Signature of SSC chairperson	<u>5/29/2019</u> Date

APPENDIX E
TUSD LCAP Data Table
2019-2020

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Indicator (CCI)	55%	55%	57%	59%
Graduation Rate	Very High (95%)	<i>Maintain Very High (96%)</i>	Maintain Very High (97%)	Maintain Very High (97%)
Local Indicator - Percent of students with sufficient materials	100% (Met)	<i>100% (Met)</i>	100% (Met)	100% (Met)
Healthy Fitness Zone (HFZ) for 5th grade	72.9% (2015-16)	75%	76%	77%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Dashboard (K-8)	High	<i>High</i>	Maintain High	Maintain High
Math Dashboard (K-8)	High	<i>High</i>	Maintain High	Maintain High
ELA CAASPP (K-8)	63% (met/exceeded)	65%	67%	69%
Math CAASPP (K-8)	55% (met/exceeded)	59%	60%	61%

English Learner Progress	Medium	<i>High</i>	Maintain High	Maintain High
EL Reclassification	10.6% (2016-17)	12%	14%	15%
AP Exam Pass Rate	71% (2015-16)	72%	73%	74%
CSU/UC A-G Rate	55% (2015-16)	57%	59%	60%
EAP for ELA: EAP for Math	72% (2015-16); 57% (2015-16)	74%; 59%	76%; 61%	78%; 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully Credentialed & teaching in field	100% (2016-17)	100%	100%	100%
Percent of teachers with ELD Authorization	100% (2016-17)	100%	100%	100%
Filling all Open Positions	92% (2016-17)	100%	100%	100%
Implementation of Standards Local Indicator	Met	<i>Met</i>	Met	Met
Percent of students taught by teachers who participate regularly in PLC's and Professional Development	100%	100%	100%	100%
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	96%	96%	Maintain 96% or higher	Maintain 96% or higher
Suspension Rate	1.9%	1.7%	Maintain or decrease from 1.7%	Maintain or decrease from 1.7%
Expulsion Rate	0.1%	0.1%	Maintain or decrease from 0.1%	Maintain or decrease from 0.1%
Chronic Absenteeism	0.5%	0.5%	Maintain or decrease from 0.5%	Maintain or decrease from 0.5%
Middle School Dropout	0.04%	0.04%	Maintain or decrease from 0.04%	Maintain or decrease from 0.04%
High School Dropout	0.18%	0.3%	Maintain or decrease from 0.3%	Maintain or decrease from 0.3%
School Climate - Local Indicator*	Met	Met - 76% (ES - 79%; MS - 79%; HS - 72%)	Met (Maintain or increase by 1%)	Met (Maintain or increase by 1%)
Percent of Schools with facilities in good repair	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement Local Indicator	Met	Met (see below) 12 parents = average school committee participation; 24 parents = average district-level committee participation; 590 parents = average district-level workshop attendance	Met (increase participation by 2% in all categories)	Met (increase participation by 2% in all categories)

